

Unit 3

Teacher Guide

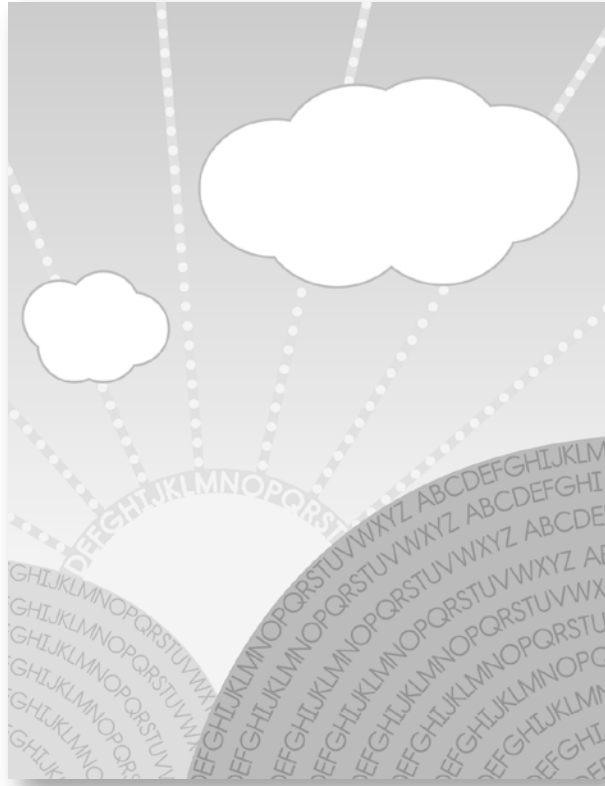
Core Knowledge Language Arts® • Skills Strand



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GRADE 3





Unit 3

Teacher Guide

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GRADE 3

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Alignment Chart for Unit 3

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

Lesson

Alignment Chart for Unit 3

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Reading Standards for Literature: Grade 3																
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		✓													
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</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>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	✓		✓	✓	✓										

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		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.															
CKLA Goal(s)	Determine the main idea of a nonfiction/informational text read independently; recount the key details and explain how they support the main idea			✓	✓	✓	✓		✓	✓		✓	✓			
Craft and Structure																
STD RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.															
CKLA Goal(s)	Determine the meaning of general academic and domain-specific words and phrases in a nonfiction/informational text read independently relevant to a Grade 3 topic or subject area	✓		✓	✓	✓	✓	✓		✓		✓	✓			
Integration of Knowledge and Ideas																
STD RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).															
CKLA Goal(s)	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational text read independently (e.g., where, when, why, and how key events occur)	✓		✓	✓	✓	✓	✓		✓		✓	✓			
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational text read independently to check and support understanding	✓		✓	✓	✓	✓									
	Interpret information from diagrams, charts, graphs, and/or graphic organizers			✓		✓	✓									
STD RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).															
CKLA Goal(s)	Describe the logical connection between particular sentences and paragraphs in a nonfiction/informational text read independently (e.g., comparison, cause/effect, first/second/third in a sequence)			✓												

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.															
CKLA Goal(s)	Compare and contrast the most important points and key details presented in two nonfiction/informational texts read independently on the same topic							✓								
Range of Reading and Level of Text Complexity																
STD RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.															
CKLA Goal(s)	By the end of the year, read and comprehend nonfiction/informational texts, including history/social studies and science, at the high end of the Grades 2–3 text complexity band independently and proficiently								✓							
Reading Standards for Foundational Skills: Grade 3																
Phonics and Word Recognition																
STD RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.															
STD RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.															
CKLA Goal(s)	Identify and use the meaning of the most common prefixes and derivational suffixes			✓	✓				✓	✓						
STD RF.3.3c	Decode multi-syllable words.															
CKLA Goal(s)	Decode multi-syllable 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		✓						✓		✓					

Alignment Chart for Unit 3

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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Writing Standards: Grade 3

Text Types and Purposes: Opinion

STD W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.														
STD W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.														
CKLA Goal(s)	Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an opinion piece		✓		✓	✓		✓							
	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				✓										
STD W.3.1d	Provide a concluding statement or section.														
CKLA Goal(s)	Provide a concluding statement or section for an opinion piece				✓										

Text Types and Purposes: Informative/Explanatory

STD W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.														
STD W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.														
CKLA Goal(s)	Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an informative/explanatory piece									✓					
STD W.3.2b	Develop the topic with facts, definitions, and details.														
CKLA Goal(s)	Develop an informative/explanatory topic with clearly presented ideas, facts, and details							✓		✓					
STD W.3.2d	Provide a concluding statement or section.														
CKLA Goal(s)	Provide a concluding statement or section for an informative/explanatory piece									✓					

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Text Types and Purposes: Narrative																
STD W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.															
STD W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.															
CKLA Goal(s)	Identify and use parts of a paragraph, including a topic sentence, supporting details and a concluding statement, in a narrative piece									✓	✓					
STD W.3.3d	Provide a sense of closure.															
CKLA Goal(s)	Provide a sense of closure in a narrative piece									✓						
Production and Distribution of Writing																
STD W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards W.3.1–3.)															
CKLA Goal(s)	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose i.e., ideas and paragraphs presently clearly and in a logical order									✓						

Alignment Chart for Unit 3

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
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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 a 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 or in writing) important facts and information from a fiction or nonfiction/informational text read independently				✓	✓	✓			✓		✓					
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Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Language Standards: Grade 3																
Conventions of Standard English																
STD L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.															
STD L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.															
CKLA Goal(s)	Use nouns, verbs, and adjectives and explain their functions in sentences										✓					
	Use pronouns and explain their function in sentences												✓			
STD L.3.1b	Form and use regular and irregular plural nouns.															
CKLA Goal(s)	Correctly spell regular and irregular plural nouns	✓		✓	✓		✓		✓	✓		✓				
STD L.3.1d	Form and use regular and irregular verbs.															
CKLA Goal(s)	Form and use regular and irregular verbs											✓				
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.3.1i	Produce simple, compound, and complex sentences.															
CKLA Goal(s)	Produce simple sentences										✓					
STD L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.															
STD L.3.2a	Capitalize appropriate words in titles.															
CKLA Goal(s)	Capitalize appropriate words in titles								✓	✓						
STD L.3.2b	Use commas in addresses.															
CKLA Goal(s)	Use commas between city and state and in dates between day and year in addresses			✓												
STD L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).															
CKLA Goal(s)	Use conventional spelling for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>)	✓		✓	✓	✓	✓		✓	✓	✓	✓				

Alignment Chart for Unit 3

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
STD L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.															
CKLA Goal(s)	Use spelling patterns and generalizations (e.g., word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing words	✓		✓	✓	✓	✓		✓	✓	✓	✓				
Vocabulary Acquisition and Use																
STD L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.															
STD L.3.4b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>).															
CKLA Goal(s)	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i> , <i>comfortable/uncomfortable</i> , <i>care/careless</i> , <i>heat/preheat</i>)	✓		✓	✓	✓	✓		✓	✓	✓	✓				
STD L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.															
CKLA Goal(s)	Use root words, affixes, and glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Additional CKLA Goals																
CKLA Goal(s)	Alphabetize words to the second letter										✓					
	Alphabetize words to the third letter					✓										
	Identify irrelevant sentences in paragraphs							✓								
	Change run-on sentences to simple sentences										✓					

✓ 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 3

The **content** of Unit 3 focuses on systems of the human body and the specific senses of sight and hearing. This unit will build upon what students have already learned in earlier grades about the five senses and the human body. Students will learn about the skeletal, muscular, and nervous systems of the body, as well as how eyes and ears work.

During this unit's **spelling** exercises, students will review the spelling of regular and irregular plural nouns, as well as adding –s or –es to certain verb forms. Students will review changing the letter ‘f’ to ‘v’ and adding the suffix –es to create the plural form of words. In the third week of this unit, students will review spelling patterns and irregular formation of plurals to correctly spell plural words. In addition, students will have two Challenge Words added to each spelling list.

Students will also continue to practice alphabetizing spelling words in preparation for **dictionary** skills.

In **grammar**, students will review and practice writing paragraphs including topic and concluding sentences. Students will remove irrelevant sentences from paragraphs and add titles. Students will be introduced to pronouns as a new part of speech, specifically subject pronouns. Students will apply their new knowledge of pronouns by determining subject-verb agreement in sentences, recognizing the pattern of adding –s and/or –es to third person singular verbs.

During the **morphology** portion of the lessons, students will learn the prefixes *dis-* and *mis-* as well as review all prefixes learned so far in third grade. They will review how prefixes change the meaning of root words. They will also review how prefixes added to a word can change the part of speech of that word. Students will have opportunities to apply their knowledge of the changed meaning of words during workbook practice.

Unit Overview

Here is an overview of the Unit 3 schedule. Please see the *Tell It Again! Read-Aloud Anthology for The Human Body: Systems and Senses* for the corresponding Listening & Learning schedule.

Week One					
Min.	Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
25	Chapter 1 “The Skeletal System”	Chapter 1 “The Skeletal System”	Chapter 2 “All About Bones”	Chapter 3 “The Muscular System”	Spelling Assessment: Regular and Irregular Plural Nouns
25	Spelling: Introduce Regular and Irregular Plural Nouns	Grammar: Introduce Topic and Concluding Sentences in Paragraphs	Morphology: Introduce Prefixes <i>dis-</i> and <i>mis-</i>	Grammar: Write Paragraphs Using Topic and Concluding Sentences	Chapter 4 “Joints and Muscles”
15	Due to the extended time needed to introduce the unit, there is no small group/independent work today.	Extension	Grammar: Introduce Sequencing Sentences in Paragraphs	Morphology: Practice Prefixes <i>dis-</i> and <i>mis-</i>	Grammar: Practice Topic and Concluding Sentences in Paragraphs
15			Spelling: Practice Regular and Irregular Plural Nouns	Spelling: Practice Regular and Irregular Plural Nouns	Spelling: Practice Alphabetizing Skills

Week Two					
Min.	Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
25	Chapter 5 “The Nervous System”	Chapter 6 “The Spinal Cord and Brain”	Chapter 6 “The Spinal Cord and Brain”	Chapter 7 “Eyes and Vision”	Spelling Assessment: Changing ‘f’ to ‘v’ and adding <i>-es</i>
25	Spelling: Introduce Changing ‘f’ to ‘v’ and adding <i>-es</i>	Grammar: Introduce Irrelevant Sentences in Paragraphs	Morphology: Review Prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i> , and <i>mis-</i>	Grammar: Practice Writing Paragraphs	Chapter 7 “Eyes and Vision”
15	Extension	Extension	Grammar: Write Titles for Paragraphs	Morphology: Practice Prefixes <i>un-</i> , <i>non-</i> , <i>re-</i> , <i>pre-</i> , <i>dis-</i> , and <i>mis-</i>	Grammar: Mixed Practice Review
15			Spelling: Practice Changing ‘f’ to ‘v’ and adding <i>-es</i>	Spelling: Practice Changing ‘f’ to ‘v’ and adding <i>-es</i>	Spelling: Practice Alphabetizing Skills

Week Three					
Min.	Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
25	Chapter 8 “Vision Problems, Vision Solutions”	Chapter 9 “Ears and Hearing”	Unit Assessment	Remediation & Enrichment: Chapters 10, 11	Spelling Assessment: Spelling Patterns and Irregular Plural Nouns
25	Spelling: Review Spelling Patterns and Irregular Plural Nouns	Grammar: Introduce Subject Pronouns		Grammar: Introduce Subject-Verb Agreement	Remediation & Enrichment: Chapters 10, 11

Spelling

In Grade 2 CKLA, students were given a list of words each Monday and assessed each Friday. The spelling lists generally lagged behind instruction in the sound-spellings for each unit and served as a spiraling review of the sound-spelling patterns. In Grade 3, students will be reviewing sound-spelling patterns as they progress through the year. In the first two 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 of regular and irregular plural nouns, as well as adding *-s* or *-es* to certain verb forms. In Lessons 1–5, students will review the regular formation of plurals by adding *-s* or *-es* to nouns. In Lessons 6–10, students will review changing the letter 'f' to 'v' and adding the suffix *-es* to create the plural form of words ending in the letter 'f'. For words ending with the letters 'fe', the 'e' is first dropped, then the 'f' changed to 'v' before adding the suffix *-es*. In Lessons 11–15, students will review spelling patterns and irregular formation of plurals to correctly spell plural words.

On the first day of each week, teachers should introduce the spelling list by reproducing the table in Lessons 1, 6, and 11 on the board or chart paper. Each lesson will focus on adding suffixes to the root words. This table will make it easy for students to see how suffixes are added. 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.

In Unit 3, alphabetizing words is reviewed as a part of spelling instruction. Students will continue to practice alphabetizing to the second and third letter as preparation for dictionary skills.

The weekly spelling assessment is more rigorous than traditional spelling assessments. Students will be asked to write singular and plural forms of each word. In addition, students will also be asked to write Challenge Words and dictated sentences as part of the weekly spelling assessment. You should explicitly address your expectations, with regard

to the use of appropriate capitalization and punctuation, when students write each dictated sentence. In this unit, students will also 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 students 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 solidifies 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 identify and write topic and concluding sentences for paragraphs and will write and sequence supporting detail sentences within paragraphs. Students will remove irrelevant sentences in paragraphs and write titles for paragraphs. Students will be introduced to a new part of speech called a pronoun. Specifically, they will learn to replace nouns that are subjects of sentences with subject pronouns.

Students will apply their new knowledge of pronouns by determining subject-verb agreement in sentences, recognizing the pattern of adding *-s* or *-es* to third person singular verbs.

Students have two large blocks of grammar instruction during each of the three weeks of the unit. In Weeks 1 and 2, students will have two follow-up lessons to practice and reinforce the material taught in the 25-minute lessons on Day 2 and Day 4 of each week. As an alternative to grammar worksheets with more challenging activities, we recommend the writing prompts found in the Teacher Resources section of this Teacher Guide and at the end of the Skills Workbook.

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 prefixes *dis-* and *mis-* and review prefixes learned thus far in Grade 3, which are *un-*, *non-*, *re-*,

pre-, *dis-*, and *mis-*. They will continue to review how prefixes 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 both of the first two weeks. Students will define and use words with these prefixes in different contexts.

Extension

During the first and second weeks of the unit, we have included three 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
- Extension activities provided in the Pausing Point
- Unit-specific writing prompts
- Assessment and remediation activities outlined in the *Assessment and Remediation Guide* or remediation activities you deem appropriate
- Reader’s Chair
- Reader’s Journal

In Lessons 2 and 7, extension activities have been provided that include a Reader’s Theater selection entitled “The Skeletal System: Reader’s Theater” and an activity using background knowledge and information in the first five chapters of the reader to *compare* and *contrast* the skeletal, muscular, and nervous systems. In Lesson 6, 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 unit’s 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 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: *How Does Your Body Work?*

The nonfiction Reader for Unit 3, entitled *How Does Your Body Work?*, consists of selections that will further students’ scientific understanding of the skeletal, muscular, and nervous systems of the human body. The role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain, will be described. Students will also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly. The later chapters of the Reader will provide insight into difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges.

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 five academic vocabulary words: *explain*, *exercise*, *assess*, and *compare* and *contrast*. 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 *explain* to mean to make something easy to understand.
- *Exercise* refers to something you do to practice a skill.
- To *assess* is to determine correctness or how something fits.
- To *compare* and *contrast* refers to finding either similarities or differences between or among things.

We encourage you to define these words for students and use all five 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 systems and senses listed in the *Tell It Again! Read-Aloud Anthology* for this domain-based unit. The selections that students will read in *How Does Your Body Work?* 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 KWL chart that you will add to 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

In this unit, Vocabulary Cards will again help guide students through the vocabulary listed in the glossary for *How Does Your Body Work?* The words listed in the glossary are words that we recommend you preview before reading each chapter. One side of the Vocabulary Cards includes just the word and the other side includes both the definition and the word. We included an image from each chapter in the Reader to correspond with the Vocabulary Cards. 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, spelling, and grammar skills taught is included in Lesson 13, along with an assessment of silent reading comprehension using “The Body Tells a Story: The Case of Otzi, the Iceman,” a nonfiction selection, and “Lost and Found,” a fiction selection.

You may also want to begin to take periodic measurements of students’ fluency levels. You may use either “Reflexes,” the selection included for fluency assessment, or any of the additional chapters in the Reader for this purpose. Recording and scoring sheets for “Reflexes” 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 the highest risk in order to gain baseline information.

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

Pausing Point

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

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

Teacher Resources

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

Assessment and Remediation Guide

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

Lesson 1

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Skeletal System,” 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 Skeletal System” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer oral questions that require making interpretations about why the bones in a human spine are called vertebrae (RI.3.1)
- ✓ Ask and answer oral questions that require giving an opinion about why the skeletal system is an important part of the human body (RI.3.1)
- ✓ Determine the meaning of general academic words and domain-specific words and phrases relevant to the skeletal system of the human body in “The Skeletal System” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Skeletal System” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “The Skeletal System” to check and support understanding (RI.3.7)
- ✓ Independently read “The Skeletal System” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “The Skeletal System,” explicitly drawing on preparation and other information known about the skeletal system of the human body to explore content under discussion (SL.3.1a)
- ✓ Make predictions prior to reading *How Does Your Body Work?* based on title and images (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the skeletal system of the human body (SL.3.1d)
- ✓ Correctly spell regular and irregular nouns (L.3.1b)
- ✓ Use conventional spelling for making singular nouns plural when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* 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)

<i>At a Glance</i>	Exercise	Materials	Minutes
<i>Reading Time</i>	Whole Group: “The Skeletal System”	<i>How Does Your Body Work?</i> ; Individual Code Chart; Vocabulary Cards	45
<i>Spelling</i>	Introduce Spelling Words	board; Individual Code Chart; Worksheet 1.1	35
<i>Take-Home Material</i>	Family Letter; Glossary for <i>How Does Your Body Work?</i>	Worksheets 1.1, PP14	*

Advance Preparation

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

Regular Singular Noun	Regular Plural Noun

Irregular Singular Noun	Irregular Plural Noun

Here are some things to note about singular and plural nouns.

- For many nouns, adding the suffix –s makes the word plural.

car	→	cars
book	→	books
crayon	→	crayons
paper	→	papers
street	→	streets
home	→	homes
dog	→	dogs

- For many nouns, adding the suffix –es makes the word plural.

patch	→	patches
ditch	→	ditches
wish	→	wishes
brush	→	brushes
class	→	classes
dress	→	dresses
topaz	→	topazes
box	→	boxes
ax	→	axes

- Words ending in the following letters require the addition of –es: ‘ch’, ‘sh’, ‘s’, ‘z’, and ‘x’.
- For nouns ending with ‘y’, the ‘y’ must be changed to ‘i’ before adding –es.

puppy	→	puppies
butterfly	→	butterflies
lady	→	ladies

- Regular nouns follow a general pattern or rule of adding –s or –es to create the plural form of the noun.

Note to Teacher

As mentioned in the Introduction, in this unit, students will focus on five academic vocabulary words, two of which are *explain* and *exercise*. 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 might 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 *explain* to mean to make something easy to understand.
- *Exercise* refers to something you do to practice a skill.

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

45 minutes

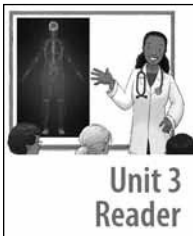
Whole Group: “The Skeletal System”

Note to Teacher

Students who had CKLA in K–2 learned about the digestive and excretory systems in the Listening & Learning Grade 2, *Cycles in Nature*. Students may remember Dr. Welbody from first grade and the rhymes that she taught to help them learn various concepts about their bodies. We have reprinted these rhymes in the Appendix of this Reader and will refer to some of them below in introducing the Reader. We will not supply additional instructional apparatus for the Appendix, but suggest that you call students’ attention to specific rhymes related to the different systems of the body as each of these systems is introduced in subsequent chapters.

Introducing the Reader

- Make sure that each student has a copy of the Reader, *How Does Your Body Work?*
- Read the title of the Reader to students.
- Remind students that in first grade, they learned about Dr. Welbody and learned many rhymes about their bodies.



Chapter 1

Remember to use academic vocabulary words when appropriate: *explain, exercise*.

- Have students turn to the Table of Contents, locate the Appendix, and then turn to the first page of the Appendix.
- Specifically point out the rhyme about the body in the Appendix. Have students read the rhyme as a way to activate prior knowledge. Talk about the following vocabulary: *cells*, *tissues*, *organs*, and *systems*.
- Have students turn back to the Table of Contents.
- Either read several chapter titles from the Table of Contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about what the Reader might be about.

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Skeletal System.” Tell them it is about bones and that they will learn many interesting new facts about the skeleton that is inside every human body.
- Direct students to the Appendix and ask them to read the rhyme about the skeletal system.
- Ask students to turn back to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Skeletal System” 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.

Vocabulary for “The Skeletal System”

1. **skeletal system**—your bones (6)
2. **muscular system**—your muscles (6)
3. **nervous system**—your nerves (6)
4. **skull**—head (10)
5. **cranium***—skull (10)
6. **pelvis**—hip bones (12)
7. **vertebra**—a small bone that is part of the spinal column or backbone (**vertebrae**) (12)
8. **sternum**—breastbone (14)
9. **organ***—a part of your body made of cells and tissues that performs a specific job (**organs**) (14)
10. **shoulder blade**—scapula; You have two of these triangle-shaped bones at the top of your back. (**shoulder blades**) (14)
11. **scapula**—shoulder blade (**scapulae**) (14)
12. **tibia***—shinbone (16)
13. **fibula***—the small, “outside bone” in the lower part of your leg (16)
14. **expand**—to get bigger (18)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

- **Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

skel | e | tal sys | tem

mus | cu | lar sys | tem

ner | vous sys | tem

skull

cra | ni | um

pel | vis

ver | te | bra

ver | te | brae 'ae' > /ae/

ster | num

or | gan

shoul | der blade

scap | u | la

scap | u | lae 'ae' > /ae/

tib | i | a

ex | pand

fib | u | la

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *vertebra* on the board, with the definition side showing the plural form *vertebrae*.
 - Circle the letters 'ae'.
 - Tell students that these letters represent the sound /ae/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /ae/ row and follow it across.
 - Students will see that there is no 'ae' listed. *Explain* to them that the 'ae' spelling of /ae/ is so rare that it is not included in the Individual Code Chart. It only occurs in very few words.

- Display the Vocabulary Card for or write the word *scapula* on the board, with the definition side showing the plural form *scapulae*.
 - Circle the letters ‘ae’.
 - Tell students that these letters represent the sound /ae/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /ae/ row and follow it across.
 - Students will see that there is no ‘ae’ listed. *Explain* to them that the ‘ae’ spelling of /ae/ is so rare that it is not included in the Individual Code Chart. It only occurs in a very few words.

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 and captions accompanying the text, as they often reinforce understanding of the text.
- Also, call students’ attention to the bolded vocabulary words in the chapter, noting that they are included in the glossary.

Pages 6 and 7

- Read the title of the chapter together as a class, “The Skeletal System.”
- Introduce the words *skeletal system* as vocabulary words.
- Display the image for this chapter and the Vocabulary Card for *skeletal system*.
- Ask students, “Where in the Reader could we find the definition of skeletal system quickly?” (the glossary)
- Ask students to tell you how to find the word in the glossary.
- Ask students to find the word.
- Call on one student to identify where the word is and read the definition.

- Display the Vocabulary Cards for *muscular system* and *nervous system*.
- Have students look up the words *muscular system* and *nervous system* in the glossary and read the definitions together as a class.
- Have one student read aloud the greeting from Dr. Welbody found in the first paragraph on **page 6** and have students share what they remember about Dr. Welbody from first grade.
- Have students read **pages 6–7** to themselves to answer the question: “What makes up the skeletal system in our bodies?”
- When students have finished reading, restate the question and ask students to answer. (The skeletal system is made up of bones.)
- Ask, “Where did you find the answer?” (image on **page 7**)
- Remind students to always look at the image and read the caption as information can be explained both in words and in images in these places.

Pages 8 and 9

- Ask students to scan **pages 8–9** to see if there are any new vocabulary words on these pages. (no)
- Tell students to read **pages 8–9** to themselves to find the answer to the question: “How many bones are there in an adult human body?”
- When students have finished reading, restate the question and ask students to answer. (more than 200)
- Direct students’ attention to the image and caption on **page 9**.

Pages 10 and 11

- Display the Vocabulary Cards for *skull* and *cranium*.
- Have students look up the words *skull* and *cranium* in the glossary and read the definitions together as a class.
- Ask students to read **pages 10–11** to themselves to find the answer to the question: “Is the cranium one bone or many?”
- When students have finished reading, restate the question and ask students to answer. (many; The cranium is a set of 22 bones.)
- Direct students’ attention to the image and caption on **page 11**.

Pages 12 and 13

- Display the Vocabulary Card for *pelvis*.
- Have students look up the word *pelvis* in the glossary and read the definition together as a class.
- Have students read the first paragraph on **page 12** to themselves to find the answer to the question: “What is another name for the spine that you learned in *Rattenborough’s Guide to Animals*?”
- When students have finished reading, restate the question and ask students to answer. (Answers may vary but should include the word *backbone*.)
- Display the Vocabulary Card for *vertebra*.
- Have students look up the word *vertebra* in the glossary and read the definition together as a class. Note for students that the plural of the word *vertebra* (*vertebrae*) is listed in parentheses after the definition in the glossary. The form *vertebrae* is used in this chapter.
- Ask students to read the second and third paragraphs on **page 12** to themselves. Direct students’ attention to the image and caption on **page 13**.
- Remind students that they read about *vertebrae* and spinal columns earlier this year. (*Rattenborough’s Guide to Animals*) Ask students to *explain* how animals were classified with regard to *vertebrae*. (Answers may vary but should include that animals are either vertebrates or invertebrates. *Explain* that the words vertebrates and invertebrates are also forms of the word *vertebra*.)

Pages 14 and 15

- Display the Vocabulary Cards for *sternum*, *shoulder blade*, and *scapula* and discuss the meanings of each. Note for students that the plurals of *shoulder blade* (*shoulder blades*) and *scapula* (*scapulae*) are used in this chapter.
- Have students read **pages 14–15** to themselves to fill in the blank in the following sentence: “People sometimes call the rib bones the _____.”
- When students have finished reading, reread the sentence and have students fill in the blank. (rib cage) Ask students to *explain* why rib bones are sometimes called the rib cage. (They look like the bars of a cage.)
- Direct students’ attention to the image and caption on **page 15**.

Pages 16 and 17

- Display the Vocabulary Cards for *tibia* and *fibula*.
- Have students find *tibia* and *fibula* in the glossary and read the definitions together as a class.
- Have students read **pages 16–17** to themselves to find the answer to the question: “How many bones make up the lower part of a human leg?”
- When students have finished reading, restate the question and have students answer. (two)
- Direct students’ attention to the image and caption on **page 17**.

Pages 18 and 19

- Tell students that you will now play the game of Simon Says on **page 18**.
- Read the page together as a class, stopping after each direction to make sure that students are indeed touching the correct parts of their bodies.
- After you have read through **page 18** once as a class, for fun you may want to read it to students again, a little faster, as they *exercise* and try to touch the different parts of their bodies correctly as you state an individual body part. *Explain* that this is a different definition of *exercise* than what we used as an academic vocabulary word.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Skeletal System”

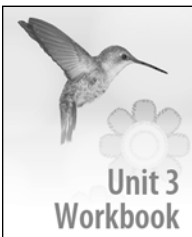
1. *Inferential* Why is the skeletal system an important part of your body? What does it do? (Answers may vary but should include that it gives your body shape.)
2. *Literal* What is the name of the important group of bones that protects your brain? (cranium or skull)
3. *Literal* What do we call the smaller bones that make up the spinal column? (vertebrae)
4. *Literal* What does the spinal cord do? (delivers nerve signals to and from the brain)
5. *Literal* What does the rib cage do? (protects inner organs like the heart and lungs)
6. *Literal* Why are humans classified as vertebrates? (Their spines are made up of vertebrae.)

Spelling

35 minutes

Introduce Spelling Words

- Tell students that for this first group of spelling words, plural forms can be created by following regular spelling patterns.



Worksheet 1.1

- Draw the following table on the board or chart paper:

Regular Singular Noun	Regular Plural Noun

- When introducing the words, use these procedures:

Step 1: Introducing the Regular Singular Nouns

- As you introduce each singular noun, write it in the table, pronouncing each word as you write it.

Regular Singular Noun	Regular Plural Noun
match	
night	
glass	
fox	
story	
baby	

- Point out the vowel sound(s) and spellings in the word to students.

Step 2: Forming Plurals of the Regular Singular Nouns

- As you introduce each plural noun, write it in the table, pronouncing each word as you write it.

- Point out that for *story* and *baby*, the ‘y’ is changed to ‘i’, then the –es is added.

Regular Singular Noun	Regular Plural Noun
match	matches
night	nights
glass	glasses
fox	foxes
story	stories
baby	babies

- Point out that for *match*, –es is added because *match* ends with ‘ch’.
- Point out that for *night*, –s is added.
- Point out that for *glass* and *fox*, –es is added because *glass* ends with ‘ss’ and *fox* ends with ‘x’.
- Draw the following table on the board or chart paper:

Irregular Singular Noun	Irregular Plural Noun

- When introducing the words, use these procedures:

Step 1: Introducing the Irregular Singular Nouns

- Tell students that the next set of nouns are irregular, which means that the plural form of these words cannot be created by using any of the patterns for the regular formation of plurals. Students must learn and memorize the correct plural form.

- As you introduce each singular noun, write it in the table, pronouncing each word as you write it.

Irregular Singular Noun	Irregular Plural Noun
child	
man	
woman	
goose	
mouse	
louse	
tooth	
foot	
person	

- Point out the vowel sound(s) and spellings in the word to students. For example, for the word *child*, point out the vowel sound /ie/ spelled 'i'; for the word *goose*, point out the vowel sound /oo/ spelled 'oo'.
- When you reach the multi-syllable words (*woman*, *person*), model for students how to chunk the word into syllables to say and spell the word as you have done in previous lessons.

Step 2: Forming Plurals of the Irregular Singular Nouns

- As you introduce each plural noun, write it in the table, pronouncing each word as you write it.

Irregular Singular Noun	Irregular Plural Noun
child	children
man	men
woman	women
goose	geese
mouse	mice
louse	lice
tooth	teeth
foot	feet
person	people

- Make sure to explicitly point out that this is the plural form of the noun. Remind students that plural means more than one.
- Point out that for some words, making the plural form adds a syllable. (*child*–1 syllable, *children*–2 syllables)

Regular Singular Noun	Regular Plural Noun
match	matches
night	nights
glass	glasses
fox	foxes
story	stories
baby	babies

Irregular Singular Noun	Irregular Plural Noun
child	children
man	men
woman	women
goose	geese
mouse	mice
louse	lice
tooth	teeth
foot	feet
person	people

Challenge Word: exercise

Challenge Word: laugh

- *Explain* that the Challenge Words, *exercise* and *laugh*, are words that are used very often. They may not follow spelling patterns and need to be memorized.
- *Explain* to students that throughout this unit, *exercise* is an academic vocabulary word used as a noun but it can also be used as a verb. Use this Challenge Word in sentences as examples for students: “Please complete this *exercise* to learn to spell.” “You *exercise* when you play soccer.”

- Write the word *laugh* on the board. Tell students the word *laugh* is pronounced /laf/. Ask students to turn to **page 3** of the **Individual Code Chart**, find the /a/ row, and follow it across. Students will see that there is no ‘au’ listed because it is a rare spelling of the /a/ sound. Use this Challenge Word in a sentence as an example for students: “His new joke made me *laugh* out loud.”
- Tell students that on the assessment, you will say only the singular form of the word, asking students to spell both the singular and plural forms of the word. Emphasize that students will need to know whether the plural form is regular or irregular in order to spell it correctly.
- Tell students that they will not have to change the form of the Challenge Words on the assessment.
- Practice the words as follows during the remaining time. Call on a student to read any word in its plural form and ask him/her to 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 the plural forms are used or time has run out.
- Tell students that the tables will remain on display until the assessment so that they may refer to it during the week.
- Tell students that they will take home Worksheet 1.1 with this week’s spelling words to share with a family member.

Take-Home Material

Family Letter; Glossary for *How Does Your Body Work?*

- Have students take home Worksheet 1.1 to share with a family member and Worksheet PP14 to use as a reference during this unit.

Lesson 2

Grammar

✓ Objectives

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

- ✓ Refer to parts of dramas using terms, such as cast members, script, and parts (RL.3.5)
- ✓ Independently reread “The Skeletal System” with purpose and understanding (RF.3.4a)
- ✓ Independently read “The Skeletal System: Reader’s Theater” with purpose and understanding (RF.3.4a)
- ✓ Read “The Skeletal System: Reader’s Theater” orally with accuracy, appropriate rate, and expression on successive readings (RF.3.4b)
- ✓ Identify and use parts of a paragraph, including topic sentence and concluding sentence in an opinion piece (W.3.1a)
- ✓ Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases (L.3.4d)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “The Skeletal System”	<i>How Does Your Body Work?</i> ; Vocabulary Cards; Worksheet 2.1	25
Grammar	Identify a Topic Sentence and a Concluding Sentence	board or chart paper; Worksheets 2.2, 2.3	25
Extension	“The Skeletal System: Reader’s Theater”	<i>How Does Your Body Work?</i>	30
Take-Home Material	“The Skeletal System”; “The Skeletal System: Reader’s Theater”	Worksheets 2.4, 2.5	*

Advance Preparation

Create and display the following Paragraph poster:

Paragraphs
A paragraph is a set of sentences on the same topic.
A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Reading Time

25 minutes

Small Group: "The Skeletal System"

Re-introducing the Chapter

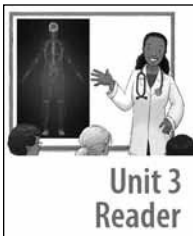
- Tell students that today, they will reread "The Skeletal System" in small groups.

Reviewing the Vocabulary

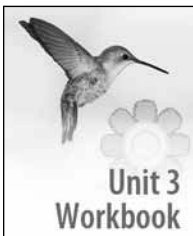
- You may wish to review the vocabulary before rereading this chapter by referring to the displayed Vocabulary Cards.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in a previous lesson.

Purpose for Reading

- Tell students that today, they will read independently or in a small group today.
- ★ **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. When students have finished reading, have them complete Worksheet 2.1 independently, using their Reader as a guide.
- ★ **Small Group 2:** Ask these students to read the chapter independently and complete Worksheet 2.1 as they read. Remind students 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.



Chapter 1



Worksheet 2.1

Remember to use academic vocabulary words when appropriate: *explain, exercise.*

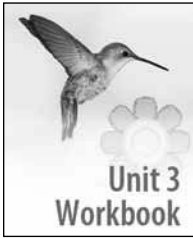
Wrap-Up

- Call students back together as a class and go over the correct answers to Worksheet 2.1. Check to make sure that students have labeled all of the parts of the skeleton correctly.

Grammar

25 minutes

Identify a Topic Sentence and a Concluding Sentence



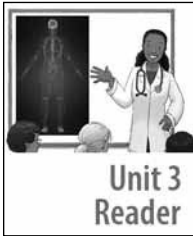
Worksheets 2.2, 2.3

For additional practice, see Pausing Point Worksheet PP5.

- Tell students that today, they will review information they learned in second grade about paragraphs.
- Write the word *paragraph* on the board.
- Direct student's attention to the Paragraph poster you created and displayed in advance. Tell students that a paragraph is a group of sentences about the same topic.
- Ask students to turn to Worksheet 2.2.
- Ask students how many paragraphs are on that page. (1) Prompt students, if they don't remember, that the first sentence of each new paragraph is indented, so looking for indented sentences is an easy way to identify paragraphs.
- Now, tell students that a paragraph has a topic sentence. *Explain* that a topic sentence is usually the first sentence in a paragraph and tells what the paragraph is mostly about.
- Tell students that a paragraph should have a concluding sentence as well. A concluding sentence wraps up the paragraph and is found at the end of the paragraph. Many times, a concluding sentence restates the information in the topic sentence.
- Ask students to read along as you read the paragraph on the worksheet aloud to them.
- Ask students why the paragraph is indented. (to show that it is the beginning of a paragraph, a set of sentences about the same topic)
- After reading the paragraph aloud, tell students that they are now going to check if the first sentence is a topic sentence.
- Ask students to draw a line under the first sentence: "For Katie and Molly, when it's hot in the summer, a day at the beach is a perfect day!" *Explain* that if this is the topic sentence, every other sentence in the paragraph should relate to this sentence.

- Now, read the next sentence aloud to the class: “Katie, Molly, and their mom took a cab from their hotel to the beach.”
- Ask students, “Is this sentence related to or about spending a perfect day at the beach?” (yes)
- Read the next sentence aloud to the class: “At the beach, all three smeared sunblock all over their skin.”
- Ask students, “Is this sentence related to or about spending a perfect day at the beach?” (yes)
- Say to students, “So far, are all of the sentences in this paragraph about a perfect day at the beach?” (yes)
- Read the next sentence aloud to the class: “It was hot so they got in the water for a bit.”
- Ask students, “Is this sentence related to or about a perfect day at the beach?” (yes)
- Continue with the rest of the sentences up to the last sentence. Summarize by telling students that the first sentence is, in fact, the topic sentence because it tells the main idea of the paragraph. All of the other sentences relate to the topic sentence.
- Ask students to draw a box around the sentence that they previously underlined. Tell students that this is the topic sentence.
- Tell students that you are now going to check whether the last sentence is a concluding sentence.
- Read the last sentence aloud to the class and draw a circle around the entire sentence, “What a good day!”
- Ask students, “Is this sentence a good summary or wrap up of the paragraph? Does it restate what was in the topic sentence?” (yes)
- Tell students that the last sentence is a concluding sentence.
- Have students turn to Worksheet 2.3.
- Repeat these steps for the three paragraphs as guided practice or have students work independently following the steps.

“The Skeletal System: Reader’s Theater”



Chapter 12

- Tell students that today, they will read a play.
- Direct students to the Table of Contents and ask them to locate the title “The Skeletal System: Reader’s Theater” that has a special symbol. Point out to students that this is, in part, the same story they read in the previous lesson. It is rewritten, however, as a script for a play for this lesson. Have students turn to the first page of the play.
- Tell students that in a play, there are actors who speak for each character or part in the play. The group of all the 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 parts listed as cast members who were not included in the version of the story that they read previously. (Narrator, the students, Everyone, and Mrs. Bones) *Explain* that sometimes in a play, a narrator is included; the narrator provides background information. Have students note that at times, everyone in the class will choral read a line.
- *Explain* that in a play, the cast members (actors) take turns speaking. Point out that each actor knows when to speak because the name of the character is written in bold in the script and followed by text. *Explain* that the cast member does not read or say his character’s name aloud; he reads and says only what is written following the name of the character. Demonstrate with a line or two.
- *Explain* to students that sometimes, directions about how to act are also included in the play. Usually this will be just one or two words that are written in parentheses immediately after the name of the character. Point out an example or two and *explain* that the words “tapping her head” and “giggling” should not be read aloud; they are directions that tell the actors what actions to do while reading their parts. Practice with the class using several examples.
- Assign students to read the parts in the play. You may want to assign a single part to a group of students who are seated next to one another. This way, all students can participate. You can then act as the director and cue each group of students when it is time to read their part by pointing to them. Encourage students to read their parts with expression.

- After you have read the play through once as a group, if time permits, divide the class into groups 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.
- You may also wish to engage students in a game of Simon Says.

Take-Home Material

“The Skeletal System”; “The Skeletal System: Reader’s Theater”

- Have students take home Worksheets 2.4 and 2.5 to read to a family member.

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 “All About Bones,” 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 “All About Bones” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require giving opinions about what might happen to a broken bone if a cast were not placed on it (RI.3.1)
- ✓ Determine the main idea of “All About Bones”; 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 bones in the human body in “All About Bones” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “All About Bones” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “All About Bones” to check and support understanding (RI.3.7)
- ✓ Interpret information from a chart to determine which bone is the fibula (RI.3.7)
- ✓ Describe the logical connection between sentences in a paragraph (e.g., sequence) (RI.3.8)
- ✓ Identify and use the meaning of the common prefixes *dis-* and *mis-* (RF.3.3a)
- ✓ Independently read “All About Bones” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “All About Bones,” explicitly drawing on preparation and other information known about the bones in a human body to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “All About Bones,” identify orally what they know and have learned that may be related to the bones in a human body (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to bones in the human body (SL.3.1d)
- ✓ Correctly spell regular and irregular nouns (L.3.1b)
- ✓ Use commas between city and state in addresses and between day and year in dates (L.3.2b)
- ✓ Use conventional spelling for making singular nouns plural when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* is added to a known root word (L.3.4b)
- ✓ Determine the meaning of words formed when *dis-* or *mis-* are 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)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “All About Bones”	<i>How Does Your Body Work?</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 3.1	25
Morphology	Introduce Prefixes <i>dis-</i> and <i>mis-</i>	board or chart paper; Worksheets 3.2–3.5	25
Grammar	Sequence Sentences in Paragraphs	Worksheets 3.6, 3.7	15
Spelling	Blank Busters	Worksheets 3.8, 3.9	15
Take-Home Material	Blank Busters; “All About Bones”; Order Sentences	Worksheets 3.9–3.11	*

Advance Preparation

Make sure the Prefix poster is on display for use during the Morphology lesson.

A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.

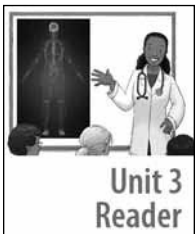
Reading Time

25 minutes

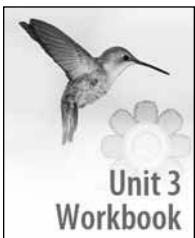
Whole Group: “All About Bones”

Introducing the Chapter

- Tell students that the title of today’s chapter is “All About Bones.”
- Ask students what they learned from reading the previous chapter about the skeletal system.
- Review facts about the skeletal system:
 - The skeletal system is made up of more than 200 bones.
 - The cranium or skull is a set of 22 bones.
 - The pelvis is the medical name for the hip bones.
 - The spinal column is made up of more than 30 bones called vertebrae that protect the spinal cord.
 - The sternum is the medical name for the breastbone.
 - The rib cage protects organs in the chest.
 - Scapula is the medical name for the shoulder blade.



Chapter 2



Worksheet 3.1

Remember to use academic vocabulary words when appropriate: *explain, exercise.*

- The tibia and fibula are the two bones in the lower part of the leg.
- Ask students to brainstorm what “The Skeletal System” is mainly about, using these guidelines:
- Tell students that just as they identified the topic sentence in a paragraph, they can determine the main idea (or what a chapter is mainly about) for a chapter they have read.
- Have students think about the facts you reviewed about the skeletal system and *explain* to them that the main idea is the big idea of what the author wants readers to learn instead of all of the small details.
- Write students’ ideas on the board and help students choose a main idea. (The skeletal system is made up of many different bones, each of which has a special purpose.)
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “All About Bones” 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.

Vocabulary for “All About Bones”

1. **calcium**—what your bones are made of (**20**)
2. **dairy**—made with milk (**20**)
3. **marrow***—spongy inside (**22**)
4. **cell***—the tiniest living part of the human body (**cells**) (**22**)
5. **x-ray**—a powerful, invisible ray of light that can pass through objects to show the inside, such as the inside of the human body (**x-rays**) (**24**)
6. **tissue***—a group or layer of cells that work together as a part or organ in your body (**24**)
7. **cast**—a hard covering that holds a broken bone in place while it heals (**26**)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

cal | ci | um
 dair | y
 mar | row
 cell
 x- | ray
 tis | sue ‘ss’ > /sh/ (*session, pressure*)
 cast

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *tissue* on the board.
 - Circle the letters ‘ss’.
 - Tell students that these letters represent the sound /sh/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /sh/ row and follow it across.
 - Students will see that there is no ‘ss’ listed. *Explain* to them that the ‘ss’ spelling of /sh/ is so rare that it is not included in the Individual Code Chart. It only occurs in a very few words.
 - Write the word *session* on the board as another example of a word in which ‘ss’ spells the sound /sh/.

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. 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 20–21

- Read the title of the chapter together as a class, “All About Bones.”
- Display the image for this chapter and the Vocabulary Cards for *calcium* and *dairy*.
- Have students find *calcium* and *dairy* in the glossary and read the definitions together as a class.
- Ask students to read **pages 20–21** to themselves to find the answer to the question: “What is one good way to take care of your bones?”
- When students have finished reading, restate the question and have students read the sentence from **page 20** that has the answer. (One way to take good care of your bones is to eat a healthy diet with dairy products.)
- Ask, “What are dairy products?” (milk, cheese)
- Direct students' attention to the image and caption on **page 21** and ask, “Which of the two bones in the lower leg is the fibula?” (the smaller one)

Pages 22–23

- Display the Vocabulary Cards for *marrow* and *cell*.
- Have students find the words *marrow* and *cell* in the glossary and read the definitions together as a class. Note for students that the plural form of the word *cell* (*cells*) is used in this chapter.
- Ask students to read **pages 22–23** to themselves to find the answer to the question: “Where in a human body do you find bone marrow cells?”
- When students have finished reading, restate the question and have students answer. (inside bones)

- Direct students' attention to the image of bone marrow cells on **page 23** of the Reader and have students read the caption. *Explain* to students that this is an image of bone marrow that has been displayed under a microscope. Tell students that doctors are able to obtain a small amount of bone marrow from a person and examine it under a microscope.

Pages 24–25

- Display the Vocabulary Cards for *x-ray* and *tissue*.
- Have a student find the definitions of *x-ray* and *tissue* in the glossary and read them aloud for the class. Note for students that both *x-ray* and *x-rays* are used in this chapter.
- Ask students to read **pages 24–25** to themselves to fill in the blank in the following sentence: “Doctors like x-rays because they can _____.”
- When students have finished reading, reread the sentence and ask students to fill in the blank. (get a picture of the inside of your body)
- Have students look at the image and read the caption on **page 25**.

Pages 26–27

- Display the Vocabulary Card for *cast*.
- Ask students to find *cast* in the glossary and read the definition together as a class.
- Ask students to read **pages 26–27** to themselves to find the answer to the question: “What is the remarkable thing about the bones in your body that is listed on **page 26**?”
- When students have finished reading, restate the question and have students answer. (Bones are able to heal themselves.)
- Ask, “What does the doctor do before putting on a cast?” (The doctor puts the bones back in the right place.)
- Direct students' attention to the image and caption on **page 27**.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “All About Bones”

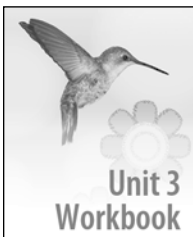
1. *Literal* What are some things you can do that are good for your bones? (eat a healthy diet with dairy products, exercise)
2. *Literal* What is a remarkable thing about bones? (They are able to heal themselves.)
3. *Literal* What has to happen to a broken bone in order for it to grow back just like it was before it was broken? (It has to be set.)
4. *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: Bones are made of calcium and have a spongy inside called bone marrow that makes red blood cells. Bones grow, can break, and can heal on their own.)

- Have students complete Worksheet 3.1 as a teacher-guided activity.

Morphology

25 minutes

Introduce Prefixes *dis-* and *mis-*



Worksheets 3.2–3.5

For additional practice, see Pausing Point Worksheet PP12.

- Review the Prefix poster with students.

A **prefix** is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- Tell students that the two prefixes they will study this week are *dis-* and *mis-*.
- *Explain* that *dis-* means “not” and *mis-* means “wrong.”
- Also, tell students that this week’s root words are verbs. Ask students what verbs are. (actions words) When *dis-* and *mis-* are added to verbs, the new words are also verbs.
- Write the word *agree* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to have the same opinion; I *agree* that we should bring extra trash bags to clean up after the picnic.)

- Add the prefix *dis-* to *agree* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (to not have the same opinion)
- Ask students for examples of things they might *disagree* with others about. (Answers may vary but could include what game to play at recess, what movie to watch, favorite book, etc.)
- Continue in this manner for the remaining *dis-* 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
obey	(verb) to do what someone tells you to do	disobey	(verb) to not do what someone tells you to do	Our new puppy might <i>disobey</i> us until we teach her how to behave when we call her.
trust	(verb) to believe that someone or something is honest and truthful	distrust	(verb) to not believe that someone or something is honest and truthful	I <i>distrust</i> the race results because the timers were not working properly.
like	(verb) to enjoy something	dislike	(verb) to not enjoy something	My sister and I <i>dislike</i> asparagus but we like broccoli.
connect	(verb) to join together	disconnect	(verb) to not join together	Dan had to <i>disconnect</i> the video game console from the television to see what was wrong with it.
approve	(verb) to accept something	disapprove	(verb) to not accept something	Mom said she would <i>disapprove</i> of us playing soccer unless our homework was finished.

- Remind students that the prefix *mis-* means “wrong.”
- Write the root word *behave* on the board or chart paper. Briefly discuss the meaning of *behave* and then use it in a sentence. (to act properly; Our teacher said we had to *behave* and show good manners during the assembly.)
- Add the prefix *mis-* to *behave* and have students read the prefix, read the new word, and then discuss the meaning of the new word. (to act wrong)
- Continue in this manner for the remaining *mis-* 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.

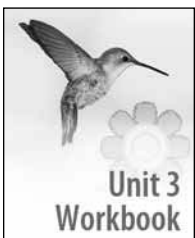
Root Word	Meaning	Affixed Word	Meaning	Sentence
spell	(verb) to write or name the letters in a word in the correct order	misspell	(verb) to write or name the letters in a word in the wrong order	Rachel hoped she did not <i>misspell</i> any words on her spelling test.
judged	(verb) formed an opinion	misjudged	(verb) formed an opinion that is wrong	The driver <i>misjudged</i> the turn and took it too fast.
understand	(verb) to know the meaning of	misunderstand	(verb) to know the wrong meaning of	The teacher asks her students to tell her if they <i>misunderstand</i> anything in the science lesson.
placed	(verb) put something in a certain location	misplaced	(verb) put something in the wrong location	Dana <i>misplaced</i> her keys and cannot drive to work until she finds them.
used	(verb) did something with an object to perform a task	misused	(verb) did something wrong with an object to perform a task	My little sister <i>misused</i> the markers and left stains all over the couch.

- Ask students to turn to Worksheets 3.2–3.5. These can be completed as either a teacher-guided or an independent activity.

Grammar

15 minutes

Sequence Sentences in Paragraphs

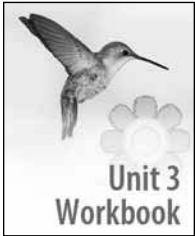


Worksheets 3.6, 3.7

For additional practice, see Pausing Point Worksheet PP6.

- Remind students that they have been learning about writing paragraphs. They have learned that a good paragraph has a topic sentence that gives an idea of what the paragraph is about, additional sentences that provide details supporting the topic sentence, and a concluding sentence that wraps up or concludes the paragraph at the end.
- Tell students that they have a letter from Mr. Mowse. Have students read Worksheet 3.6.
- Next, ask students if they notice any problems with Mr. Mowse’s letter. (appropriate capitalization and punctuation are missing) As a group, have students identify the errors that need to be corrected in the letter, sentence by sentence, and have them make those changes on the worksheet including the commas in the heading (between city and state and day and year).

- Have students turn to Worksheet 3.7 and tell them that the worksheet is a copy of a two-paragraph report that Mr. Mowse created for them.
- Read the title of the worksheet and explain that a report is a piece of writing about a nonfiction topic. Tell students that Mr. Mowse started writing his report and, while he remembered some really good information about classifying animals, he had difficulty organizing his thoughts, so he needs some help from the class. Note for students that writing is difficult for Mr. Mowse and his letter took him a long time to write.
- Tell students that the sentences on the front of the worksheet are all from the same paragraph. There are five sentences: one is a topic sentence, one is a concluding sentence, and the rest are sentences that provide supporting details for the topic sentence. However, the sentences are not in the proper order.
- Ask students to read all of the sentences aloud as a group, thinking in particular about which sentence might be the topic sentence. After a brief discussion, have all students mark the topic sentence as TS.
- Next, ask students to identify and mark the concluding sentence as CS. Remind students that oftentimes the concluding sentence is a restatement of the topic sentence. Remind students that the concluding sentence is the very last sentence in a properly sequenced paragraph.
- Finally, tell students that the remaining sentences are all details supporting the topic sentence. Ask them to number the remaining sentences in a logical order so that they make sense.
- Summarize by having students reread the sentences of the paragraph in the correct order, e.g., topic sentence, supporting details in proper order, and the concluding sentence.
- Complete the back of the worksheet with the next group of sentences in the same manner.



Worksheets 3.8, 3.9

Blank Busters

- Tell students that they will practice writing their spelling words for the week, just like they did with last week’s spelling words.
- Tell students to turn to Worksheet 3.8.
- Ask all students to read the statement in **number 1** silently and fill in the blanks. Point out to students that the singular nouns are listed in the box on the worksheet but they may need to use the plural form of a singular noun. These plural nouns are not listed on the worksheet but are listed on the table displayed in the classroom with this week’s spelling words.
- When students have completed **number 1**, call on one student to read **number 1** aloud with the blanks filled in with the spelling words.
- Discuss the proper spelling of the word in the blanks, referencing the table of this week’s spelling words. Have students compare their spellings with the spellings in the table. Also, discuss the correct answers to be sure students understand why they are correct.
- Have students move on to **number 2** and fill in the blanks on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the singular and plural forms of the spelling words.
- Have students take home Worksheet 3.9 to create their own Blank Buster statements using this week’s spelling words. Students will bring their Blank Busters back to school to use in the next lesson.

Take-Home Material

Blank Busters; “All About Bones”; Order Sentences

- Have students take home Worksheet 3.9 to complete, Worksheet 3.10 to read to a family member, and Worksheet 3.11 to complete.

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 Muscular System,” 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 Muscular System” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require giving opinions about why your body needs so many muscles (RI.3.1)
- ✓ Determine the main idea of “The Muscular System”; 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 muscular system of the human body in “The Muscular System” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Muscular System” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “The Muscular System” to check and support understanding (RI.3.7)
- ✓ Identify and use the meaning of the common prefixes *dis-* and *mis-* (RF.3.3a)
- ✓ Independently read “The Muscular System” with purpose and understanding (RF.3.4a)
- ✓ Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an opinion piece (W.3.1a)
- ✓ Introduce the topic or text that 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)
- ✓ Provide a concluding statement for an opinion piece (W.3.1d)
- ✓ Demonstrate preparedness for a discussion, having read “The Muscular System,” explicitly drawing on preparation and other information known about the muscular system of the human body to explore content under discussion (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the muscular system of the body (SL.3.1d)
- ✓ Retell orally important facts and information from “The Skeletal System” (SL.3.4)
- ✓ Correctly spell regular and irregular nouns (L.3.1b)
- ✓ Use conventional spelling for making singular nouns plural when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* is added to a known root word (L.3.4b)
- ✓ Determine the meaning of words formed when *dis-* or *mis-* are 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)

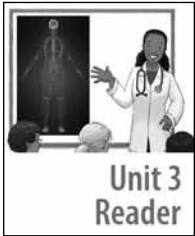
<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Muscular System”	<i>How Does Your Body Work?</i> ; Vocabulary Cards; Worksheet 4.1	25
Grammar	Write Paragraphs Using Topic and Concluding Sentences	board or chart paper; Worksheet 4.2	25
Morphology	Practice Prefixes <i>dis-</i> and <i>mis-</i>	Worksheet 4.3	15
Spelling	Blank Busters	Worksheet 3.9	15
Take-Home Material	“The Muscular System”	Worksheet 4.4	*

Advance Preparation

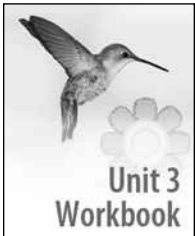
Display the Paragraph poster you created for a previous Grammar lesson:

Paragraphs
A paragraph is a set of sentences on the same topic.
A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Whole Group: “The Muscular System”



Chapter 3



Worksheet 4.1

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Muscular System.”
- Ask students to recall what they learned about the skeletal system from previous chapters.
- Review the parts of the skeleton diagram that students labeled on Worksheet 2.1.
- Review facts about the skeletal system:
 - It is made up of more than 200 bones.
 - The cranium or skull is a set of 22 bones.
 - The pelvis is the medical name for the hip bones.
 - The spinal column is made up of more than 30 bones called vertebrae that protect the spinal cord.
 - The sternum is the medical name for the breastbone.
 - The rib cage protects organs in the chest.
 - Scapula is the medical name for the shoulder blade.
 - The tibia and fibula are the two bones in the lower part of the leg.
 - Bones are made of calcium.
 - Marrow is the inside of bones.
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Muscular System” 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.

Vocabulary for “The Muscular System”

1. **realistic**—real, accurate, or true (28)
2. **muscle***—a tissue that makes it possible for your body to move (**muscles**) (28)
3. **voluntary***—on purpose, not by accident; opposite of involuntary; Moving your hand to write with a pencil is an example of voluntary muscle action. (34)
4. **involuntary***—automatic; Your heart is an example of an involuntary muscle. (34)
5. **automatically**—done without thinking about it (34)
6. **stomach**—belly (36)
7. **digest**—to break down food in the stomach so it can be used by your body (**digesting**) (36)

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

re | al | is | tic

mus | cle

vol | un | tar | y

in | vol | un | tar | y

au | to | mat | ic | al | ly

stom | ach

di | gest

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. 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 28–29

- Read the title of the chapter together as a class, “The Muscular System.”
- Display the image for this chapter and the Vocabulary Cards for *realistic* and *muscle*. Note for students that the word *muscles* is used in this chapter.
- Ask students, “Where in the Reader could we find the definitions of *realistic* and *muscle*?” (in the glossary) Note for students that the form of the word *muscle* (*muscles*) is used in this chapter.
- Ask students to find the words and read the definitions together as a class.
- Tell students to read **pages 28–29** to themselves to find out why muscles are needed to make bones move.
- When students have finished reading, restate the question and have students answer. (Muscles are tightened to make the bones move. Without muscles, bones could not move.)
- Make sure students look at the image and caption on **page 29**.

Pages 30–31

- Ask students to scan the pages to see if there are any new vocabulary words. (no)
- Ask students to read **pages 30–31** to themselves to fill in the blank in the following sentence: “There are about _____ muscles in our bodies.”
- When students have finished reading, reread the sentence and have students fill in the blank. (650)
- Direct students' attention to the caption and image on **page 31**.

Pages 32–33

- Ask students to scan the pages to see if there are any new vocabulary words. (no)
- Ask students to read **pages 32–33** to themselves to list ways that muscles are important to us.

- When students have finished reading, restate the question and have students answer. (Answers may vary but could include muscles help us run and jump, stand up and sit down, lift heavy objects, chew our food, smile, and breathe.)
- Direct students' attention to the caption and image on **page 33**.

Pages 34–35

- Display the Vocabulary Cards for *voluntary*, *involuntary*, and *automatically*.
- Have students find *voluntary*, *involuntary*, and *automatically* in the glossary and read the definitions together as a class.
- Ask students to read **pages 34–35** to themselves to answer the question: “What is the difference between voluntary and involuntary muscles?”
- When students have finished reading, restate the question and have students answer. (Voluntary muscles are muscles that you can make move and control. Involuntary muscles are muscles that work automatically.)
- Have students read the caption and look at the image on **page 35** to find an example of voluntary muscles working.

Pages 36–37

- Display the Vocabulary Cards for *stomach* and *digest*.
- Have students look in the glossary for *stomach* and *digest* and read the definitions together as a class. Note for students that *digesting* is used in this chapter.
- Ask students to read **pages 36–37** to fill in the blank in the sentence: “Your body uses _____ muscles in order to make your stomach digest food.”
- When students have finished reading, reread the statement and have students fill in the blank. (involuntary)
- Direct students' attention to the caption and image on **page 37**.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Muscular System”

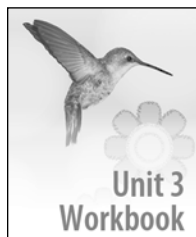
1. *Literal* What parts of your body make your bones move? (muscles)
2. *Literal* Do the muscles in your body weigh a lot or a little? (a lot; About half of your body weight is from muscle.)
3. *Literal* Create a two-column chart as a class of voluntary and involuntary actions. (Answers may vary but could include the following for involuntary: breathing, your heart beating, digesting food; for voluntary, answers could include pedaling a bike, running, lifting a box)
4. *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: Muscles enable movement. There are two kinds of muscles, voluntary and involuntary.)

- Have students complete Worksheet 4.1. Then, review the correct answers as a class.

Grammar

25 minutes

Write Paragraphs Using Topic and Concluding Sentences



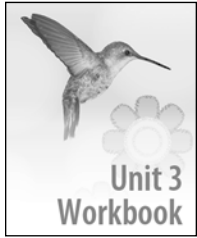
Worksheet 4.2

For additional practice, see Pausing Point Worksheet PP7.

- Remind students that in Lesson 2, you worked on finding the topic sentence and concluding sentence for a paragraph.
- Reread with students the Paragraph poster that you created and displayed in advance:

Paragraphs
A paragraph is a set of sentences on the same topic.
A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

- Tell students that today, they will work on writing a paragraph as a class. Tell students that a topic sentence will be provided. They will write supporting detail sentences and a concluding sentence.
- Write the following sentence on the board: *I like summer.*
- Remind students that all of the sentences in the paragraph must be about liking summer.
- Remind students that the last sentence should wrap up or conclude the paragraph and should not have new information.
- Take a few minutes to generate possible sentences about summer from students.
- As each sentence is suggested, ask students, “Does this sentence say something about liking summer?”
- Record these sentences on the board. Help students sequence the order in which the sentences should be written by numbering the sentences on the board.
- After you have five to six sentences to choose from, write the sentences in paragraph form either on the board, document camera surface, or overhead projector. If one of the sentences could serve as a wrap-up for the paragraph, write it last. If not, have students write a good concluding sentence. As you write, point out to students when you are indenting, using capital letters, correct punctuation, etc.
- Summarize this *exercise* by noting that all the sentences are about the topic sentence, i.e., liking summer, and that the last sentence wraps up or concludes the paragraph, without introducing new information.
- Read the paragraph aloud as a class.
- Ask students to turn to Worksheet 4.2.
- At the top of their page is the following sentence: *I like winter.* Point out that the sentence is indented, indicating that it is the start of a paragraph and is the topic sentence.
- Ask students to write three sentences of their own that tell about the topic sentence and a fourth sentence that wraps up or concludes the paragraph.



Worksheet 4.3

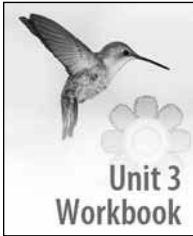
Practice Prefixes *dis-* and *mis-*

- Remind students that the two prefixes they are studying this week are *dis-*, meaning “not,” and *mis-*, meaning “wrong.”
- Ask students to orally give the meanings of the following words and use the words in sentences:

1. *disapprove* (to not accept something)
2. *misspell* (to write or name letters in a word in the wrong order)
3. *misused* (did something wrong with an object to perform a task)
4. *disobey* (to not do what someone tells you to do)
5. *disconnect* (to not join together)
6. *misuse* (to use incorrectly)
7. *misunderstand* (to understand incorrectly; to not understand)

- Have students turn to Worksheet 4.3 and read the directions. Students will practice using words with the prefixes *dis-* and *mis-* to help them understand the meanings.
- Tell students that the worksheet has five sentences that they must read carefully to see if they correctly provide the meaning and use of the word with either *dis-* or *mis-*. Have students write *yes* next to the correct statements and *no* next to the incorrect statements.
- Tell students that they will then write their own sentences, with partners if you prefer, using the three words provided, that are true (can be answered with *yes*).

Blank Busters



Worksheet 3.9

- Review the spelling words that you introduced earlier this week using the tables displayed on the board.

Regular Singular Noun	Regular Plural Noun
match	matches
night	nights
glass	glasses
fox	foxes
story	stories
baby	babies

Irregular Singular Noun	Irregular Plural Noun
child	children
man	men
woman	women
goose	geese
mouse	mice
louse	lice
tooth	teeth
foot	feet
person	people

Challenge Word: exercise

Challenge Word: laugh

- Ask students to turn to Worksheet 3.9, which they completed at home last night.
- Call on one student at a time to share a Blank Busters statement with the class to see if students can fill in the blank with the correct spelling word form.
- Discuss the correct answer with the class and the correct spelling, using the tables of this week's spelling words.
- Continue in this manner for the remaining time with other students' Blank Busters statements.

Take-Home Material

“The Muscular System”

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

Lesson 5

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Joints and Muscles,” 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 “Joints and Muscles” by explicitly referring to the text (RI.3.1)
- ✓ Ask and answer questions that require giving opinions about other joints in the human body (RI.3.1)
- ✓ Determine the main idea of “Joints and Muscles”; 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 joints and muscles in “Joints and Muscles” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Joints and Muscles” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “Joints and Muscles” to check and support understanding (RI.3.7)
- ✓ Interpret information about the location of the Achilles tendon from a diagram (RI.3.7)
- ✓ Independently read “Joints and Muscles” with purpose and understanding (RF.3.4a)
- ✓ Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an opinion piece (W.3.1a)
- ✓ Demonstrate preparedness for a discussion, having read “Joints and Muscles,” explicitly drawing on preparation and other information known about joints and muscles to explore content under discussion (SL.3.1a)
- ✓ Ask and answer questions that require giving opinions about other joints in the human body (RI.3.1)
- ✓ During a discussion, explain ideas and understanding in relation to joints and muscles (SL.3.1d)
- ✓ Retell orally important facts and information from “The Muscular System” (SL.3.4)
- ✓ Use conventional spelling for making singular nouns plural when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* 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)
- ✓ Alphabetize words to the third letter

<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 5.1; optional pens	25
Reading Time	Whole Group: "Joints and Muscles"	<i>How Does Your Body Work?</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 5.2	25
Grammar	Write Topic Sentences and Concluding Sentences	board or chart paper; Worksheet 5.3	15
Spelling	Alphabetize Words	prepared index cards; board	15

Advance Preparation

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

Display the Paragraph poster you created for a previous Grammar lesson:

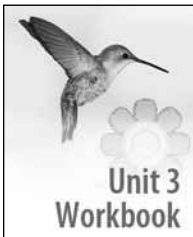
Paragraphs
A paragraph is a set of sentences on the same topic.
A topic sentence is one sentence, usually the first, which tells the main idea or what the paragraph is mostly about.
A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Write the spelling words (only the singular form) on index cards. Fold over the card so that only the first letter shows.

Spelling

25 minutes

⑩ **Spelling Assessment**



Worksheet 5.1

- 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.
- Using the following chart, call out each singular noun one at a time in the following manner: say the word, use it in a sentence, and then say the word once more.

- Tell students that at the end, you will go back through the list once more.

- | | |
|-----------|---------------------------------|
| 1. woman | 10. louse |
| 2. baby | 11. night |
| 3. child | 12. man |
| 4. mouse | 13. match |
| 5. fox | 14. goose |
| 6. tooth | 15. story |
| 7. person | Challenge Word: exercise |
| 8. foot | Challenge Word: laugh |
| 9. glass | |

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

1. He helped his children brush their teeth before bed.
2. The woman lost her glasses so she could not read the stories.

- Then, ask students to go back and write the plural form of each singular noun. Allow students 5–10 minutes to complete this portion of the spelling assessment.
- After students have finished, collect pens, if used.
- Tell students that you will now show them the correct spelling for each word so they can correct their own work using a pencil.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to the dictated sentences.

Note to Teacher

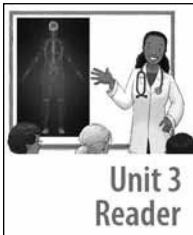
At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you to understand any patterns that are beginning to develop, or that are persistent among individual students.

Reading Time

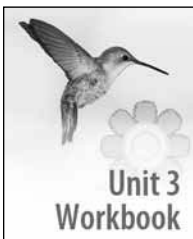
25 minutes

Whole Group: "Joints and Muscles"

Introducing the Chapter



Chapter 4



Worksheet 5.2

- Tell students that the title of today's chapter is "Joints and Muscles."
- Ask students to recall what they learned about muscles from the previous chapter.
- Review with students what muscles do and why they are important:
 - Muscles make bones move.
 - There are about 650 muscles in the human body.
 - About half of the body's weight comes from muscle.
 - Voluntary muscles are ones that you can make move, while involuntary muscles work automatically.
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in "Joints and Muscles" 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.

Vocabulary for “Joints and Muscles”

1. **joint***—a connection between two bones in your body (**joints**) (38)
2. **cushion**—to protect with something soft (**cushioned, cushions**) (40)
3. **cartilage***—a flexible tissue that cushions the joints where your bones meet (40)
4. **flexible**—bendable (40)
5. **connective**—linking (40)
6. **model**—smaller copy (40)
7. **ligament***—a tissue connecting bones to bones (**ligaments**) (42)
8. **tendon**—a tissue connecting muscles to bones (**tendons**) (44)
9. **Achilles**—a hero of the Trojan War in Greek mythology; He could only be killed by a wound just above his heel. (46)
10. **Achilles tendon**—the strong tendon joining the muscles in the calf of the leg to the bone of the heel (44)
11. **warrior**—soldier (46)
12. **invulnerable**—safe or protected; opposite of vulnerable (46)
13. **Trojan**—a person born or living in the ancient city of Troy (46)
14. **vulnerable***—weak or in danger (46)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

joint

cush | ion 'ion' > /ə/ + /n/ (*session*)

car | ti | lage second 'a' > /i/ (*bandage, cottage*)

flex | i | ble

con | nect | ive

mod | el

lig | a | ment

ten | don 'o' > /ə/ (*cannon, carton*)

A | chil | les

A | chil | les ten | don

war | ri | or 'i' > /y/ (*behavior, senior*)

in | vul | ner | a | ble

Tro | jan

vul | ner | a | ble

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *cushion* on the board.
 - Circle the letters 'ion'.
 - Tell students that these letters represent two different phonemes, /ə/ + /n/.
 - Because 'ion' is made up of two different phonemes, students will see that it is not listed on the Individual Code Chart.
 - Write the word *session* on the board as another example of a word in which 'ion' spells the sounds /ə/ + /n/.
- Display the Vocabulary Card for or write the word *cartilage* on the board.

- Circle the second letter 'a'.
 - Tell students that this letter represents the sound /i/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /i/ row and follow it across.
 - Students will see that there is no 'a' listed. Explain to them that the 'a' spelling of /i/ is so rare that it is not included on the Individual Code Chart. It only occurs in very few words.
 - Write the word *bandage* on the board as another example of a word in which 'a' spells the sound /i/.
- Display the Vocabulary Card for or write the word *tendon* on the board.
 - Circle the letter 'o'.
 - Tell students that this letter represents the sound /ə/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /ə/ row and follow it across.
 - Students will see that there is no 'o' listed. Explain to them that the 'o' spelling of /ə/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *cannon* on the board as another example of a word in which 'o' spells the sound /ə/.
- Display the Vocabulary Card for or write the word *warrior* on the board.
 - Circle the letter 'i'.
 - Tell students that this letter represents the sound /y/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /y/ row and follow it across.
 - Students will see that there is no 'i' listed. Explain to them that the 'i' spelling of /y/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *behavior* on the board as another example of a word in which 'i' spells the sound /y/.

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. 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 38–39

- Read the title of the chapter together as a class, “Joints and Muscles.”
- Display the image for this chapter and the Vocabulary Card for *joint*.
- Have students scan **page 38** to notice that both *joint* and *joints* are used in this chapter.
- Have students find *joint* in the glossary and read the definition together as a class.
- Ask students to read **pages 38–39** to themselves to make a list of some joints in their body.
- When students have finished reading, restate the question and have students answer. (elbow, shoulder, knee)
- Have students look at the image and read the caption on **page 39**.

Pages 40–41

- Display the Vocabulary Cards for *cushion*, *cartilage*, *flexible*, and *connective*.
- Have students find *cushion*, *cartilage*, *flexible*, and *connective* in the glossary and read the definitions together as a class. Note for students that the form of the word cushion (cushioned) is used in this chapter.
- Ask students to read **pages 40–41** to themselves to fill in the blank in the sentence: “Cartilage is found between bones. Its function is to _____ the bones so they will not bang against each other.”
- When students have finished reading, reread the sentence and have students fill in the blank. (cushion)
- Have students look at the image and read the caption on **page 41**, noting the vertebrae and cartilage.

Pages 42–43

- Display the Vocabulary Card for *ligament*. Note for students that both the words *ligament* and *ligaments* are used in this chapter.
- Have students find *ligament* in the glossary and read the definition together as a class.
- Ask students to read **pages 42–43** to themselves to fill in the blank in the sentence: “Ligaments connect bones to _____.”
- When students have finished reading, reread the sentence and have students fill in the blank. (bones)
- Direct students’ attention to the images and the caption on **page 43**.

Pages 44–45

- Display the Vocabulary Cards for *tendon*, *Achilles*, and *Achilles tendon*. Note for students that both the word *tendon* and *tendons* are used in this chapter.
- Have students find *tendon*, *Achilles*, and *Achilles tendon* in the glossary and read the definitions together as a class.
- Ask students to read **pages 44–45** to themselves to find out the function of the Achilles tendon.
- When students have finished reading, restate the question and have students answer. (The Achilles tendon connects your heel bone to the muscles in your lower leg.)
- Ask students to look at the image and read the caption on **page 45**.

Pages 46–47

- Display the Vocabulary Cards for *warrior*, *invulnerable*, *Trojan*, and *vulnerable*.
- Have students find *warrior*, *invulnerable*, *Trojan*, and *vulnerable* in the glossary and read the definitions together as a class.
- Ask students to read **pages 46–47** to themselves to find out why the Achilles tendon is named for the Trojan warrior Achilles.
- When students have finished reading, restate the question and have students answer. (Achilles’s mother dipped Achilles in the River Styx in order to render him invulnerable. She held him by his heel, so the tendon at the back of Achilles’s ankle was not dipped in the river. Achilles was shot with an arrow in that tendon and ultimately died.)

- Have students look at the image and read the caption on **page 47**.

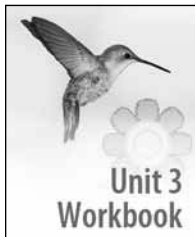
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Joints and Muscles”

1. *Literal* Which is more flexible, muscle or cartilage? (muscle) Why? (Cartilage is not as hard as bone but it is stiffer and less flexible than muscle.)
2. *Literal* What does cartilage do in your spinal cord? (cushions the vertebrae and keeps them from rubbing or banging against each other) Why would that be important? (Answers may vary but could include that cartilage keeps the vertebrae from damaging each other and/or the spinal cord.)
3. *Literal* Where would you find cartilage in your ear? (in the part of your ear that is on the outside of your head)
4. *Literal* What are ligaments and what do they do? (They are a kind of tissue that connects bones together.) Why are they important? (They hold joints together.)
5. *Literal* What are tendons and what do they do? (tough bands of tissue that connect muscles to bones) What would happen if you didn't have tendons? (Answers may vary but could include that your body would have a hard time moving since your muscles would not be connected to your bones, which is how bones are able to move.)
6. *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: Joints are where two bones are joined together, and they are cushioned by cartilage. Tendons connect muscles to bones.)

- Have students complete Worksheet 5.2 independently. Then, review the correct answers as a class.

Write Topic Sentences and Concluding Sentences

Worksheet 5.3

For additional practice, see Pausing Point Worksheet PP8.

- Using the Paragraph poster you displayed in advance, remind students that they have been learning about writing paragraphs. They have learned that a good paragraph has a topic sentence that gives the main idea, or what the paragraph is mostly about. A good paragraph also includes sentences that provide details that support the topic sentence.
- Ask students to turn to Worksheet 5.3. Explain that this worksheet has two paragraphs that are missing topic and concluding sentences.
- Read the first paragraph aloud with students, noting particularly the subject of the paragraph. Then, ask them to brainstorm ideas for an appropriate topic sentence for the beginning of the paragraph. Remind students that the topic sentence tells the main idea or what the paragraph is mostly about.
- If needed, help rephrase student ideas. Review the list of ideas, eliminating any that may not be appropriate topic sentences. Then, tell students to write a topic sentence on their worksheet.
- Reread the entire paragraph with the topic sentence.
- Tell students that a good paragraph also includes a concluding sentence at the end of the paragraph. A good concluding sentence wraps things up and often is a restatement of the topic sentence.
- Ask students to suggest ideas for a concluding sentence for this paragraph. Review the ideas with students and then ask them to write a good concluding sentence at the end of the paragraph.
- Ask students to complete the next paragraph independently. If time permits, ask students to read the final paragraph with the topic and concluding sentences they have written.

Spelling**Alphabetize Words**

- Using the previously prepared cards folded over to reveal just the first letter, tape the words on the board randomly. Tell students that you will now review how to alphabetize the spelling words and Challenge Words on the board to the third letter.

- Ask students, “Look at the first letter on each card taped on the board. Of all the letters displayed on the board, which one comes first in the alphabet?” Students should respond ‘b’. Tape this card, still folded, to the board at the top of a column that you will create of the words.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should response ‘c’. Tape this card, still folded, to the board below the card with the ‘b’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘e’. Tape this card, still folded, to the board below the card ‘c’.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘f’. Students should notice that there are two cards with the letter ‘f’ displayed. Unfold and then refold each card to reveal the second letter, e.g., the ‘o’ in *fox* and the ‘o’ in *foot*. Students should notice that there are two cards with the second letter ‘o’. Unfold and then refold each card to reveal the third letter. Ask students which of these two letters, ‘x’ or ‘o’, comes first. They should respond ‘o’. Tape the ‘foo’ card, still folded, to the board below the ‘e’ displayed. Then, tape the ‘fox’ card below the card with ‘foo’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘g’. Students should notice that there are two cards with the letter ‘g’ displayed. Unfold and then refold each card to reveal the second letter, e.g., the ‘l’ in *glass* and the ‘o’ in *goose*. Ask students which of these two letters, ‘l’ or ‘o’, comes first. They should respond ‘l’. Tape the ‘gl’ card, still folded, to the board below the card with ‘fox’ displayed. Then, tape the card with ‘go’ below the ‘gl’ card.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘l’. Students should notice that there are two cards with the letter ‘l’ displayed. Unfold and then refold each card to reveal the second letter, e.g., the ‘a’ in *laugh*

and the 'o' in *louse*. Ask students which of these two letters, 'a' or 'o', comes first. They should respond 'a'. Tape the 'la' card, still folded, to the board below the card with 'go' displayed. Then, tape the card with 'lo' below the 'la' card.

- Ask students, "Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?" Students should then notice that there are three cards with the letter 'm' displayed. Unfold and then refold each card to reveal the second letter, e.g., the 'o' in *mouse* and the 'a' in *man* and *match*. Ask students which of these two letters, 'o' or 'a', comes first. They should respond 'a'. Unfold and then refold both of these cards to reveal the third letter, e.g., the 'n' in *man* and the 't' in *match*. Ask students which of these two letters, 'n' or 't', comes first. Students should respond 'n'. Tape the card with 'man' displayed to the board below the 'lo' card. Then, tape the 'mat' card below 'man'. Finally, tape the 'mo' card below the card with 'mat' displayed.
- Continue in this way until you have alphabetized all of the cards.
- When you have completed this, unfold all of the cards so that the entire word is visible.
- Read the words aloud with students and state explicitly that all of the spelling words are now in alphabetical order on the board.

baby	man
child	match
exercise	mouse
foot	night
fox	person
glass	story
goose	tooth
laugh	woman
louse	

Spelling Analysis Directions

Unit 3, Lesson 5

- Students are likely to make the following errors:
 - For irregular plurals, writing the plural form incorrectly since there is no pattern to follow
 - For some regular plurals, adding –s instead of –es
 - For some regular plurals, not changing ‘y’ to ‘i’ before adding –es
- While any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Lesson 6

Spelling

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Nervous System,” 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 Nervous System” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “The Nervous System”; 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 nervous system in “The Nervous System” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Nervous System” (RI.3.7)
- ✓ Use images (e.g., maps, photographs) accompanying “The Nervous System” to check and support understanding (RI.3.7)
- ✓ Interpret information about the path messages take to get to the brain from a diagram (RI.3.7)
- ✓ Independently read “The Nervous System” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “The Nervous System,” explicitly drawing on preparation and other information known about the nervous system to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “The Nervous System,” identify orally what they know and have learned that may be related to the nervous system (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the nervous system (SL.3.1d)
- ✓ Retell orally important facts and information from “Joints and Muscles” (SL.3.4)
- ✓ Correctly spell regular and irregular nouns (L.3.1b)
- ✓ Use conventional spelling for making singular nouns plural when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* 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)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Nervous System”	<i>How Does Your Body Work?</i> ; Vocabulary Cards; Worksheet 6.1	25
Spelling	Introduce Spelling Words	board; Worksheet 6.2	25
Extension	Extend Student Knowledge	choice of material	30
Take-Home Material	Family Letter; “Joints and Muscles”; “The Nervous System”	Worksheets 6.2–6.4	-

Advance Preparation

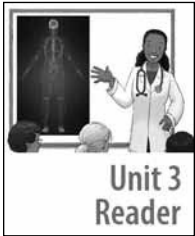
You may wish to draw the table for spelling on the board or on chart paper before beginning to teach this lesson.

Singular Noun	Plural Noun

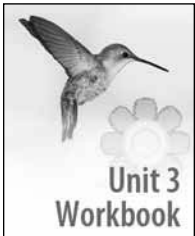
Students have already learned some patterns for adding –es to words:

- Adding –es to the singular noun that ends with ‘s’, ‘x’, ‘z’, ‘sh’, or ‘ch’ (*patch* → *patches*; *box* → *boxes*)
- Changing the ‘y’ to ‘i’ then adding –es (*bunny* → *bunnies*; *fairy* → *fairies*)

Whole Group: “The Nervous System”



Chapter 5



Worksheet 6.1

Introducing the Chapter

- Tell students that the title of today’s chapter is “The Nervous System.”
- Ask students to recall what they learned about joints and ligaments from the previous chapter.
- Review characteristics of joints and ligaments with students:
 - Joints are cushioned by cartilage, which is a flexible, connective tissue.
 - Ligaments connect bones to bones.
 - Tendons connect muscles to bones.
 - The Achilles tendon is named for a Greek warrior named Achilles who was wounded in the back of his foot, where he was vulnerable.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Guided Reading Supports and Purpose for Reading

As mentioned in the Introduction, in this unit, students will focus on five academic vocabulary words, three of which are *assess*, *compare*, and *contrast*. 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 might take. Where applicable, we use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- To *assess* is to determine correctness or how something fits.
- To *compare* and *contrast* refers to finding either similarities or differences between or among things.

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.

Previewing the Vocabulary

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “The Nervous System” 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.

Remember to use academic vocabulary words when appropriate: *assess, compare, contrast.*

Vocabulary for “The Nervous System”

1. **cell body**—the center of a cell (**52**)
2. **dendrite**—a path along which nerves send messages to the brain (**dendrites**) (**52**)
3. **reflex***—reaction (**reflexes**) (**54**)
4. **flinch**—to draw back suddenly, which is an example of a reflex (**54**)

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

cell bod | y

den | drite

re | flex

flinch

Note to Teacher

It is important that you stop frequently to ask students questions and check for their understanding of the material. 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 48–49

- Read the title of the chapter together as a class, “The Nervous System.”
- Ask students to scan the page for vocabulary words. (There are none.)
- Ask students to read **pages 48–49** to themselves to find the answer to the question: “Does the human body have more bones, muscles, or nerves?”
- When students have finished reading, restate the question and have students answer. (There are about 200 bones, 650 muscles, and a billion nerves in your body so the human body has more nerves.)
- Direct students' attention to the image and caption on **page 49**.

Pages 50–51

- Ask students to scan the page for vocabulary words. (There are none.)
- Ask students to read **pages 50–51** to themselves to find the answer to the question: “What do nerves do to help us keep track of what’s happening in the world around us?”
- When students have finished reading, restate the question and have students answer. (Nerves send messages to the brain so the brain can tell your body how to act.)
- Say, “Name some things you could not do if your body had no nerves.” (Answers may vary but could include feel heat or cold, see or hear, or smell or taste food.)
- Ask students to look at the image and read the caption on **page 51**, noting the path messages take to get to the brain.

Pages 52–53

- Display the image for this chapter and the Vocabulary Cards for *cell body* and *dendrite*. Note for students that the plural form of the word *dendrite* (*dendrites*) is used in this chapter.
- Have students find *cell body* and *dendrite* in the glossary and read the definitions together as a class.

- Ask students to read **pages 52–53** to themselves to fill in the blank in the following sentence: “When one of the nerves in your body wants to send a message to your brain, it sends the message out along the _____.”
- When students have finished reading, reread the sentence and have students fill in the blank. (dendrites)
- Have students look at the image and read the caption on **page 53**.

Pages 54–55

- Display the Vocabulary Cards for *reflex* and *flinch*.
- Have students scan **page 54** to discover that both *reflex* and *reflexes* are used in this chapter.
- Have students find *reflex* and *flinch* in the glossary and read the definitions together as a class.
- Ask students to read **pages 54–55** to themselves to find the answer to the question: “Why does a doctor tap your knee with a hammer during a check-up?”
- When students have finished reading, restate the question and have students answer. (The doctor is checking your reflexes. If your leg moves a little, that’s a sign that your nervous system is working as it should.)
- Ask students to look at the image and read the caption on **page 55**.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Nervous System”

1. *Literal* About how many nerves do you have in your body? (about a billion)
2. *Inferential Compare and contrast* how your body feels and reacts to heat and cold. (When your body responds to heat and cold, your nerves send messages to the brain and the brain reacts. Heat and cold also send messages by way of your skin. The messages are different depending on how a person reacts to heat and cold. If you touch a hot burner, you will quickly pull away your hand; if you are cold outside, you will put on warmer clothes. If you are hot outside, you will find ways to cool your body, e.g. fans, air conditioning, remove your jacket or sweater, etc.)
3. *Literal* What are reflexes and why are they important? (Reflexes, such as blinking and sneezing, are the body’s way to react to things that happen outside the body. They are important because they keep us safe from danger.)
4. *Literal* Which senses in your body wouldn’t work without nerves? (touch, smell, taste, sight, hearing—all five)
5. *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: Nerves are what make our bodies sense and feel. The nerves send and carry messages to and from the brain using dendrites. Reflexes are actions that the body makes without thinking.)

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

- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

Singular Noun	Plural Noun
knife	
life	
wife	
half	
wolf	
loaf	
elf	
leaf	
thief	
shelf	
self	

- Point out the vowel sound(s) and spellings in the word to students.

Step 2: Forming Plurals of the Singular Nouns

- Tell students that you will now complete the remainder of the table by making each singular noun plural.
- For words that end in 'fe', change the 'f' to 'v', drop the 'e', and then add -es. For words that end with 'f', the 'f' must be changed to 'v' before adding -es.

Singular Noun	Plural Noun
knife	knives
life	lives
wife	wives
half	halves
wolf	wolves
loaf	loaves
elf	elves
leaf	leaves
thief	thieves
shelf	shelves
self	selves
Challenge Word: before	
Challenge Word: please	

- Explain to students that the Challenge Words *before* and *please* are words that are used very often. They may not follow spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students: “You need to eat your dinner *before* you have ice cream.” “*Please* let me go to the park.”
- Tell students that they will not need to change the form of the Challenge Words on the assessment.
- Practice the words during the remaining time. Call on a student to read any word in its plural form and ask him/her to 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 the plural forms are used or time has run out.
- Tell students that the 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.

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; "Joints and Muscles"; "The Nervous System"

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

Lesson 7

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “The Spinal Cord and Brain,” 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 Spinal Cord and Brain” 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 spinal cord and brain in “The Spinal Cord and Brain” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “The Spinal Cord and Brain” (RI.3.7)
- ✓ Compare and contrast the most important points and key details presented in “The Skeletal System,” “All About Bones,” and “Joints and Muscles” in terms of body systems (RI.3.9)
- ✓ Independently read “The Spinal Cord and Brain” with purpose and understanding (RF.3.4a)
- ✓ Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an opinion piece (W.3.1a)
- ✓ Develop an informative/explanatory topic with clearly presented ideas, facts, and details (W.3.2b)
- ✓ Demonstrate preparedness for a discussion, having read “The Spinal Cord and Brain,” explicitly drawing on preparation and other information known about the spinal cord and brain to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “The Spinal Cord and Brain,” identify orally what they know and have learned that may be related to the spinal cord and brain (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to the spinal cord and brain (SL.3.1d)
- ✓ Use a glossary to determine or clarify the precise meaning of key words and phrases (L.3.4d)
- ✓ Identify irrelevant sentences in paragraphs

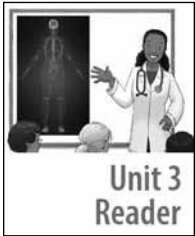
<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “The Spinal Cord and Brain”	<i>How Does Your Body Work?</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 7.1	25
Grammar	Identify Irrelevant Sentences in Paragraphs	Worksheet 7.2	25
Extension	Compare and Contrast Systems of the Body	<i>How Does Your Body Work?</i>	30
Take-Home Material	Topic and Irrelevant Sentences	Worksheet 7.3	*

Advance Preparation

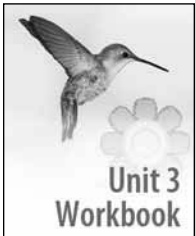
Draw the following chart on the board or chart paper for the Extension lesson (see example of completed chart at the end of this lesson for reference):

Compare and Contrast Systems of the Body			
	Skeletal System	Muscular System	Nervous System
Function			
Features			
Unique Facts			
Example of How it Works			

Whole Group: "The Spinal Cord and Brain"



Chapter 6



Worksheet 7.1

Introducing the Chapter

- Remind students that so far in their exploration of the human body, they have learned about the skeletal system, the muscular system, and the nervous system. Ask students to close their eyes, tap gently on their skulls and remember what it is that makes up the skeletal system. (bones)
- Ask students to name some parts of their heads. (Answers may vary but could include eyes, ears, nose, hair, brain.)
- Ask students if they remember what dendrites are. (Dendrites are paths that messages travel along to get to the brain.)
- Tell students that the title of today's chapter is "The Spinal Cord and Brain."
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in "The Spinal Cord and Brain" 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.

Remember to use academic vocabulary words when appropriate: *assess*, *compare*, *contrast*.

Vocabulary for “The Spinal Cord and Brain”

1. **hollow**—empty inside (58)
2. **paralyzed**—unable to act, move, or feel a part or parts of the body (58)
3. **fiber***—it forms tissue (60)
4. **fluid**—liquid (60)
5. **concussion**—brain injury (60)
6. **medulla***—brain stem (62)
7. **cerebellum***—a part of the brain located under the cerebrum, divided into two halves; It helps with voluntary movement of muscle groups and balance. (62)
8. **cerebrum***—the largest part of the brain, divided into two halves; It sits on top of the cerebellum and controls thoughts, emotions, and all the senses. (62)
9. **hemisphere***—one half of a round object (**hemispheres**) (64)
10. **cerebral cortex***—the ‘gray matter’ of the cerebrum that processes sensory information and controls muscle function (68)
11. **decade**—ten years (**decades**) (70)
12. **PET scan**—body or brain x-ray (**PET scans**) (70)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

- Tell students that these letters represent two different phonemes, /ə/ + /n/.
- Because ‘ion’ is made up of two different phonemes, students will see that it is not listed on the Individual Code Chart.
- Write the word *session* on the board as another example of a word in which ‘ion’ spells the sounds /ə/ + /n/.

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. 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 56–57

- Read the title of the chapter together as a class, “The Spinal Cord and Brain.”
- Ask students to scan the page for vocabulary words. (There are none.)
- Ask students to read **pages 56–57** to themselves to fill in the blanks in the following sentence: “Two very important parts of your body that are a part of your nervous system are the _____ and _____.”
- When students have finished reading, reread the sentence and have students answer. (spinal cord, brain)
- Have students look at the image and read the caption on **page 57**.

Pages 58–59

- Display the image for this chapter and the Vocabulary Cards for *hollow* and *paralyzed*.
- Have students find *hollow* and *paralyzed* in the glossary and read the definitions together as a class.
- Ask students to read **pages 58–59** to themselves to find the answer to the question: “Why are vertebrae hollow?”
- When students have finished reading, restate the question and have students answer. (to protect the spinal cord)

- Ask, “What might happen if you were in an accident that hurt your spinal cord?” (You could be paralyzed.)
- Have students look at the image and read the caption on **page 59**.

Pages 60–61

- Display the Vocabulary Cards for *fiber*, *fluid*, and *concussion*.
- Have students find *fiber*, *fluid*, and *concussion* in the glossary and read the definitions together as a class.
- Ask students to read **pages 60–61** to themselves to find the answer to the question: “What protects the brain?”
- When students have finished reading, restate the question and have students answer. (the skull and three layers of fiber and fluid)
- Ask, “What might happen if you were in an accident that hurt your brain?” (You could have a concussion.)
- Have students look at the image and read the caption on **page 61**.

Pages 62–63

- Display the Vocabulary Cards for *medulla*, *cerebellum*, and *cerebrum*.
- Have students find *medulla*, *cerebellum*, and *cerebrum* in the glossary and read the definitions together as a class.
- Ask students to read **pages 62–63** to themselves to find the answer to the question: “What is the function of the medulla?”
- When students have finished reading, restate the question and have students answer. (controls involuntary actions of the body, like breathing, heartbeat, and digestion)
- Have students look at the image and read the caption on **page 63**.

Pages 64–65

- Display the Vocabulary Card for *hemisphere*.
- Have students find *hemisphere* in the glossary and read the definition together as a class. Note for students that the word *hemispheres* is also used in this chapter.
- Ask students to read **pages 64–65** to themselves to find the answer to the question: “What is the function of the cerebellum?”

- When students have finished reading, restate the question and have students answer. (controls voluntary actions of the body, like walking, running, and jumping)
- Ask students to fill in the blank in the sentence: “The right hemisphere of the cerebellum controls motion on the _____ side of your body.” (left)
- Have students look at the image and read the caption on **page 65**.

Pages 66–67

- Ask students to scan the page for new vocabulary words. (There are none.)
- Ask students to read **pages 66–67** to themselves to find the answer to the question: “What are some functions of the cerebrum?”
- When students have finished reading, restate the question and have students answer. (controls emotions, sense of touch, and sense of sight)
- Have students look at the image and read the caption on **page 67**.

Pages 68–69

- Display the Vocabulary Card for *cerebral cortex*.
- Have students find *cerebral cortex* in the glossary and read the definition together as a class.
- Ask students to read **pages 68–69** to themselves to find the answer to the question: “Which part of the brain is called ‘the gray matter?’”
- When students have finished reading, restate the question and have students answer. (the outside part of the cerebrum called the cerebral cortex)
- Have students look at the image and read the caption on **page 69**.

Pages 70–71

- Display the Vocabulary Cards for *decade* and *PET scan*.
- Have students find *decade* and *PET scan* in the glossary and read the definitions together as a class. Note for students that both *PET scan* and *PET scans* are used in this chapter. The plural form of *decade* (*decades*) is also used.

- Ask students to read **pages 70–71** to themselves to find the answer to the question: “What information does a doctor find from a PET scan?”
- When students have finished reading, restate the question and have students answer. (to see how different parts of the brain work and what different parts of the brain control, such as logic, insight, number skills, and music awareness)
- Have students look at the image and read the caption on **page 71**.

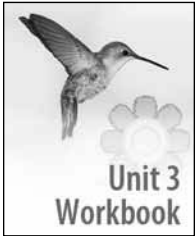
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “The Spinal Cord and Brain”

1. *Literal* Identify the two parts of your body that are most important to your nervous system. (spinal cord, brain)
2. *Literal* Locate the part of the body (by placing your hand on it) where the nerves that run all the way up the spinal cord end. (in the brain—students should be placing hands on heads)
3. *Inferential Compare* how the spinal cord and dendrites function in similar ways. (Messages travel along both of them to the brain.)
4. *Literal* After the brain receives messages from the nerves, where does the brain send messages? (to the muscles)
5. *Literal* Fill in the blank in the following sentence: In order to move your legs and arms, your brain must receive _____ that travel through the spinal cord. (messages)
6. *Literal* Fill in the blank in the following sentence: If you are _____, messages are not able to get through to the brain. (paralyzed)

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



Worksheet 7.2

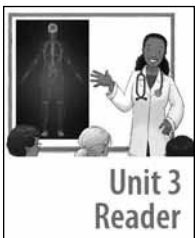
For additional practice,
see Pausing Point
Worksheet PP9.

Identify Irrelevant Sentences in Paragraphs

- Remind students that a paragraph is a group of sentences about one subject or topic. A topic sentence, usually the first sentence of a paragraph, provides a clue as to what the paragraph will be about. A concluding sentence wraps up the paragraph and often restates the topic sentence.
- Tell students that just as Mr. Mowse was confused about ordering sentences, sometimes paragraphs will have sentences that do not belong in the paragraph because they do not relate to the topic sentence.
- Ask students to turn to Worksheet 7.2 and *explain* that it includes several paragraphs. Each paragraph has a topic sentence, followed by additional sentences. *Explain*, however, that in each paragraph, there is a sentence that does not relate to the topic sentence. *Explain* that students are to underline the topic sentence in each paragraph and cross out the sentence that does not relate to the topic. Have students notice that the last sentence in each paragraph is a good concluding sentence. Then, ask students to circle the concluding sentence.
- Have students complete Worksheet 7.2 as a teacher-guided activity.

Extension

30 minutes



Compare and Contrast Systems of the Body

Note to Teacher

There is an example of a completed class chart at the end of this lesson that is similar to the chart you will complete with students during this lesson. Students may have different examples of how each system works. The other information in the chart is found in chapters of *How Does Your Body Work?*

Completing the Chart

- Point out to students that so far in this unit, they have read about the skeletal system, the muscular system, and the nervous system.

- Tell students that they will now *compare* and *contrast* these three systems using information they have learned from reading *How Does Your Body Work?*
- Direct students' attention to the chart you created in advance.
- Tell students that first, they will help you add information to the chart for each system.
- Point out the categories listed on the chart for each system of the body. (Function, Features, Unique Facts, Example of How it Works)
- Ask students to open their Readers to the Table of Contents, locate Chapter 1: "The Skeletal System," and then turn to the first page of the chapter.
- Have students read **page 8** to themselves to determine what the function of the skeletal system is.
- Students should answer "gives your body shape." Add this to the appropriate place on the chart.
- Next, ask students, "How many bones are in your body?"
- Students should answer "more than 200." Add this to the appropriate place on the chart.
- Ask students to turn to **page 20**, which is the first page of Chapter 2: "All About Bones."
- Read **page 20** aloud to students and ask them to listen for a unique fact that can be added to the chart. (Bones are made of calcium.)
- Read **page 22** aloud to students and ask them to listen for another unique fact that can be added to the chart. (Marrow inside bones makes red blood cells.)
- For the remaining unique fact, you will need to wait until you get to **page 38** of Chapter 4: "Joints and Muscles" to add it to the chart. (Bones meet at a joint.)
- Ask students for an example of how the skeletal system works and add it, and others as needed, to the chart. If students are not able to provide an example, share the one listed in the chart at the end of this lesson.

- Follow the same procedures to fill in information about the muscular system using details from **pages 28, 30, and 34**. Use information found on **page 38** to add one more unique feature to the skeletal system column. Use information found on **pages 48, 50, and 54** to fill in information about the nervous system.

Compare and Contrast the Systems

- Tell students you want to *compare* and *contrast* the systems of the body using the information you added to the chart and their background knowledge about body systems.
- You may wish to use the following questions to guide the discussion:
 - How are the systems alike? (Answers may vary but could include that they each help the body in a particular way.)
 - Which body system has the most ‘pieces’ or features? Which has the least? (The nervous system has the most, with about a billion nerves. The skeletal system has the least, with more than 200 bones.)
 - How do the skeletal system and muscular system work together? (Answers may vary but could include that muscles are connected to bones by tendons and are the only way bones can move.)
 - How do the skeletal system and the nervous system work together? (Answers may vary but could include that the nervous system allows bones to sense what is going on around them.)
 - How do the muscular system and nervous system work together? (Answers may vary but could include that the nervous system allows muscles to sense what is going on around them and tells them when to move, both voluntarily and involuntarily.)
 - *Compare* and *contrast* voluntary muscles, involuntary muscles, and reflexes. (Voluntary muscles move when you make them move while involuntary muscles move automatically without any direction from you. Reflexes are like involuntary muscles in that they happen automatically as a way that your body protects itself.)
 - Which system is most important to your body? Why? (Answers may vary.)

Compare and Contrast Systems of the Body			
	Skeletal System	Muscular System	Nervous System
Function	*gives your body shape	*allows your body to move	*allows you to keep track of what is happening in the world around you
Features	*more than 200 bones	*about 650 muscles	*about a billion nerves
Unique Facts	*Bones are made of calcium. *Marrow inside bones makes red blood cells. *Bones meet at a joint.	*About half your weight comes from muscles. *Voluntary muscles work when you make them work (bending your arm). *Involuntary muscles work automatically (your heart beating).	*Nerves help you use all five senses. *Nerves send messages to the brain about what is happening to your body. *The nervous system uses reflexes to keep you safe.
Example of How it Works	*Your foot is the shape it is because of the bones inside it.	*You can walk to the door because your muscles allow your body to move.	*You accidentally touch a very hot pan and you immediately pull your hand away.

Take-Home Material

Topic and Irrelevant Sentences

- Have students take home Worksheet 7.3 to complete.

Lesson 8

✓ 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.

- ✓ **Identify and use the meaning of the common prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, or *mis-*** (RF.3.3a)
- ✓ **Independently reread “The Spinal Cord and Brain” with purpose and understanding** (RF.3.4a)
- ✓ **Determine the main idea of “The Spinal Cord and Brain”; recount the key details and explain how they support the main idea** (RI.3.2)
- ✓ **Reread “The Spinal Cord and Brain” orally with accuracy, appropriate rate, and expression** (RF.3.4b)
- ✓ **Demonstrate preparedness for a discussion, having reread “The Spinal Cord and Brain,” explicitly drawing on preparation and other information known about the spinal cord and brain to explore content under discussion** (SL.3.1a)
- ✓ **Prior to independently rereading “The Spinal Cord and Brain,” identify orally what they know and have learned that may be related to the spinal cord and brain** (SL.3.1a)
- ✓ **During a discussion, explain ideas and understanding in relation to the spinal cord and brain** (SL.3.1d)
- ✓ **Correctly spell regular and irregular nouns** (L.3.1b)
- ✓ **Capitalize appropriate words in titles** (L.3.2a)
- ✓ **Use conventional spelling for making singular nouns plural when adding the suffix *-es* to root words** (L.3.2e)
- ✓ **Use spelling patterns and generalizations (e.g., ending rules) in writing words** (L.3.2f)
- ✓ **Determine the meaning of words formed when *-es* is added to a known root word** (L.3.4b)
- ✓ **Determine the meaning of words formed when *un-*, *non-*, *re-*, *pre-*, *dis-*, or *mis-* are 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)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: “The Spinal Cord and Brain”	<i>How Does Your Body Work?</i> ; Vocabulary Cards; Worksheet 8.1	25
Morphology	Review Prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>	Worksheets 8.2, 8.3	25
Grammar	Write Paragraphs with Titles	board or chart paper; Worksheet 8.4	15
Spelling	Blank Busters	Worksheets 8.5, 8.6	15
Take-Home Material	Blank Busters; “The Spinal Cord and Brain”	Worksheets 8.6, 8.7	*

Reading Time

25 minutes

Small Group: “The Spinal Cord and Brain”

Re-introducing the Chapter

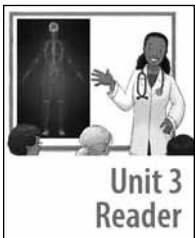
- Tell students that today, they will reread “The Spinal Cord and Brain” in small groups. Ask students what they remember learning from reading this the first time.
- Now, ask students if they can remember another word for cranium. (skull)
- Ask students if they remember what a concussion is. (when the brain gets bruised from a hard hit to the head)

Reviewing the Vocabulary

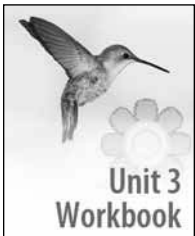
- You may wish to review the vocabulary before rereading this chapter by referring to the displayed Vocabulary Cards.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in a previous lesson.

Guided Reading Supports and Purpose for Reading

- Tell students that today, they will read independently or in a small group.
- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. Have students complete Worksheet 8.1 as a teacher-guided activity. This is an excellent time for you to make notes in your anecdotal records.



Chapter 6



Worksheet 8.1

Remember to use academic vocabulary words when appropriate: *assess*, *compare*, *contrast*.

- ✪ **Small Group 2:** Ask these students to read the chapter independently at their desks and complete Worksheet 8.1. Remind students 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.

Wrap-Up

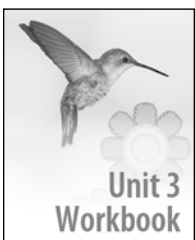
- If time remains, use the following questions to promote a discussion:

Discussion Questions on “The Spinal Cord and Brain”

1. *Literal* Besides the cranium, identify two other protective layers in your brain. (fibers and fluids) Ask students to read the sentences from the page(s) where they found the answer.
2. *Literal* What does the brain send through the spinal cord that your arms and legs must receive in order to move? (messages)
3. *Literal* What does it mean to be paralyzed? (unable to move your legs and/or arms)
4. *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: The brain is divided into three parts that are responsible for different jobs. The spinal cord and brain work together to send messages to the rest of the body.)

Morphology

25 minutes



Worksheets 8.2, 8.3

For additional practice,
see Pausing Point
Worksheet PP13.

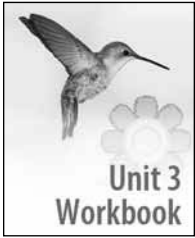
Review Prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*

- Tell students that this week, they will review prefixes learned so far in third grade, which are *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*.
- Write the word *even* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (the same in size, length, or amount; adjective)
- Add the prefix *un-* to *even* and have students read the new word.
- Ask students what *uneven* means and what part of speech it is. (not the same in size, length, or amount; adjective)

- Ask students what adjectives are. (words that describe nouns)
- Follow the same procedures for the following words: *well*, *necessary*.
- Write the word *living* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (alive; adjective)
- Add the prefix *non-* to *living* and have students read the new word.
- Ask students what *nonliving* means and what part of speech it is. (not alive; adjective)
- Follow the same procedures for the following words: *threatening*, *absorbent*.
- Write the word *fill* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to make something full; verb)
- Add the prefix *re-* to *fill* and have students read the new word.
- Ask students what *refill* means and what part of speech it is. (to make something full again; verb)
- Ask students what a verb is. (an action word)
- Follow the same procedures for the following words: *name*, *tell*.
- Write the word *set* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to arrange; verb)
- Add the prefix *pre-* to *set* and have students read the new word.
- Ask students what *preset* means and what part of speech it is. (to arrange before; verb)
- Follow the same procedures for the following words: *pay*, *print*.
- Write the word *connect* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (to join together; verb)
- Add the prefix *dis-* to *connect* and have students read the new word.
- Ask students what *disconnect* means and what part of speech it is. (to not join together; verb)
- Follow the same procedures for the following words: *like*, *obey*.

- Write the word *used* on the board.
- Ask students to read the word. Discuss its meaning and ask students to name the part of speech. (did something with an object to perform a task; verb)
- Add the prefix *mis-* to *used* and have students read the new word.
- Ask students what *misused* means and what part of speech it is. (did something wrong with an object to perform a task; verb)
- Follow the same procedures for the following words: *judged*, *spell*.
- Ask students to turn to Worksheets 8.2 and 8.3.
- Divide students into partners.
- Remind students that they played Frisky Beavers in second grade.
- Explain the rules needed to play Frisky Beavers:
 1. Roll the die.
 2. Move the number of spaces on the die.
 3. Read the word on the space.
 4. Use the word in a sentence. (If students don't know the meaning of the word, advise them to look it up in one of the classroom dictionaries.)
 5. Write the word on the chart.
 6. Write the part of speech for the word in the sentence they created on the chart.
- Also, remind students of good sportsmanship rules:
 - Take turns.
 - Speak politely.
 - Be a good winner or loser.
 - Give your classmate help if needed.

Write Paragraphs with Titles



Worksheet 8.4

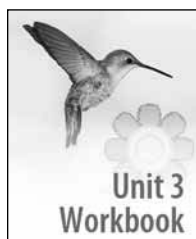
- Tell students that today, they are going to practice writing titles for paragraphs.
- Remind students that a paragraph is a collection of sentences on one topic. A paragraph has a topic sentence, which tells the main idea or what the paragraph is mostly about. A paragraph also has a concluding sentence that wraps up the paragraph and often restates the topic sentence.
- Write the following sentence on the board: *How Does Your Body Work?* teaches readers about three of the systems that make up your body. (Make sure that you indent this sentence when you write.)
- Tell students that this sentence will be the topic sentence of a paragraph you will write together as a class. As the topic sentence, it tells what the rest of the paragraph will be about, so all of the other sentences in the paragraph will be about the three systems described in *How Does Your Body Work?*
- Ask students to brainstorm facts learned from the first chapters of the Reader. (Some ideas might include: skeletal system is made up of bones filled with marrow cells; muscular system allows bones to move; muscles are either voluntary or involuntary; nervous system sends messages around the body, etc.) Stop after you have three or four ideas.
- Have students put their ideas into sentences.
- Review these ideas with students, ensuring that their examples relate to the topic sentence. Omit any that do not relate. Write these sentences on the board, following the topic sentence, in paragraph form.
- Also, check that the last sentence serves as a good concluding sentence.
- Remind students that a title tells what the paragraph is about but is not written in sentence form. Titles for paragraphs are often phrases made from the key words in the topic sentence.

- Ask students to suggest possible titles for the paragraph that you have just written as a class. Choose one and write it on the board above the sentence. Point out that the important words of the title are capitalized. Since titles aren't sentences, there is no ending punctuation.
- Ask students to turn to Worksheet 8.4.
- Read the first paragraph to students, noting that all of the sentences are about summer and why it is the best season, and that the first sentence is the topic sentence. Point out that the last sentence is a concluding sentence and wraps up the paragraph by restating the topic sentence.
- Ask students to use the words in the topic sentence to create a title. Write their suggested titles on the board.
- Remind students to capitalize the first and last word of the title and any other important word(s). Since titles aren't sentences, there is no ending punctuation.
- Have students choose the title they like the best and write it on the blank above the first paragraph.
- Complete the worksheet as a teacher-guided activity.

Spelling

15 minutes

Blank Busters



Worksheets 8.5, 8.6

- Tell students that they will practice writing their spelling words for the week, just like they did with last week's spelling words.
- Tell students to turn to Worksheet 8.5.
- Ask all students to read the statement in **number 1** silently and fill in the blanks. Point out to students that the singular nouns are listed in the box on the worksheet but they may need to use the plural form of a singular noun. These plural nouns are not listed on the worksheet but are listed on the table displayed in the classroom with this week's spelling words.
- When students have completed **number 1**, call on one student to read **number 1** aloud with the blanks filled in with the spelling words.

- Discuss the proper spelling of the word in the blanks, referencing the table of this week’s spelling words. Have students *compare* their spellings with the spellings in the table. Also, discuss the correct answers to be sure students understand why they are correct.
- Have students move on to **number 2** and fill in the blanks on their own.
- Follow the previous steps to discuss the correct answers for the remaining items on the worksheet.
- Remind students that on the spelling assessment, they will have to write the singular and plural forms of the spelling words.
- Have students take home Worksheet 8.6 to create their own Blank Buster statements using this week’s spelling words. Students will bring their Blank Busters back to school to use in the next lesson.

Take-Home Material

Blank Busters; “The Spinal Cord and Brain”

- Have students take home Worksheet 8.6 to complete and Worksheet 8.7 to read to a family member.

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.

- ✓ Ask and answer questions to demonstrate understanding of “Eyes and Vision,” 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 “Eyes and Vision” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Eyes and Vision”; 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 eyes and vision in “Eyes and Vision” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Eyes and Vision” (RI.3.7)
- ✓ Identify and use the meaning of the common prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, or *mis-* (RF.3.3a)
- ✓ Independently read “Eyes and Vision” with purpose and understanding (RF.3.4a)
- ✓ Identify and use parts of a paragraph, including a topic sentence, supporting details, and a concluding statement, in an informative/explanatory (or narrative) piece (W.3.2a or W.3.3a)
- ✓ Develop an informative/explanatory topic with clearly presented ideas, facts, and details (W.3.2b)
- ✓ Provide a concluding statement or section for an informative/explanatory (or narrative) piece (W.3.2d or W.3.3d)
- ✓ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas are presented clearly and in a logical order (W.3.4)
- ✓ Demonstrate preparedness for a discussion, having read “Eyes and Vision,” explicitly drawing on preparation and other information known about eyes and vision to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Eyes and Vision,” identify orally what they know and have learned that may be related to eyes and vision (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to eyes and vision (SL.3.1d)
- ✓ Retell orally important facts and information from “The Spinal Cord and Brain” (SL.3.4)
- ✓ Correctly spell regular and irregular nouns (L.3.1b)
- ✓ Capitalize appropriate words in titles (L.3.2a)
- ✓ Use spelling for making singular nouns plural when adding the suffix *-es* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-es* 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)

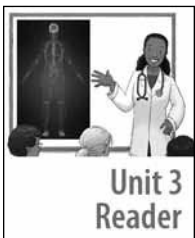
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Reading Time	Whole Group: “Eyes and Vision”	<i>How Does Your Body Work?;</i> Vocabulary Cards	25
Grammar	Write a Paragraph	Worksheet 9.1	25
Morphology	Review Prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>	Worksheet 9.2	15
Spelling	Blank Busters	Worksheet 8.6	15

Reading Time

25 minutes

Whole Group: “Eyes and Vision”

Introducing the Chapter



Chapter 7

- Tell students that the title of today’s chapter is “Eyes and Vision.”
- *Explain* to students that the brain is like a message center in the human body. Ask them if they remember what muscles need in order to move. (a message from the brain)
- Ask students if they remember the name for the long strings of nerves that are a super-highway to the brain. (spinal cord)

Previewing the Vocabulary

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Eyes and Vision” is listed in bold print after the definition. An asterisk after a word indicates the word is also taught in Listening & Learning.

Vocabulary for “Eyes and Vision”

1. **vision**—the sense of sight, the act of seeing (72)
2. **optometrist**—a doctor who specializes in caring for eyes and treating vision problems (72)
3. **iris***—(eye color) the round, colored part of the eye (irises) (74)
4. **pupil***—(eye center) the opening in the center of the iris that changes size to let more or less light in (pupils) (74)
5. **cornea***—a thin, clear tissue that covers the iris, protects the eye from dirt and germs, and focuses light (76)
6. **lens**—the clear part at the front of the eye that focuses light on the retina (**lenses**) (76)
7. **retina***—the lining at the back of the eye that is very sensitive to light; The nerves in the retina send messages to the brain. (76)
8. **optic nerve***—the nerve that sends messages from your eyes to your brain about what you see (76)
9. **rods and cones**—special cells that line the retina and send signals to the brain through the optic nerve (78)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

vi | sion 's' > /zh/ (*confusion*)
 'ion' > /ə/ + /n/ (*session*)

op | tom | e | trist

i | ris

pu | pil

cor | ne | a

lens

ret | i | na

op | tic nerve

rods and cones

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *vision* on the board.
 - Circle the letter 's'.
 - Tell students that this letter represents the sound /zh/.
 - Explain to them that the /zh/ sound is so rare that it is not included in the Individual Code Chart. It only occurs in a very few words.
 - Write the word *confusion* on the board as another example of a word in which 's' spells the sound /zh/.
 - Also, circle the letters 'ion'.
 - Tell students that these letters represent two different phonemes, /ə/ + /n/.
 - Because 'ion' is made up of two different phonemes, students will see that it is not listed on the Individual Code Chart.
 - Write the word *session* on the board as another example of a word in which 'ion' spells the sounds /ə/ + /n/.

Guided Reading Supports and Purpose for Reading

Note: Before students begin reading today, you may want to lead them in a short, fun activity to share the experience of the eyes seeing an optical illusion. You will use the green, black, and orange flag at the back of the Reader (after the glossary) to conduct this activity.

- Have students turn to the last page in their Reader.
- Ask all students to stare at the middle of the flag for one minute. Use your watch or a clock to monitor the minute. Tell students that the more intently they stare at the very middle of the page and keep their vision only on the middle of the flag, the better the result will be at the end of the minute.
- When the minute is up, ask students to immediately turn to the back of the page and stare at the white page.
- Ask students to describe what they “see” in the white space. (They should now “see” the illusion of the American flag’s red, white, and blue.)
- Tell students that this experiment will help them understand the answer to the question you want them to be thinking about as they read the chapter today: “Do your eyes actually see?”
- 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 today’s reading, Dr. Welbody’s friend, Dr. Si-Yu, who is an eye doctor, or optometrist, will be speaking about the human eye.
- Ask students if they remember the names for the paths (dendrites) and the super-highway (spinal cord) that messages travel along to the brain. Tell them that the eyes also must send messages to the brain and the “highway” they use is called the “optic nerve.”

Note to Teacher

It is important that you stop frequently to ask students questions and check for their understanding of the material. 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 72–73

- Read the title of today’s chapter together as a class, “Eyes and Vision.”
- Display the image for this chapter and the Vocabulary Cards for *vision* and *optometrist*.
- Have students find *vision* and *optometrist* in the glossary and read the definitions together as a class.
- Ask students to read **pages 72–73** to themselves to fill in the blank in the following sentence: “Dr. Welbody brought in Dr. Kwan Si-Yu because Dr. Welbody is not an _____ on vision.”
- When students have finished reading, reread the sentence and have students answer. (expert)
- Have students look at the image and read the caption on **page 73**.

Pages 74–75

- Display the Vocabulary Cards for *pupil* and *iris*.
- Have students find *pupil* and *iris* in the glossary and read the definitions together as a class. Note for students that *pupil*, *pupils*, *iris*, and *irises* are all used in this chapter.
- Ask students to read **pages 74–75** to themselves to find the answer to the question: “Why does the pupil in your eye get bigger and smaller?”
- When students have finished reading, restate the question and have students answer. (The pupil gets bigger to let more light in and smaller to let less light in.)
- Have students look at the image and read the caption on **page 75**.

Pages 76–77

- Display the Vocabulary Cards for *cornea*, *lens*, *retina*, and *optic nerve*.
- Have students find *cornea*, *lens*, *retina*, and *optic nerve* in the glossary and read the definitions together as a class. Note for students that *lenses* is used in the chapter.
- Ask students to read **pages 76–77** to themselves to find the answer to the question: “What is the function of the cornea?”
- When students have finished reading, restate the question and have students answer. (The cornea helps protect the eye from dirt and germs.)

- Ask, “What is the function of the retina?” (The nerves in the retina send messages to the brain down a nerve called the optic nerve.)
- Have students look at the image and read the caption on **page 77**.

Pages 78–79

- Display the Vocabulary Card for *rods and cones*.
- Have students find *rods and cones* in the glossary and read the definition together as a class.
- Ask students to read **pages 78–79** to themselves to find the answer to the question: “What is the function of rods and cones?”
- When students have finished reading, restate the question and have students answer. (Rods and cones are special cells in the retina that send information to the brain, using the optic nerve.)
- Have students look at the image and read the caption on **page 79**.

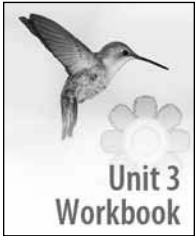
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Eyes and Vision”

1. *Literal* What are the names of the two parts of the eye that you can easily see? (*iris and pupil*)
2. *Literal* When we describe somebody as having green, blue, or brown eyes, which part of the eye are we referring to? (*the iris*)
3. *Literal* What color is the pupil? (*black*)
4. *Literal* Which part of your eye is made of a special kind of tissue that is very sensitive to light? (*retina*)
5. *Literal* Where does the retina send the messages it receives? (*to the brain*)
6. *Literal* Remember, we said that the spinal cord is like a highway for messages to travel to the brain. What is the name of the highway eye messages travel along? (*optic nerve*)
7. *Literal* Does the eye actually “see” objects? (No, the eye actually sees the light that reflects off objects.)
8. *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: The human eye has many parts that all work together to send messages to the brain that allow us to “see.”)

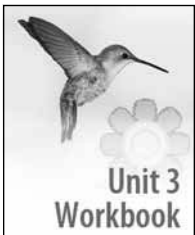
Write a Paragraph



Worksheet 9.1

- Tell students that today, they are going to practice writing paragraphs.
- Review the parts of a good paragraph: topic sentence, supporting details, no irrelevant sentences, sentences in order, concluding sentence, and title.
- Ask students to brainstorm topics they would like to write about and make a list on the board.
- Circulate while students are writing offering assistance as needed.
- Have students turn to Worksheet 9.1 and begin work on their paragraphs. Should students need more time, have them take their worksheets home to finish.

Morphology**Review Prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-***



Worksheet 9.2

- Tell students you will give them two word choices, a root word and the root word with a prefix added. Then, you will read a sentence aloud that demonstrates the meaning of either the root word or the affixed word. Students must decide which word is demonstrated by the sentence and say the word aloud.

- Read the following to students:

View or preview? We were able to see the gymnasium decorated for the school dance a few hours before it started. (*preview*)

Absorbent or nonabsorbent? My new coat is waterproof so rain just slides right down the surface of it. (*nonabsorbent*)

Placed or misplaced? I put my keys down on the kitchen counter when I walked in. (*placed*)

Necessary or unnecessary? Mike used a very loud voice to tell me about his vacation even though he was sitting right next to me at the table. (*unnecessary*)

Load or reload? Dad and Uncle Hank emptied the moving truck so we can take it back to the old house to put more stuff in it. (*reload*)

Approve or disapprove? Mom said my dress choice for my friend's birthday party was OK by her. (*approve*)

Able or unable? That box is too heavy to lift by myself so I will need someone to help me. (*unable*)

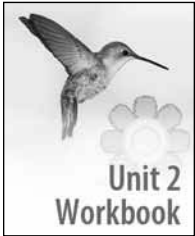
Select or preselect? We picked a cat from the animal shelter and brought it home as our pet. (*select*)

Verbal or nonverbal? Jordan motioned to me from across the room that he had to leave the meeting. (*nonverbal*)

Behave or misbehave? The children were talking and laughing so loudly that the librarian had to tell them more than once to be quiet. (*misbehave*)

- Have students turn to Worksheet 9.2 and complete it independently.

Blank Busters



Worksheet 8.6

- Review the spelling words that you introduced earlier this week using the table displayed on the board.

Singular Noun	Plural Noun
knife	knives
life	lives
wife	wives
half	halves
wolf	wolves
loaf	loaves
elf	elves
leaf	leaves
thief	thieves
shelf	shelves
self	selves
Challenge Word: before	
Challenge Word: please	

- Ask students to turn to Worksheet 8.6, which they completed at home last night.
- Call on one student at a time to share a Blank Busters statement with the class to see if students can fill in the blank with the correct spelling word form.
- Discuss the correct answer with the class and the correct spelling, using the table of this week's spelling words.
- Continue in this manner for the remaining time with other students' Blank Busters statements.

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.

- ✓ Independently reread “Eyes and Vision” with purpose and understanding (RF.3.4a)
- ✓ Reread “Eyes and Vision” orally with accuracy, appropriate rate, and expression (RF.3.4b)
- ✓ Identify and use parts of a paragraph, including a topic sentence and concluding sentence in a narrative piece (W.3.3a)
- ✓ Prior to independently rereading “Eyes and Vision,” identify orally what they know and have learned that may be related to eyes and vision (SL.3.1a)
- ✓ Use nouns, verbs, and adjectives and explain their function in sentences (L.3.1a)
- ✓ Produce simple sentences (L.3.1i)
- ✓ Use conventional spelling for making singular nouns plural when adding the suffix –es to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g., ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when –es 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)
- ✓ Alphabetize words to the second letter
- ✓ Change run-on sentences to simple sentences

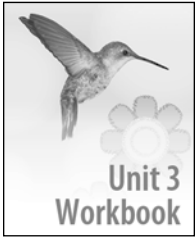
<i>At a Glance</i>	Exercise	Materials	Minutes
Spelling	Spelling Assessment	Worksheet 10.1; optional pens	25
Reading Time	Small Group: “Eyes and Vision”	<i>How Does Your Body Work?</i> ; Vocabulary Cards; Worksheet 10.2	25
Grammar	Mixed Practice Review	Worksheet 10.3	15
Spelling	Alphabetize Words	prepared index cards; board	15

Advance Preparation

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

Write the spelling words (only the singular nouns) on index cards. Fold over the card so that only the first letter shows.

10 Spelling Assessment



Worksheet 10.1

- Have students turn to Worksheet 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Using the following chart, call out each singular noun one at a time in the following manner: say the word, use it in a sentence, and then say the word again.
- Tell students that at the end, you will go back through the list once more.

- | | |
|----------|----------|
| 1. self | 8. life |
| 2. thief | 9. shelf |
| 3. loaf | 10. half |
| 4. wife | 11. leaf |
| 5. wolf | |
| 6. elf | |
| 7. knife | |

Challenge Word: before

Challenge Word: please

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

1. Some people say cats have nine lives.
2. The elves found half of a loaf of bread on the shelf.

- Then, ask students to go back and write the plural form of each singular noun. Allow students 5–10 minutes to complete this portion of the spelling test.
- After students have finished, collect pens, if used.

- Tell students that you will now show them the correct spelling for each word so that they can correct their own work using a pencil.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then on to 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: "Eyes and Vision"

Re-introducing the Chapter

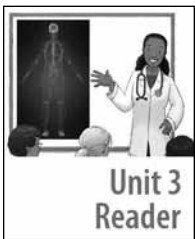
- Tell students that today, they will reread "Eyes and Vision" in small groups. Ask students what they remember learning from reading this the first time.
- Then, ask students if eyes can actually see objects. (No, light passes through the eyes and then a message is sent to the brain where the brain tells you what you are seeing.)

Reviewing the Vocabulary

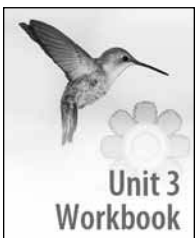
- You may wish to review the vocabulary before rereading this chapter by referring to the displayed Vocabulary Cards.
- You may also wish to review how to decode these words and address any unusual letter-sound correspondences as described in a previous lesson.

Guided Reading Supports and Purpose for Reading

- Tell students that they will read independently or in a small group today.



Chapter 7



Worksheet 10.2

- ★ **Small Group 1:** Ask these students to come to the reading table and read the chapter with you. Have students complete Worksheet 10.2 as a teacher-guided activity. 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 10.2. Remind students 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.

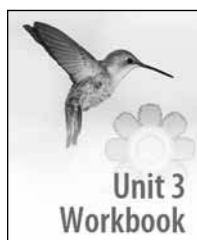
Wrap-Up

- Review Worksheet 10.2 with students, discussing the path that light takes as it travels through the eye parts. (For example, first light travels through the cornea, next the pupil, etc.)
- Ask, “What is the main idea of this chapter?” (Answers may vary but should closely resemble: The human eye has many parts that all work together to send messages to the brain that allow us to “see.”)

Grammar

15 minutes

10 Mixed Practice Review



Worksheet 10.3

- Tell students that today, they will review all of the grammar taught so far this year.
- Take a few moments to ask students for examples and definitions of the following:
 - **Nouns** = common; names of people, places, things in general, e.g., *boat, boy, school*
 - **Nouns** = proper; names of people, places, and things in particular, e.g., *Sally, Moore Park*
 - **Nouns** = concrete; names of people, places, and things that can be detected using a person’s five senses
 - **Nouns** = abstract; names of emotions/feelings, states/attributes; ideas/concepts, and movements/events that can’t be detected using a person’s five senses
 - **Verbs** = action words, e.g., *walk, talk, sing, hop*
 - **Verbs** = linking words that join the predicate to the subject it describes, e.g., *is, seems, feels, are, were, was*

- **Adjectives** = words that describe nouns, often telling how many, color, shape, size, etc., e.g., *happy, pretty, soft, seven, tall, sharp*
- **Articles** = articles, e.g., *a, an, the*
- **Subject** = the part of a sentence that tells the ‘who’ or ‘what’ the sentence is about
- **Predicate** = the part of the sentence that tells the action, the ‘what’ is happening. The predicate includes and often begins with the verb.
- **Fragment** = a group of words that isn’t a complete thought and lacks either a subject or predicate
- **Simple Sentence** = a group of words that has one subject and one predicate
- **Run-On Sentence** = two or more simple sentences that run together because they are capitalized or punctuated incorrectly
- **Paragraph** = a set of sentences on the same topic
- **Topic Sentence** = one sentence, usually the first, which tells the main idea or what the paragraph is mostly about
- **Concluding Sentence** = one sentence, always the last, which wraps up the paragraph; It does not introduce new information. Often, it restates the topic sentence.
- **Irrelevant Sentence** = a sentence that doesn’t relate to the topic sentence that should not be included in the paragraph
- Have students turn to Worksheet 10.3 and complete it independently. You may consider using this as an informal assessment.

Spelling

15 minutes

Alphabetize Words

- Using the previously prepared cards folded over to reveal just the first letter, tape the words on the board randomly. Tell students that you will now review how to alphabetize the spelling words and Challenge Words on the board to the second letter.

- Ask students, “Look at the first letter on each card taped on the board. Of all the letters displayed on the board, which one comes first in the alphabet?” Students should respond ‘b’. Tape this card, still folded, to the board at the top of a column that you will create of the words.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘e’. Tape this card, still folded, to the board below the ‘b’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘h’. Tape this card, still folded, to the board below the ‘e’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘k’. Tape this card, still folded, to the board below the ‘h’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should notice that there are three cards with the letter ‘l’ displayed. Unfold and then refold each card to reveal the second letter, e.g., the ‘i’ in *life*, the ‘o’ in *loaf*, and the ‘e’ in *leaf*. Ask students which of these three letters, ‘i’, ‘o’, or ‘e’, comes first. They should respond ‘e’. Tape the ‘le’ card, still folded, to the board below the card with ‘k’ displayed. Ask students which letter comes next, the ‘i’ or the ‘o’. They should respond ‘i’. Tape the ‘li’ card, still folded, below the card with ‘le’ displayed. Then, tape the remaining ‘lo’ card, still folded, to the board below ‘li’.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘p’. Tape this card, still folded, to the board below the ‘lo’ card.

- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should notice that there are two cards with the letter ‘s’ displayed. Unfold and then refold each card to reveal the second letter, e.g., the ‘h’ in *shelf* and the ‘e’ in *self*. Ask students which of these two letters, ‘h’ or ‘e’, comes first. They should respond ‘e’. Tape the ‘se’ card, still folded, to the board below the card with ‘p’ displayed. Then, tape the card with ‘sh’ below the ‘se’ card.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should respond ‘t’. Tape this card, still folded, to the board below the card with ‘sh’ displayed.
- Ask students, “Look at the first letter on each of the remaining cards. Of all the letters displayed on the remaining cards, which one comes next in the alphabet?” Students should notice that there are two cards with the letter ‘w’ displayed. Unfold and then refold each card to reveal the second letter, e.g., the ‘i’ in *wife* and the ‘o’ in *wolf*. Ask students which of these two letters, ‘i’ or ‘o’, comes first. They should respond ‘i’. Tape the ‘wi’ card, still folded, to the board below the card with ‘t’ displayed. Then, tape the card with ‘wo’, still folded, below ‘wi’.
- Now that all of the cards have been placed on the board in alphabetical order, unfold all the cards so that the entire word is visible.
- Read the words aloud with students and state explicitly that all the spelling words are now in alphabetical order on the board.

before	please
elf	self
half	shelf
knife	thief
leaf	wife
life	wolf
loaf	

Spelling Analysis Directions

Unit 3, Lesson 10

- Students are likely to make the following errors:
 - Not changing the 'f' to 'v' before adding -es
 - Adding -es to words that end with 'fe'
- While either of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels?
Which ones?
 - Is the student consistently making errors 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 “Vision Problems, Vision Solutions,” 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 “Vision Problems, Vision Solutions” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Vision Problems, Vision Solutions”; 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 vision problems and vision solutions in “Vision Problems, Vision Solutions” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Vision Problems, Vision Solutions” (RI.3.7)
- ✓ Independently read “Eyes and Vision” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Vision Problems, Vision Solutions,” explicitly drawing on preparation and other information known about vision problems and vision solutions to explore content under discussion (SL.3.1a)
- ✓ Prior to independently rereading “Vision Problems, Vision Solutions,” identify orally what they know and have learned that may be related to vision problems and solutions (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to vision problems and vision solutions (SL.3.1d)
- ✓ Retell orally important facts and information from “Eyes and Vision” (SL.3.4)
- ✓ Correctly spell regular and irregular plural nouns (L.3.1b)
- ✓ Form and use regular and irregular verbs (L.3.1d)
- ✓ Use conventional spelling patterns when adding the suffixes *-s, -es, -ed, or -ing* to root words (L.3.2e)
- ✓ Use spelling patterns and generalizations (e.g. ending rules) in writing words (L.3.2f)
- ✓ Determine the meaning of words formed when *-s, -es, -ed, or -ing* are 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)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Whole Group: “Vision Problems, Vision Solutions”	<i>How Does Your Body Work?</i> ; Individual Code Chart; Vocabulary Cards; Worksheet 11.1	25
Spelling	Introduce Spelling Words	board; Worksheet 11.2	25
Take-Home Material	Family Letter; “Eyes and Vision”; “Vision Problems, Vision Solutions”	Worksheets 11.2–11.4	*

Advance Preparation

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

Verb	-ed	-ing	-s	-es

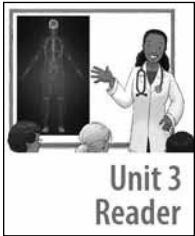
Singular Noun	Plural Noun

This is a mixed review spelling lesson. Students have already been taught these patterns in Grade 3. All of these words and the suffixes applied to them should be familiar to students. Examples are listed here:

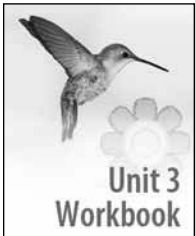
Verbs	
Patterns for Adding Suffixes	Examples
add <i>-ed</i> and <i>-ing</i> by doubling or not doubling the final consonant	grab → grabbed, grabbing jump → jumped, jumping
drop the final letter 'e' then add <i>-ed</i> and <i>-ing</i>	hike → hiked, hiking erase → erased, erasing
add <i>-s</i> or <i>-es</i> (add <i>-es</i> to verbs ending in the following letters: 's', 'x', 'z', 'sh', and 'ch')	run → runs buzz → buzzes stretch → stretches
change the 'y' to 'i' then add <i>-ed</i> or <i>-es</i>	carry → carried, carries study → studied, studies

Nouns	
Patterns for Forming Plurals	Examples
add <i>-s</i> or <i>-es</i> (add <i>-es</i> to nouns ending in the following letters: 's', 'x', 'z', 'ch', and 'sh')	book → books class → classes wish → wishes box → boxes
change the 'y' to 'i' then add <i>-es</i>	bunny → bunnies baby → babies
change the 'f' to 'v' then add <i>-es</i> , dropping the final letter 'e' when needed	loaf → loaves life → lives
irregular plural forms	tooth → teeth person → people

Whole Group: “Vision Problems, Vision Solutions”



Chapter 8



Worksheet 11.1

Introducing the Chapter

- Ask students to recall what they learned about eyes and vision from the previous chapter.
- Review with students what each part of the eye is and does:
 - The iris is the colorful part of the eye.
 - The pupil is the black part in the center that changes size to adjust to light.
 - The cornea is the thin, clear tissue that protects the eye from dirt and germs.
 - The lens focuses light.
 - The retina has sensitive nerves that send messages to the brain.
 - The optic nerve is a nerve that messages travel through from the eye to the brain.
- Tell students that the title of today’s chapter is “Vision Problems, Vision Solutions.”
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Vision Problems, Vision Solutions” 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.

Vocabulary for “Vision Problems, Vision Solutions”

1. **nearsighted***—able to see things clearly if they are close by; Things that are farther away look blurry. (82)
2. **prescription**—an order for medicine (84)
3. **optician**—a person who examines eyes, makes glasses, and sells contact lenses (84)
4. **farsighted***—able to see things clearly if they are far away; Things that are closer look blurry. (86)
5. **contact lens**—a thin, plastic disc placed directly on the cornea of the eye to correct vision problems (**contact lenses**) (86)
6. **insert**—to put in (86)
7. **LASIK surgery**—an operation during which the doctor uses a laser beam to change the shape of the cornea of the eye to help it focus light better (88)
8. **laser beam**—an intense beam of light that can be used for many things including surgery and cutting things (88)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask the students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

- **Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

near | sight | ed

pre | scrip | tion 'tion' > /sh/ + /ə/ + /n/ (*fiction, caption*)

op | ti | cian 'ci' > /sh/ (*musician*)

far | sight | ed

con | tact lens

LA | SIK sur | ger | y

la | ser beam

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *prescription* on the board.
 - Circle the letters 'tion'.
 - Tell students that these letters represent three different phonemes, /sh/ + /ə/ + /n/.
 - Because 'tion' is made up of three different phonemes, students will see that it is not listed on the Individual Code Chart.
 - Write the word *fiction* on the board as another example of a word in which 'tion' spells the sounds /sh/ + /ə/ + /n/.
- Display the Vocabulary Card for or write the word *optician* on the board.
 - Circle the letters 'ci'.
 - Tell students that these letters represent the sound /sh/.
 - Ask students to turn to **page 2** of the **Individual Code Chart**.
 - Ask them to find the /sh/ row and follow it across.
 - Students will see that there is no 'ci' listed. Explain to them that the 'ci' spelling of /sh/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *musician* on the board as another example of a word in which 'ci' spells the sound /sh/.

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. 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 80–81

- Read the title of today's chapter together as a class, "Vision Problems, Vision Solutions."
- Ask students to scan the page for vocabulary words. (There are none.)
- Ask students to read **pages 80–81** to themselves to fill in the blanks in the sentence: "In order to have perfect vision, the _____ and the _____ bend light rays so that they meet and touch the retina at the same spot."
- When students have finished reading, reread the sentence and have students answer. (cornea, lens)
- Have students look at the image and read the caption on **page 81**.

Pages 82–83

- Display the image for this chapter and the Vocabulary Card for *nearsighted*.
- Have students find *nearsighted* in the glossary and read the definition together as a class.
- Ask students to read **pages 82–83** to themselves to find the answer to the question: "What part of the eye is not shaped correctly when a person is nearsighted?"
- When students have finished reading, restate the question and have students answer. (cornea)
- Have students look at the image and read the caption on **page 83**.

Pages 84–85

- Display the Vocabulary Cards for *prescription* and *optician*.
- Have students find *prescription* and *optician* in the glossary and read the definitions together as a class.
- Ask students to read **pages 84–85** to themselves to find the answer to the question: “How do glasses help correct the vision of a nearsighted person?”
- When students have finished reading, restate the question and have students answer. (The lenses in a pair of glasses bend the light before it enters the eye, which allows the rays of light to touch the retina in the same spot.)
- Have students look at the image and read the caption on **page 85**.

Pages 86–87

- Display the Vocabulary Cards for *farsighted* and *contact lens*.
- Have students find *farsighted* and *contact lens* in the glossary and read the definitions together as a class. Note for students that both *contact lens* and *contact lenses* are used in this chapter.
- Ask students to read **pages 86–87** to themselves to find the answer to the question: “How are contact lenses and glasses different?”
- When students have finished reading, restate the question and have students answer. (Contact lenses are placed directly on the cornea, while glasses are not.)
- Have students look at the image and read the caption on **page 87**.

Pages 88–89

- Display the Vocabulary Cards for *LASIK surgery* and *laser beam*.
- Have students find *LASIK surgery* and *laser beam* in the glossary and read the definitions together as a class.
- Ask students to read **pages 88–89** to themselves to find the answer to the question: “How does LASIK surgery correct vision?”
- When students have finished reading, restate the question and have students answer. (A laser beam is aimed at the eye to change the shape of the cornea.)
- Have students look at the image and read the caption on **page 89**.

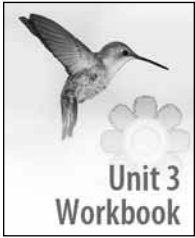
Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Vision Problems, Vision Solutions”

1. *Literal* How does the lens in your eye bend light? (It bends light rays closer together to focus the light on the retina.)
2. *Literal* If you can see things clearly when they are close by, are you nearsighted or farsighted? (nearsighted)
3. *Literal* What is the term for people who can see things clearly if they are far away? (farsighted)
4. *Literal Compare and contrast* how contact lenses are both alike and different from glasses. (They both correct farsighted and nearsighted vision problems; however, you put contact lenses directly in your eyes, right on top of your cornea. Glasses rest on your face. Glasses are noticeable, whereas contact lenses are almost invisible.)
5. *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: Many vision problems are caused by the shape of the cornea and can be corrected.)

- Have students complete Worksheet 11.1 independently.



Worksheet 11.2

Introduce Spelling Words

Note to Teacher

This week is a mixed review of spelling patterns. All of these patterns and words should be familiar to students.

- Tell students that the words for this week are all words they have learned and practiced before.
- Draw the following tables on the board or chart paper:

Verb	-ed	-ing	-s	-es

Singular Noun	Plural Noun

- When introducing the words, use these procedures:

Step 1: Introducing the Verbs

- Tell students that this week, they will review spelling patterns they have applied so far in Grade 3. On the assessment, they will be responsible for determining the form of the verb or noun that fits in the oral sentence provided. These are all words that students have spelled in Grade 3.
- Tell students they will review this week’s spelling words in sections or chunks. The first section will be verbs. Remind students that a verb describes an action.

- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

Verb	<i>-ed</i>	<i>-ing</i>	<i>-s</i>	<i>-es</i>
watch				
wish				
submit				
raise				
dry				

Step 2: Adding the Suffixes *-ed* and *-ing*

- Tell students that you will now fill in two columns of the table by adding the suffixes *-ed* and *-ing* to each root word.
- Have students tell you how to add *-ed* and *-ing* to *watch* and *wish*. (Students should point out that when words end with ‘ch’ and ‘sh’, the suffixes *-ed* and *-ing* are simply added.)
- Now, ask students to tell you how to add *-ed* and *-ing* to *submit*. [Students should tell you that when a word ends with CVC (Consonant-Vowel-Consonant), the final consonant must be doubled before adding *-ed* or *-ing*. This is the case with *submit*.]
- Ask students to tell you how to add the suffixes to *raise*. (Students should say that when a word ends with a final letter ‘e’, the final letter ‘e’ must be dropped before adding *-ed* or *-ing*.)
- Ask students how to add *-ed* and *-ing* to *dry*. (Students should say that you change the ‘y’ to ‘i’ then add *-ed*. However, for adding *-ing*, the suffix is simply added with no change to the ‘y’.)

Verb	<i>-ed</i>	<i>-ing</i>	<i>-s</i>	<i>-es</i>
watch	watched	watching		
wish	wished	wishing		
submit	submitted	submitting		
raise	raised	raising		
dry	dried	drying		

Step 3: Adding the Suffixes –s or –es

- Tell students that you will now fill in the remaining columns of the table by adding –s or –es to the verbs.
- Working through each root word, ask students to tell you how to add either –s or –es by asking which suffix is appropriate for that verb in the same way as you did in the previous set of directions.

Verb	–ed	–ing	–s	–es
watch	watched	watching		watches
wish	wished	wishing		wishes
submit	submitted	submitting	submits	
raise	raised	raising		raises
dry	dried	drying		dries

- When introducing the words, use these procedures:

Step 1: Introducing Singular Nouns

- As you introduce each of the spelling words, write it in the table, pronouncing each word as you write it.

Singular Noun	Plural Noun
book	
puppy	
knife	
child	
person	

Step 2: Forming the Plurals of the Singular Nouns

- Ask students to explain how to complete the remainder of the table by forming the plural form of the nouns.

Singular Noun	Plural Noun
book	books
puppy	puppies
knife	knives
child	children
person	people
Challenge Word: across	
Challenge Word: idea	

- Explain to students that the Challenge Words *across* and *idea* are words that are used very often. They may not follow spelling patterns and need to be memorized. Use the Challenge Words in sentences as examples for students. “Maggie went *across* the street to play with Simon.” “I have no *idea* what the answer is.”
- Tell students that they will not need to change the form of the Challenge Words on the assessment.
- Practice the words during the remaining time. Call on a student to read any word in its plural form and ask him/her to 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 the plural forms are used or time has run out.
- Tell students that these tables 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.

Take-Home Material

Family Letter; “Eyes and Vision”; “Vision Problems, Vision Solutions”

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

Lesson 12

Grammar

✓ Objectives

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

- ✓ Ask and answer questions to demonstrate understanding of “Ears and Hearing,” 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 “Ears and Hearing” by explicitly referring to the text (RI.3.1)
- ✓ Determine the main idea of “Ears and Hearing”; 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 ears and hearing in “Ears and Hearing” (RI.3.4)
- ✓ Describe images, orally or in writing, and how they contribute to what is conveyed by the words in “Ears and Hearing” (RI.3.7)
- ✓ Independently read “Ears and Hearing” with purpose and understanding (RF.3.4a)
- ✓ Demonstrate preparedness for a discussion, having read “Ears and Hearing,” explicitly drawing on preparation and other information known about ears and hearing to explore content under discussion (SL.3.1a)
- ✓ Prior to independently reading “Ears and Hearing,” identify orally what they know and have learned that may be related to ears and hearing (SL.3.1a)
- ✓ During a discussion, explain ideas and understanding in relation to ears and hearing (SL.3.1d)
- ✓ Use subject pronouns and explain their function in sentences (L.3.1a)
- ✓ 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: “Ears and Hearing”	<i>How Does Your Body Work?</i> ; Vocabulary Cards	25
Grammar	Introduce Subject Pronouns	board or chart paper; Worksheet 12.1	25
Take-Home Material	“Ears and Hearing;” Practice Subject Pronouns	Worksheets 12.2, 12.3	*

Advance Preparation

Create and display the following Subject Pronoun poster:

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

Create and display the following Subject Pronoun chart:

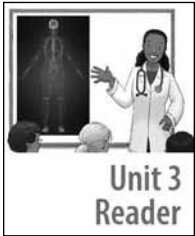
Subject pronouns include:	
Singular	Plural
I	We
You (one person)	You (more than one person)
He, She, It	They

(The Subject Pronoun chart needs to remain on display for several days as you add verbs to it. For that reason, you may wish to write it on chart paper.)

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

1. Sam watches the skaters.	_____ watches the skaters.
2. (insert your name) skated quickly.	_____ skated quickly.
3. The skaters glide over the ice.	_____ glide over the ice.
4. Sam and Martha have hot chocolate.	_____ have hot chocolate.
5. (insert another student's name) came too.	_____ came too.
6. (insert three students' names) skate well.	_____ skate well.
7. My sister fell and hurt her knee.	_____ fell and hurt her knee
8. Your mother is waving to all of us.	_____ is waving to all of us.

Whole Group: “Ears and Hearing”



Chapter 9

Introducing the Chapter

- Tell students that the title of today’s chapter is “Ears and Hearing.”
- Tell students that they will learn about how their ears help them hear sounds.
- 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

- Preview specific Vocabulary Cards immediately before students are asked to read the page(s) on which they first appear. The page number where the word first appears in “Ears and Hearing” 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.

Vocabulary for “Ears and Hearing”

1. **membrane**—a thin sheet or layer that covers something (92)
2. **frame**—structure (92)
3. **vibrate**—to move back and forth rapidly (**vibration, vibrations**) (92)
4. **outer ear***—the part of the ear that is visible on the side of the head; Its job is to catch sounds and guide them into the middle ear. (94)
5. **middle ear***—the part of the ear that is between the outer and inner ear; It has three small bones that vibrate when struck by sound waves which then pass the vibrations to the inner ear. (94)
6. **inner ear***—the innermost part of the ear that contains the cochlea and auditory nerve (94)
7. **ear canal***—ear tube (94)
8. **gland**—an organ in the body that makes natural chemicals (**glands**) (94)
9. **eardrum***—a thin membrane inside the ear that vibrates when sound hits it (94)
10. **hammer**—a small bone in the ear that looks like a hammer and vibrates when sound waves hit the eardrum (96)
11. **anvil**—a small bone in the ear that looks like an anvil and vibrates when sound waves hit the eardrum (96)
12. **stirrup**—a small bone in the ear that looks like a stirrup and vibrates when sound waves hit the eardrum (96)
13. **sensitive**—responsive (96)
14. **cochlea***—a fluid-filled coil in the inner ear that is lined with hairs that vibrate when sound waves hit the eardrum; The nerves connected to the hairs send messages to the brain that tell you what you are hearing. (96)
15. **coil**—spiral (96)
16. **auditory nerve**—the nerve that sends signals from your ears to your brain about what you hear (96)

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. 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 90–91

- Read the title of the today's chapter together as a class, "Ears and Hearing."
- Ask students to scan the page for vocabulary words. (There are none.)
- Ask students to read **pages 90–91** to themselves to fill in the blank in the sentence: "Dr. Kim Audit is an expert on _____ and _____."
- When students have finished reading, reread the sentence and have students answer. (ears and hearing)
- Have students look at the image and read the caption on **page 91**.

Pages 92–93

- Display the image for this chapter and the Vocabulary Cards for *membrane*, *frame*, and *vibrate*.
- Have students find *membrane*, *frame*, and *vibrate* in the glossary and read the definitions together as a class. Note for students that both the word *vibrate* and two forms of the word, *vibration* and *vibrations*, are used in this chapter.
- Ask students to read **pages 92–93** to themselves to find the answer to the question: "What are sound waves?"
- When students have finished reading, restate the question and have students answer. (vibrations in the air created by vibrations of an object)
- Have students look at the image and read the caption on **page 93**.

Pages 94–95

- Display the Vocabulary Cards for *outer ear*, *middle ear*, *inner ear*, *ear canal*, *gland*, and *eardrum*.
- Have students find *outer ear*, *middle ear*, *inner ear*, *ear canal*, *gland*, and *eardrum* in the glossary and read the definitions together as a class. Note for students that *glands* is used in this chapter.
- Ask students to read **pages 94–95** to themselves to find the answer to the question: “What are the three parts of the ear?”
- When students have finished reading, restate the question and have students answer. (outer ear, middle ear, and inner ear)
- Ask, “What is the function of the outer ear?” (to catch sounds and guide them to the middle ear through the ear canal) “What is the function of the middle ear?” (The eardrum is located here. Its function is to vibrate when sounds hit it, just like the drum.)
- Have students look at the image and read the caption on **page 95**.

Pages 96–97

- Display the Vocabulary Cards for *hammer*, *anvil*, *stirrup*, *sensitive*, *cochlea*, *coil*, and *auditory nerve*.
- Have students find *hammer*, *anvil*, *stirrup*, *sensitive*, *cochlea*, *coil*, and *auditory nerve* in the glossary and read the definitions together as a class.
- Ask students to read **pages 96–97** to themselves to find the answer to the question: “What is the function of the hammer, anvil, and stirrup?”
- When students have finished reading, restate the question and have students answer. (to vibrate when they are struck by sound waves and pass vibrations to the part in the inner ear called the cochlea)
- Ask, “What is the function of the cochlea?” (The hairs that line the cochlea vibrate when sound waves hit them. Nerves connected to the hairs send messages to the brain through the auditory nerve.)
- Have students look at the image and read the caption on **page 97**.

Pages 98–99

- Ask students to scan the page for new vocabulary words. (There are none.)

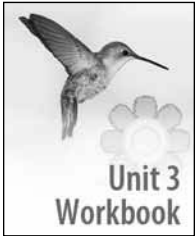
- Ask students to read **pages 98–99** to themselves to find the answer to the question: “How does a human ear hear?”
- When students have finished reading, restate the question and have students answer. (Sound waves enter the outer ear and travel down the ear canal to the eardrum to make it vibrate. The tiny bones in the middle ear vibrate, causing the tiny hairs in the cochlea to vibrate. The nerves attached to these hairs send messages to the brain.)
- Have students look at the image and read the caption on **page 99**.

Wrap-Up

- Use the following questions to promote a discussion:

Discussion Questions on “Ears and Hearing”

1. *Literal* What are vibrations in the air called? (sound waves)
2. *Literal* What does ear wax do? (It protects the ear and helps keep germs out of the ear.)
3. *Literal* What three bones make up the middle ear? (hammer, anvil, and stirrup) Which one is the smallest bone in the body? (stirrup)
4. *Literal* How does the cochlea, found in the inner ear, help you hear sounds? (The hairs that line it vibrate when sound waves come from the middle ear. The hairs are connected to nerves and send messages to the brain through the auditory nerve, which lets you hear sounds.)
5. *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: The three parts of the ear work together to enable hearing.)



Worksheet 12.1

For additional practice, see Pausing Point Worksheet PP10.

Introduce Subject Pronouns

- Remind students that nouns are the names of people, places, or things.
- Ask students to give examples of nouns.
- Ask students to help you create two or three sentences that have nouns as subjects. (Examples could be: The *dog* licks my hand. *Don* reads well. My *sisters* take care of me.)
- Remind students that the subject of a sentence is who or what the sentence is about and often comes first in the sentence.
- Tell students that today, they will learn about a new part of speech called a pronoun.
- Direct students' attention to the poster you created in advance defining pronouns and subject pronouns.

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

- Have students read the poster, noting that 'a pronoun is a word that takes the place of a noun'.
- Point out that when a pronoun is used to replace a noun that is the subject of the sentence, it is called a subject pronoun. (*Don reads well.* becomes *He reads well.*)
- Direct students' attention to the Subject Pronouns chart you placed on the board or chart paper and read the subject pronouns. You will need to leave this chart on display for future lessons.

Subject pronouns include:	
Singular	Plural
I	We
You (one person)	You (more than one person)
He, She, It	They

- Note for students that pronouns can be singular or plural. Ask students to provide oral examples of singular and plural nouns (e.g., *cat, ball, desk, pencils, books, cars*, etc.). After each noun is provided, ask students to verbally identify which pronoun(s) could be used to replace the noun, emphasizing the fact that if a noun is singular, the pronoun used to replace it must also be singular.
- Direct students' attention to the sentences you placed on the board in advance.
- Ask a student to read the first sentence. (*Sam watches the skaters.*)
- Ask another student to identify the subject. (*Sam*)
- Ask a third student, "How do you know *Sam* is the subject of the sentence?" (*Sam* is who the sentence is about.)
- Ask students which subject pronoun from the list you placed on the board replaces *Sam*. (*He*)
- Ask, "When you replace the subject *Sam* with the subject pronoun *He*, what is your new sentence?" (*He watches the skaters.*)
- Ask students who the pronoun *He* refers to, i.e., what noun does it replace. (*Sam*) Point out to students that every pronoun refers to a noun. Whenever they read a sentence that includes a pronoun, students should double check and make sure that they understand who or what the pronoun refers to.
- Then, ask a student to insert his/her name in the next sentence and tell which subject pronoun would replace his/her name. (*Student's name* skated quickly. becomes *I skated quickly.*)
- Call on students to complete the next two sentences.
- For the fifth sentence, call on a pair of students to come up to the front of the room. Have them face one another and speak to each other.
- Ask one of the students to insert his/her partner's name in the sentence (*Alice came too.*) and replace that name with the correct subject pronoun. (*You came too.*)
- Then, call four students up to the front of the room. Choose one to point to the other students and insert the other three students' names in the last sentence (*Sally, Jim, and Fred skate well.*) and replace those names with the correct subject pronoun. (*You skate well.*)

- Lastly, have students read the final two sentences, replacing the subjects with the appropriate subject pronoun (*she*). Ensure that students understand that the subject pronoun in each of these sentences (*she*) replaces all of the words of the subject in each sentence (*my sister* and *your mother*), not just the noun.

My sister fell and hurt her knee. She fell and hurt her knee.

Your mother is waving to all of us. She is waving to all of us.

- Have students turn to Worksheet 12.1 and guide them through the first few examples. Have students complete the worksheet independently.

Note to Teacher

Leave the Subject Pronoun chart on display for future lessons.

Take-Home Material

“Ears and Hearing;” Practice Subject Pronouns

- Have students take home Worksheet 12.2 to read to a family member and Worksheet 12.3 to complete.

Lesson 13

Unit
Assessment

<i>At a Glance</i>	Exercise	Materials	Minutes
Assessment	Student Skills Assessment	Worksheet 13.1	50
Optional Assessment of Fluency	“Reflexes”	Worksheet 13.2	*

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 13.1, where the selections have been printed.

Assessment

50 minutes

10 Student Skills Assessment



Worksheet 13.1

- Have students tear out Worksheet 13.1.
- Tell students they will read two selections printed on Worksheet 13.1 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.

Scoring Guidelines

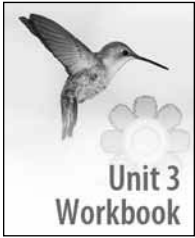
After you have entered all student scores into the Unit 3 Assessment Analysis Chart, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the Benchmark for each subtest on the lines.

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

Optional Assessment of Fluency

10 “Reflexes”



Worksheet 13.2

You may wish to assess students’ fluency in reading using any of the supplemental chapters that they have not yet read. Recording and Scoring Sheets have been specifically included for “Reflexes.”

Instructions

- Turn to the text copy of “Reflexes” at the end of this lesson. This is the text copy students will read aloud.
- Ask the student to remove Worksheet 13.2 from his/her workbook. You will use this worksheet to mark as a running record as you listen to the student read orally.
- Tell the student that you are going to ask him or her to read the selection aloud. Explain that you are going to keep a record of the amount of time it takes him or her to read the selection. Please also explain to the student that he/she should not rush but rather read at his/her own regular pace.
- Begin timing when the student reads the first word of the selection. If you are using a watch, write the exact Start Time, in minutes and seconds, on your record page. If you are using a stopwatch, you do not need to write down the start time since the stopwatch will calculate Elapsed Time. As the student reads the selection, make a running record on the copy with the student’s name using the following guidelines:

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

- When the student finishes reading the selection, write the exact Finish Time in minutes and seconds on your record sheet. Alternatively, if you are using a stopwatch, simply write down the Elapsed Time in minutes and seconds. In the interest of time, ask students to read only the first three pages of text in either chapter. (Five minutes should be enough time to get a measurement on most students.) If the student does not read to the end, draw a vertical line on the record sheet to indicate how far he or she read. Also write down either the Finish Time or the Elapsed Time. After the student finishes reading orally, you may direct him to finish reading the remainder of the selection silently; you may also assess comprehension by having students answer the following comprehension questions orally.

Oral Comprehension Questions on “Reflexes”

1. *Literal* What did the teacher do to startle the students? (dropped a huge book on the floor)
2. *Literal* Why did he do this? (to test their reflexes)
3. *Literal* What kind of test did Mr. Brown say this test was? (a test you can pass without even trying)
4. *Literal* How do reflexes help keep us safe? (They react without us thinking about it, thus protecting our body.)

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

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

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

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

1. First, complete the Words section of the Worksheet 13.2.
2. Count Words Read. This is the total number of words that the student read or attempted to read, up to the point where he or she stopped. It includes words that the student read correctly as well as words that the student read incorrectly or skipped over. If the student attempted to read the whole selection, use 334 words total. If the student did not finish the selection, you will need to count the number of words that the student actually attempted to read. Write the count for Words Read in the matching box on Worksheet 13.2.
3. Count the Uncorrected Mistakes noted in your running record. This includes words read incorrectly, omissions, substitutions, and words that you had to supply. Write the total in the box labeled Uncorrected Mistakes on Worksheet 13.2. (A mistake that is corrected by the student is not counted as a mistake; the student is penalized for the time he or she lost making the correction, but not for the initial mistake.)
4. Subtract Uncorrected Mistakes from Words Read to get Words Correct.
5. Next, complete the Time section of the worksheet.
6. Calculate Elapsed Time in minutes and seconds. (If you used a stopwatch, this should already be done for you. Skip to the next step.) If you used a watch and recorded start and stop times, you will need to subtract the Start Time from the Finish Time to calculate the Elapsed Time. Subtract seconds from seconds and then minutes from minutes. Calculate Time in Seconds. Multiply the number of minutes by 60 to convert minutes to seconds, and then add the number of seconds.
7. Next, complete the W.C.P.M. section of the worksheet.
8. Divide Words Correct by Time in Seconds. Then multiply by 60 to get Words Correct Per Minute (W.C.P.M.).

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

It is normal for students to show a wide range in fluency and in W.C.P.M. scores. However, a major goal for Grade 3 students is to read with sufficient fluency to ensure comprehension and independent reading of school assignments in subsequent grades. Exact fluency targets vary from state to state; the national mean calculated by Hasbrouck and Tindal in 2006 for Fall of Grade 3 was 71 W.C.P.M.

A student's W.C.P.M. score can be compared with the score of other students in the classroom (or grade level) and also with the national fluency norms for Fall of Grade 3 obtained by Hasbrouck and Tindal. Students whose scores are below the 25th percentile (44 W.C.P.M) are experiencing serious problems in reading fluently.

Reflexes

The students in the class were talking among themselves. None of them were paying attention to their science teacher, Mr. Brown.

Mr. Brown walked over to his bookshelf. He took a huge book off the shelf. It was a dictionary. It weighed about five pounds. He held the book out with two hands. Then, he let it fall.

SMACK!

The book slammed against the floor.

The students were startled. Sally almost jumped out of her chair. Ned twitched. Jimbo blinked and shook his head. Susan was so scared she shouted, “What?”

The students turned to look at Mr. Brown. Some of them look shocked. Some of them looked annoyed.

“What’s the deal, Mr. Brown?” Susan said. “Why did you drop that book?”

“I was testing your reflexes,” said Mr. Brown.

“What?” said Ned. “Did you say test? Do we have a test today? Oh, man! I am going to fail! I totally forgot to study!”

Mr. Brown smiled. “Don’t worry, Ned. This is a test you can pass without even trying!”

“Cool!” said Ned. “That’s my kind of test!”

“You see,” Mr. Brown explained, “that’s the thing about reflexes. You don’t have to think about them. A reflex is something you just do without thinking. Sally, when I dropped that book, did you think, Goodness! A loud noise! I think I will show how surprised I am by jumping out of my seat?”

“No,” said Sally. “I don’t remember thinking anything at all.”

“Exactly,” said Mr. Brown. “That’s how reflexes work. If you touch a hot stove, you don’t want to have to think things out. You want to be able to react right away, without having to think about it. This is one of the ways in which your nervous system keeps you safe. Your nerves are always on the lookout. They react, on their own, to loud noises. They feel vibrations. They sense heat. Your nervous system is like a watchdog that never sleeps. It is always protecting you and your body.”

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.

- ✓ **Determine agreement between subject and verbs** (L.3.1f)

<i>At a Glance</i>	Exercise	Materials	Minutes
Reading Time	Small Group: Remediation and Enrichment	<i>How Does Your Body Work?;</i> <i>More Classic Tales</i>	25
Grammar	Introduce Subject-Verb Agreement	prepared sentence strips and word cards; board or chart paper; Worksheet 14.1	25

Advance Preparation

Make sure the Subject Pronoun chart is still displayed:

Subject pronouns include:	
Singular	Plural
I	We
You (one person)	You (more than one person)
He, She, It	They

Prepare the following sentences on sentence strips or some other method of display:

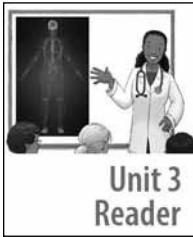
He adds.	Paul adds.
She adds.	The girl adds.
It adds.	The rabbit adds.

If your Subject Pronoun chart is on chart paper, prepare the following words on index cards or sticky notes: 5 each of *march, mix, pass, wash, add, call, bake, drop, cry, fly,* and *try* and 1 each of *marches, mixes, passes, washes, adds, calls, bakes, drops, cries, flies,* and *tries*.

Reading Time

25 minutes

Small Group: Remediation and Enrichment



Unit 3
Reader



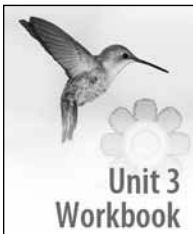
Supplemental
Reader

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

Grammar

25 minutes

Introduce Subject-Verb Agreement



Unit 3
Workbook

Worksheet 14.1

For additional practice,
see Pausing Point
Worksheet PP11.

- Tell students they will review another part of speech. Ask them, “What is an action verb?” (a word that shows action)
- Ask students to provide several examples of verbs. (Examples may be: *add, write, sit, play, sing,* etc.)
- Direct students’ attention to the Subject Pronoun chart you displayed in advance.
- Tell students that they will insert the verb *add* to the chart.

Singular	Plural
I add	We add
You (one person) add	You (more than one person) add
He, She, It adds	They add

- After inserting *add*, ask, “Are all of the forms of the verb *add* the same?” (No, one has an –s added to the end of the verb.)

- Ask, “Which form is different?” (When the verb *add* is used with the pronouns *he*, *she*, and *it*, the verb is *adds*.)
- Ask students to orally fill in several other verbs, one at a time, to see if there is a pattern. Use the verbs *bake*, *call*, and *drop*.

Singular	Plural
I add, bake, call, drop	We add, bake, call, drop
You (one person) add, bake, call, drop	You (more than one person) add, bake, call, drop
He, She, It adds, bakes, calls, drops	They add, bake, call, drop

- Ask, “Do you see a pattern?” (Yes, all of the verbs used with the pronouns *he*, *she*, and *it* have the suffix *-s* added.)
- Remind students that pronouns stand for nouns. Using your previously prepared sentence strips, point out to students the replacement of the word *he* with the name *Paul*, the word *she* with the word *girl*, and the word *it* with the word *rabbit* and have students predict if the pattern will continue.
- Have students read out the following:

He adds.	Paul adds.
She adds.	The girl adds.
It adds.	The rabbit adds.

- Ask students if their predictions were correct.
- Direct students’ attention to the letter ‘s’ that follows all of these examples and ensure that they see the pattern: *He*, *she*, and *it* and the nouns they replace require verbs that end with the suffix *-es*.
- Erase the verbs from the chart you have on the board, or remove the sticky notes or index cards.
- Pass out the previously prepared sticky notes or index cards containing the words *march*, *mix*, *pass*, *wash*, *marches*, *mixes*, *passes*, and *washes*. Ask students to place the verbs on the chart in the following order: *march*, *mix*, *pass*, *wash*, *marches*, *mixes*, *passes*, and *washes*.

Singular	Plural
I march, mix, pass, wash	We march, mix, pass, wash
You (one person) march, mix, pass, wash	You (more than one person) march, mix, pass, wash
He, She, It marches, mixes, passes, washes	They march, mix, pass, wash

- Ask, “Do you see any verbs that end differently than the others?” (Yes, again when the subject pronouns *he*, *she*, and *it* are used, the verbs end differently.)
- Ask, “Do they end with the suffix –s?” (No, they end with the suffix –es.)
- Ask if students remember why words like *march*, *mix*, *pass*, and *wash* would end with the letters ‘es’ instead of just the letter ‘s’. Hint: Think of nouns and what you learned in Grade 2. (Words that end with the letters ‘ch’, ‘x’, ‘s’, and ‘sh’ have the suffix –es added to them, which adds another syllable to the words.)
- Erase the verbs or remove the sticky notes from the chart. Pass out the verb cards randomly to students. Ask students to place the following verbs in the chart, one at a time: *cry*, *fly*, *try*, *cries*, *flies*, and *tries*.

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, “Do you see a group of verbs that is spelled differently from the other groups?” (Yes, again the subject pronouns *he*, *she*, and *it* are followed by verbs that end differently.)
- Ask, “Do they end with the letter ‘s’ or the letters ‘es’?” (No, they end with the letters ‘ies’.)
- Ask if students remember why words like *cry*, *fly*, and *dry* would end with the letters ‘ies’. Hint: Think of nouns and what you learned in Grade 2. (When words end with a consonant and ‘y’, the ‘y’ changes to an ‘i’, then the suffix –es is added. Examples would be: *puppy* > *puppies*, *body* > *bodies*, and *berry* > *berries*.)

- Tell students the same holds true for verbs. When a verb ends with a consonant and the letter 'y', the 'y' changes to an 'i' before the suffix -es is added.
- Turn to Worksheet 14.1 and complete it as a teacher-guided activity.

Note to Teacher

Leave the chart from today's lesson on display for the next Grammar lesson.

Lesson 15

Spelling Assessment

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Spelling Assessment	Worksheet 15.1; optional pens	25
Reading Time	Small Group: Remediation and Enrichment	<i>How Does Your Body Work?;</i> <i>More Classic Tales</i>	25

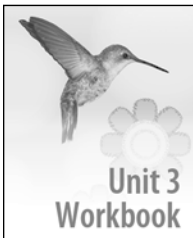
Advance Preparation

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

Spelling

25 minutes

10 Spelling Assessment



Worksheet 15.1

- 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 they will complete the assessment in two parts. For Part A, tell students the root word and then provide an oral sentence with a blank where a form of the root word will go. Students have to decide what form of the verb is needed and write the correct spelling on their assessment. Tell students that at the end, you will go back through the sentences once more.

1. (raise) I _____ my hand yesterday to volunteer to read stories to the kindergarteners.
2. (dry) This morning, her hair _____ quicker than mine because it is shorter.
3. (watch) Yesterday, my dad _____ a football game on television.
4. (submit) I am _____ my report as soon as I finish typing it up on the computer.
5. (wish) Last year, my brother _____ for a new bike for his birthday.

- After you have provided all of the oral sentences for Part A, go back through the sentences slowly, reading each one just once more.
- Tell students they will move on to Part B. For Part B, tell students the singular noun and then provide an oral sentence with a blank where a form of the word will go. Students have to decide what form of the word is needed and write the correct spelling on their assessment.
- Tell students that at the end, you will go back through the sentences once more.

6. (knife) I need a _____ to cut my steak.
7. (puppy) The neighbor's dog had three _____ last week.
8. (book) My sister likes to read mystery _____ and see if she can solve them.
9. (person) There were three _____ waiting when I walked in the dentist's office.
10. (child) There are 16 _____ on my soccer team.

- After you have called out all of the sentences, go back through the sentences slowly reading each one just once more.
- Now, call out the Challenge Words: *across*, *idea*.
- Ask students to write the following sentences as you dictate them:

1. The people were hurrying to get their children to the bus stop.
2. Sam looked out his window and saw two men raking leaves down the street.

- After students have finished, collect pens, if used.
- Tell students that you will now show them the correct spelling for each word so that they can correct their own work using their pencil.
- Starting with Part A, say the oral sentence again and write the correct form of the word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. Follow the same procedures for Part B.
- Continue through all the words and then onto the dictated sentences.

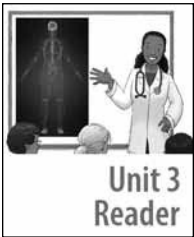
Note to Teacher

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.

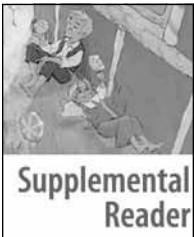
Reading Time

25 minutes

Small Group: Remediation and Enrichment



- While working with students in small groups, please remember to choose activities that fit the needs of your students at the time.
- ☆ **Small Group 1:** Ask these students to read a chapter or two of their choice from *How Does Your Body Work?* or *More Classic Tales*.
- ☆ **Small Group 2:** 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.



Spelling Analysis Chart

1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
	Name	
		1. raised
		2. dried
		3. watched
		4. submitting
		5. wished
		6. knife
		7. puppies
		8. books
		9. people
		10. children
		Challenge Word: across
		Challenge Word: idea

Spelling Analysis Directions

Unit 3, Lesson 15

- Students are likely to make the following errors:
 - Not dropping the final letter 'e' before adding *-ed*, *-ing*, and/or *-es*
 - Not changing the 'y' to 'i' before adding *-es*
 - Not changing the 'f' to 'v' before adding *-es*
 - Writing irregular plurals incorrectly since they do not follow a pattern
- While any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels?
Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the students 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 13.

Reading Time

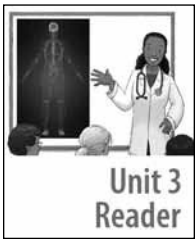
Small Group: “Overcoming Disabilities, Part I”

Introducing the Chapter

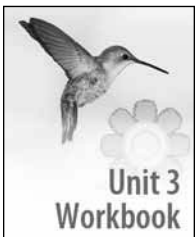
- Tell students that the title of today’s chapter is “Overcoming Disabilities, Part I.”
- Remind students that they have learned about how their eyes see and how their ears hear. This background information will help them understand what they will read about in this chapter.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Overcoming Disabilities, 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.



Chapter 10



Worksheet PP1

Vocabulary for “Overcoming Disabilities, Part I”

1. **overcoming**—defeating or successfully dealing with (100)
2. **disability**—something that prevents a person from moving easily or acting or thinking in a typical way (**disabilities**) (100)
3. **deaf**—unable to hear (**deafness**) (100)
4. **gesture**—a movement of a body part to communicate (102)
5. **American Sign Language**—a kind of sign language used in the United States and Canada (102)
6. **blind**—unable to see (104)
7. **cope**—live with effectively (104)
8. **guide dog**—a seeing-eye dog (**guide dogs**) (106)
9. **Braille**—a system of raised bumps that blind people feel with their fingers and use to read and write (108)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

- **Note:** Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

o | ver | com | ing

dis | a | bil | i | ty

deaf

ges | ture 't' > /ch/ (*capture, posture*)

A | mer | i | can Sign Lan | guage

blind

cope

guide dog

Braille

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *gesture* on the board.
 - Circle the letter 't'.
 - Tell students that this letter represents the sound /ch/.
 - Ask students to turn to **page 1** of the **Individual Code Chart**.
 - Ask them to find the /ch/ row and follow it across.
 - Students will see that there is no 't' listed. Explain to them that the 't' spelling of /ch/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *capture* on the board as another example of a word in which 't' spells the sound /ch/.

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 specific disabilities that people may have related to vision and hearing. 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

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. 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 100–101

- Read the title of the chapter together as a group, “Overcoming Disabilities, Part I.”
- Display the image for this chapter and the Vocabulary Cards for *overcoming*, *disability*, and *deaf*. Ask students to find the words in the glossary and read the definitions. Note for students that the word *disability* appears throughout the chapter while the plural form of the word, *disabilities*, appears in the chapter title. Point out to students that a form of the word *deaf* listed after the definition, *deafness*, also appears in this chapter.
- Ask students to read **pages 100–101** to themselves to find the answer to the question: “What is one way that people who are deaf communicate?”
- When students have finished reading, restate the question and ask students to answer. (using sign language)
- Direct students’ attention to the image on **page 101** showing two people communicating using sign language and read the caption aloud as a group.

Pages 102–103

- Display the Vocabulary Cards for *gesture* and *American Sign Language*. Ask students to find the words in the glossary and read each definition.

- Ask students to read **pages 102–103** to themselves to find the answer to the question: “What is another way that people who are deaf communicate?”
- When students have finished reading, restate the question and ask students to answer. (by reading lips)
- Ask, “What takes much time and practice to learn?” (how to use sign language and how to read lips)
- Direct students’ attention to the image and caption on **page 103**. You may wish to demonstrate how to sign a word students are familiar with or have students try to sign their name, noting that it can be challenging to make the signs.

Pages 104–105

- Display the Vocabulary Cards for *blind* and *cope*. Ask students to find the words in the glossary and read each definition.
- Ask students to read **pages 104–105** to find out what many blind people use to help them get around.
- When students have finished reading, restate the question and ask students to answer. (Many blind people use a cane to help them get around, tapping in front of them to tell where things are.)
- Have students read the caption and look at the image on **page 105**.

Pages 106–107

- Ask students if there are any new vocabulary words on these pages. (yes, *guide dogs*)
- Display the Vocabulary Card for *guide dogs* and have students look up the word in the glossary. Call on one student to read the definition and point out that the plural form of the word, *guide dogs*, appears in the chapter instead of the singular form.
- Ask students to read **pages 106–107** to find out another name for guide dogs and what they do.
- When students have finished reading, restate the question and ask them to answer. (Guide dogs are also known as seeing-eye dogs. They are specially trained to help people get from place to place safely.)
- Direct students’ attention to the image on **page 107** and call on one student to read the caption aloud.

Pages 108–109

- Display the Vocabulary Card for *Braille*. Ask students to find the word in the glossary and read the definition.
- Ask students to read **pages 108–109** to themselves to find the answer to the question: “How is Braille like reading lips or using sign language?”
- When students have finished reading, restate the question and ask students to answer. (Braille takes much time and practice to learn, just like reading lips and using sign language.)
- Ask, “How might a blind person recognize you?” (by your voice)
- Direct students’ attention to the image and caption on **page 109**.
- Have **Small Group 1** complete Worksheet PP1 as a teacher-guided activity.

Wrap-Up

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

Take-Home Material

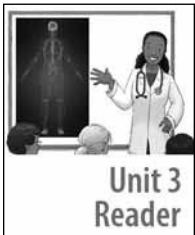
Have students take home Worksheet PP2 to read to a family member.

Reading Time

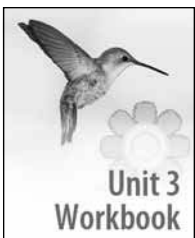
Small Group: “Overcoming Disabilities, Part II”

Introducing the Chapter

- Tell students that the title of today’s chapter is “Overcoming Disabilities, Part II.”
- Remind students that they previously read “Overcoming Disabilities, Part I” so the information they will read about in this chapter relates to the previous chapter.
- Tell students that in this chapter, they will learn about people with disabilities who have done many things in their life.
- Ask students to turn to the Table of Contents, locate the chapter, and then turn to the first page of the chapter.



Chapter 11



Worksheet PP3

Previewing the Vocabulary

- Preview the following vocabulary before reading today’s chapter by using and displaying the provided Vocabulary Cards. The page number where the word first appears in “Overcoming Disabilities, 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.

Vocabulary for “Overcoming Disabilities, Part II”

1. **challenge**—a difficult task or problem that requires extra effort (**challenges**) (110)
2. **determined**—reached a firm decision to do something (110)
3. **eventually**—after some time has passed (110)
4. **Grammy Awards**—awards for achievement in the music industry (110)
5. **temper tantrum**—an angry, uncontrolled outburst by a child or by someone acting childish (**temper tantrums**) (112)
6. **search**—to look carefully and thoroughly for (**searched**) (114)
7. **palm**—the inside part of a hand between the base of the fingers and the wrist (114)
8. **exist**—to be real (**existed**) (114)
9. **imitate**—to copy (114)
10. **breakthrough**—a sudden, important change that allows for progress (114)
11. **well**—a deep hole dug in the ground to reach water (114)
12. **spout**—a pipe that liquid flows out of (114)
13. **seemed to click**—made sense or worked out (114)
14. **college degree**—the official document given to someone who has successfully completed a set of classes at a college (116)
15. **active**—busy (116)
16. **politics**—the art or science of government; activities and discussions involving government (116)
17. **tribute**—something done to show honor or respect (116)
18. **courage**—bravery (116)

- Assist students in decoding these words in the following way:
 - Display the Vocabulary Card for or write the vocabulary word on the board.
 - Divide the word into syllables.
 - Cover one syllable at a time with your hand and segment the word.
 - Then, point to each syllable and ask students to “read it fast” to signal them to read through the word.
 - Explicitly point out any unusual or challenging letter-sound correspondences in any syllable, as well as one or two other words with the same letter-sound spelling.

Note: Here are the vocabulary words divided into syllables for your convenience, with any unusual letter-sound correspondences also noted:

chal | lenge

de | ter | mined

e | ven | tu | al | ly

Gram | my A | wards

tem | per tan | trum

search

palm

ex | ist

im | i | tate

break | through

well

spout

seemed to click

col | lege de | gree

first ‘e’ > /i/ (*privilege*)

ac | tive

‘i_e’ > /i/ (*give, supportive*)

pol | i | tics

trib | ute

cour | age

‘a’ > /i/ (*bandage, cottage*)

Sound Spellings for Words

- Display the Vocabulary Card for or write the word *college degree* on the board.
 - Circle the first letter 'e'.
 - Tell students that this letter represents the sound /i/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /i/ row and follow it across.
 - Students will see that there is no 'e' listed. Explain to them that the 'e' spelling of /i/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *privilege* on the board as another example of a word in which 'e' spells the sound /i/.
- Display the Vocabulary Card for or write the word *active* on the board.
 - Circle the /ie/ row and follow it across.
 - Students will see that there is no 'i_e' listed. Explain to them that the 'i_e' spelling of /i/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *give* on the board as another example of a word in which 'i_e' spells the sound /i/.
- Display the Vocabulary Card for or write the word *courage* on the board.
 - Circle the letter 'a'.
 - Tell students that this letter represents the sound /i/.
 - Ask students to turn to **page 3** of the **Individual Code Chart**.
 - Ask them to find the /i/ row and follow it across.
 - Students will see that there is no 'a' listed. Explain to them that the 'a' spelling of /i/ is so rare that it is not included on the Individual Code Chart. It only occurs in a very few words.
 - Write the word *bandage* on the board as another example of a word in which 'a' spells the sound /i/.

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 specific details about the disabilities of the people in the chapter and how they were successful in life. 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

Note: It is important that you stop frequently to ask students questions and check for their understanding of the material. 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 110–111

- Read the title of the chapter together as a group, “Overcoming Disabilities, Part II.”
- Display the image for this chapter and the Vocabulary Cards for *challenge*, *determined*, *eventually*, and *Grammy Award*. Have students find the words in the glossary one at a time and read each definition. Note for students that the plural forms of some words, listed after the definitions, appear in this chapter, specifically *challenges* and *Grammy Awards*.
- Ask students to read **pages 110–111** to themselves to find the answer to the question: “Who is Ray Charles and what did he do?”
- When students have finished reading, restate the question and ask them to answer. (He is a musician who went blind as a child. He learned to sing and play the piano. He won ten Grammy Awards and earned millions of dollars as a singer.)

- Point out the image and caption on **page 111**.

Pages 112–113

- Display the Vocabulary Card for *temper tantrum* and have students find the word in the glossary. Call on one student to read the definition. Point out that the plural form of the word, *temper tantrums*, appears in the chapter.
- Ask students to read **pages 112–113** to themselves to find the answer to the question: “What was Helen Keller’s early life like?”
- When students have finished reading, restate the question and ask them to answer. (Answers may vary but could include that Helen could communicate a few ideas by making gestures but there were many things she couldn’t communicate and she had terrible temper tantrums because of this.)
- Call on one student to read the caption accompanying the image on **page 113**.

Pages 114–115

- Display the Vocabulary Cards for *search*, *palm*, *exist*, *imitate*, *breakthrough*, *well*, *spout*, and *seemed to click*. Have students locate each word in the glossary and read each definition. Point out that for the words *search* and *exist*, the past tense form of the word is used in the chapter, *searched* and *existed*.
- Ask students to read **pages 114–115** to themselves to find out what Helen learned to do because of her teacher, Annie Sullivan.
- When students have finished reading, restate the question and ask them to answer. (Helen learned to imitate what her teacher was doing, learned to spell some words, and learned what some things were.)
- Have students look at the image and read the caption on **page 115**.

Pages 116–117

- Display the Vocabulary Cards for *college degree*, *active*, *politics*, *tribute*, and *courage*. Have students locate each word in the glossary and read each definition.
- Ask students to read **pages 116–117** to themselves to find the answer to the question: “What did Helen Keller accomplish in her life?”

- When students have finished reading, restate the question and ask them to answer. (She learned more words; she went to a special school for the blind and another school for the deaf; she became the first deaf and blind person to receive a college degree; she learned to speak and read lips with her fingers; she learned to read using Braille; she wrote books; and she was active in politics.)
- Ask, “How was Helen Keller honored by the state of Alabama?” (An image of her was put on the state quarter to pay tribute to her courage.)
- Direct students’ attention to the image and caption on **page 117**.
- Have **Small Group 1** complete Worksheet PP3 as a teacher-guided activity.

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.

Grammar

Identify Topic and Concluding Sentences

- Worksheet PP5
- Draw a box around topic sentences and circle concluding sentences

Order Sentences

- Worksheet PP6
- Identify the topic and concluding sentences and number sentences in a paragraph

Write a Paragraph

- Worksheet PP7
- Craft a paragraph when given a topic sentence

Write Topic and Concluding Sentences

- Worksheet PP8
- Write topic and concluding sentences when provided with the remainder of a paragraph

Irrelevant Sentences

- Worksheet PP9
- Identify the sentence that does not belong in a paragraph

Introduce Subject Pronouns

- Worksheet PP10
- Select correct subject pronoun to take the place of subject in sentences; create sentences and change nouns to pronouns

Subject-Verb Agreement

- Worksheet PP11
- Spell verbs correctly to agree with subjects; choose verbs to complete sentences; create sentences

Morphology

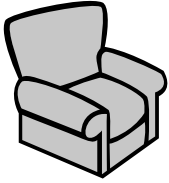
Prefixes *dis-* and *mis-*

- Worksheet PP12
- Answer and write questions to show understanding of affixed words in context

Prefix Review: *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*

- Worksheet PP13
- Choose either the root word or affixed word to complete the sentence; identify part of speech, meaning, and root word

Teacher Resources



Reader's Chair

Reader's Chair Sign-Up Sheet

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

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

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

Anecdotal Reading Record

Week of: _____

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

Tens Recording Chart

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

Name							

Tens Conversion Chart

Number Correct

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

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

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

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

Writing Prompts

Unit 3:

1. List as many names of bones in your body as you can and **assess** your list.
2. Choose two body systems and **compare** and **contrast** them according to their purposes.
3. Write a paragraph **explaining** the difference between voluntary and involuntary muscles.
4. Make a chart showing background facts you knew before reading this reader and new facts learned.
5. **Compare** and **contrast** tendons and ligaments.
6. **Explain** how glasses or contact lenses correct vision. Use terminology from the reader.

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 *How Does Your Body Work?*

A

Achilles—a hero of the Trojan War in Greek mythology; He could only be killed by a wound just above his heel.

Achilles tendon—the strong tendon joining the muscles in the calf of the leg to the bone of the heel

active—busy

American Sign Language—a kind of sign language used in the United States and Canada

anvil—a small bone in the ear that looks like an anvil and vibrates when sound waves hit the eardrum

auditory nerve—the nerve that sends signals from your ears to your brain about what you hear

automatically—done without thinking about it

B

blind—unable to see

Braille—a system of raised bumps that blind people feel with their fingers and use to read and write

breakthrough—a sudden, important change that allows for progress

C

calcium—what your bones are made of

cartilage—a flexible tissue that cushions the joints where your bones meet

cast—a hard covering that holds a broken bone in place while it heals

cell body—the center of a cell

cell—the tiniest living part of the human body (**cells**)

cerebellum—a part of the brain located under the cerebrum, divided into two halves; It helps with voluntary movement of muscle groups and balance.

cerebral cortex—the ‘gray matter’ of the cerebrum that processes sensory information and controls muscle function

cerebrum—the largest part of the brain, divided into two halves; It sits on top of the cerebellum and controls thoughts, emotions, and all the senses.

challenge—a difficult task or problem that requires extra effort (**challenges**)

cochlea—a fluid-filled coil in the inner ear that is lined with hairs that vibrate when sound waves hit the eardrum; The nerves connected to the hairs send messages to the brain that tell you what you are hearing.

coil—spiral

college degree—the official document given to someone who has successfully completed a set of classes at a college

concussion—brain injury

connective—linking

contact lens—a thin, plastic disc placed directly on the cornea of the eye to correct vision problems (**contact lenses**)

cope—live with effectively

cornea—a thin, clear tissue that covers the iris, protects the eye from dirt and germs, and focuses light

courage—bravery

cranium—skull

cushion—to protect with something soft (**cushioned, cushions**)

D

dairy—made with milk

deaf—unable to hear (**deafness**)

decade—ten years (**decades**)

dendrite—a path along which nerves send messages to the brain (**dendrites**)

determined—reached a firm decision to do something

digest—to break down food in the stomach so it can be used by your body (**digesting**)

disability—something that prevents a person from moving easily or acting or thinking in a typical way (**disabilities**)

E

ear canal—ear tube

eardrum—a thin membrane inside the ear that vibrates when sound hits it

eventually—after some time has passed

exist—to be real (**existed**)

expand—to get bigger

F

farsighted—able to see things clearly if they are far away; Things that are closer look blurry.

fiber—it forms tissue

fibula—the small, “outside bone” in the lower part of your leg

flexible—bendable

flinch—to draw back suddenly, which is an example of a reflex

fluid—liquid

frame—structure

G

gesture—a movement of a body part to communicate

gland—an organ in the body that makes natural chemicals (**glands**)

Grammy Awards—awards for achievement in the music industry

guide dog—a seeing eye dog (**guide dogs**)

H

hammer—a small bone in the ear that looks like a hammer and vibrates when sound waves hit the eardrum

hemisphere—one half of a round object (**hemispheres**)

hollow—empty inside

I

imitate—to copy

inner ear—the innermost part of the ear that contains the cochlea and auditory nerve

insert—to put in

involuntary—automatic; Your heart is an example of an involuntary muscle.

invulnerable—safe or protected; opposite of vulnerable

iris—eye color (**irises**)

J

joint—a connection between two bones in your body (**joints**)

L

laser beam—an intense beam of light that can be used for many things including surgery and cutting things

LASIK surgery—an operation during which the doctor uses a laser beam to change the shape of the cornea of the eye to help it focus light better

lens—the clear part at the front of the eye that focuses light on the retina (**lenses**)

ligament—a tissue connecting bones to bones (**ligaments**)

M

marrow—spongy inside

medulla—brain stem

membrane—a thin sheet or layer that covers something

middle ear—the part of the ear that is between the outer and inner ear; It has three small bones that vibrate when struck by sound waves which then pass the vibrations to the inner ear.

model—smaller copy

muscle—a tissue that makes it possible for your body to move (**muscles**)

muscular system—your muscles

N

nearsighted—able to see things clearly if they are close by; Things that are farther away look blurry.

nervous system—your nerves

O

optic nerve—the nerve that sends messages from your eyes to your brain about what you see

optician—a person who examines eyes, makes glasses, and sells contact lenses

optometrist—a doctor who specializes in caring for eyes and treating vision problems

organ—a part of your body made of cells and tissues that performs a specific job (**organs**)

outer ear—the part of the ear that is visible on the side of the head; Its job is to catch sounds and guide them into the middle ear.

overcoming—defeating or successfully dealing with

P

palm—the inside part of a hand between the base of the fingers and the wrist

paralyzed—unable to act, move, or feel a part or parts of the body

pelvis—hip bones

PET scan—body or brain x-ray (**PET scans**)

politics—the art or science of government; activities and discussions involving government

prescription—an order for medicine

pupil—eye center (**pupils**)

R

realistic—real, accurate, or true

reflex—reaction (**reflexes**)

retina—the lining at the back of the eye that is very sensitive to light; The nerves in the retina send messages to the brain.

rods and cones—special cells that line the retina and send signals to the brain through the optic nerve

S

scapula—shoulder blade (**scapulae**)

search—to look carefully and thoroughly for (**searched**)

seemed to click—made sense or worked out

sensitive—responsive

shoulder blade—scapula; You have two of these triangle-shaped bones at the top of your back. (**shoulder blades**)

skeletal system—your bones

skull—head

spout—a pipe that liquid flows out of

sternum—breastbone

stirrup—a small bone in the ear that looks like a stirrup and vibrates when sound waves hit the eardrum

stomach—belly

T

temper tantrum—an angry, uncontrolled outburst by a child or by someone acting childish (**temper tantrums**)

tendon—a tissue connecting muscle to bone (**tendons**)

tibia—shinbone

tissue—a group or layer of cells that work together as a part or organ in your body

tribute—something done to show honor or respect

Trojan—a person born or living in the ancient city of Troy

V

vertebra—a small bone that is part of the spinal column or backbone (**vertebrae**)

vibrate—to move back and forth rapidly (**vibration, vibrations**)

vision—the sense of sight, the act of seeing

voluntary—on purpose, not by accident; opposite of involuntary;
Moving your hand to write with a pencil is an example of voluntary
muscle action.

vulnerable—weak or in danger

W

warrior—soldier

well—a deep hole dug in the ground to reach water

X

x-ray—a powerful, invisible ray of light that can pass through objects to
show the inside, such as the inside of the human body (**x-rays**)

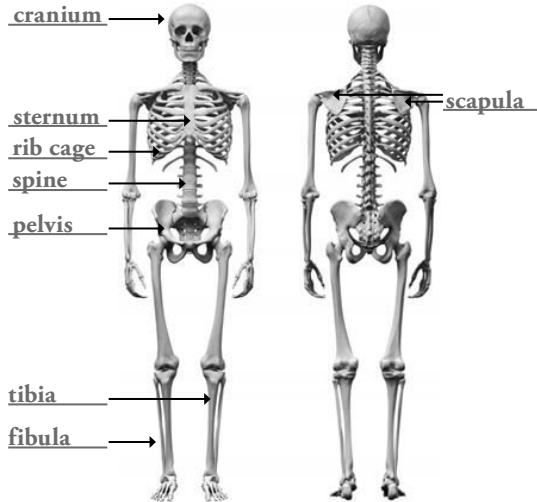
Name: _____

2.1

The Skeletal System

Label the parts of the skeleton using the words in the box.

scapula	sternum	rib cage	spine
pelvis	fibula	tibia	cranium



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2.2

Topic and Concluding Sentences

Draw a box around the topic sentence of the paragraph. Draw a circle around the concluding sentence.

For Katie and Molly, when it's hot during the summer, a day at the beach is a perfect day! Katie and Molly and their mom took a cab from their hotel to the beach. At the beach, all three smeared sunblock all over their skin. It was hot so they got in the sea for a bit. Then they looked for seashells. After that, Katie and Molly played volleyball with some teenagers. Katie made some really sweet plays. In fact, a small group formed to watch her play. After the game, Katie and Molly and their mom started to feel like they could use some food. They left the beach to find something to eat. (What a good day!)

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Name: _____

2.3

Topic and Concluding Sentences

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Cookies are the best treat. They are very sweet and very tasty. Also, there are lots of different yummy flavors of cookies. If you get tired of one kind of cookie, you can always try another kind. I can't think of one thing that's bad about cookies.

Joyce is not good at singing. When she sings, she can never seem to hit the right notes. If she is supposed to sing high, Joyce sings low. If she is supposed to sing low, Joyce sings high. Even Joyce's dog hates it when she sings!

Hugo is good at drawing. In fact, he once won a drawing contest. Hugo drew a car for the contest, but he can draw all sorts of things. If you ask Hugo to draw an animal or a person or a plant, his drawing will look just like the real thing. He is the best artist I know.

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Name: _____

3.1

All About Bones

1. What is the outer part of a bone made of?

- A. blood
- B. muscle
- C. calcium
- D. seashells

Page 20

2. Identify what makes up the inside of bones.

- A. calcium
- B. bone marrow
- C. oxygen
- D. soft tissues

Page 22

3. The important job of the bone marrow cells is to **make red** _____

blood cells. _____

Page 22

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4. _____ carry oxygen all around the body.

- A. Bone marrow cells
- B. White blood cells
- C. Red blood cells**
- D. Soft tissues

Page 22

5. Describe how an x-ray works so that a doctor can see the bones inside someone's body.

Bones absorb a lot of x-ray light. The soft tissue around bones does not absorb as much.

Page 24

6. Explain how a cast helps broken bones heal.

A cast holds the bones in the right place so they will heal.

Page 26

7. What do you think might happen to a broken bone if a cast were not placed on it?

Answers may vary.

Name: _____

dis-: Prefix Meaning "not"

disagree—(verb) to not have the same opinion	Answers may vary.
disapprove—(verb) to not accept something	Answers may vary.
disobey—(verb) to not do what someone tells you to do	Answers may vary.
distrust—(verb) to not believe that someone or something is honest or truthful	Answers may vary.

Choose the right word to complete each sentence. Write it on the line.

disobey disapprove dislike disconnect

- Our teacher had to **disconnect** the projector from the computer to see if she could fix the display problem.
- We **dislike** people who call our house and insist they aren't selling something because they really are.
- You should not **disobey** a police officer if he tells you not to cross the street yet.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word disapprove.

Name: _____

mis-: Prefix Meaning "wrong"

misbehave—(verb) to act wrong	Answers may vary.
misjudged—(verb) formed an opinion that is wrong	Answers may vary.
misspell—(verb) to write or name the letters in a word in the wrong order	Answers may vary.
misplaced—(verb) put something in the wrong location	Answers may vary.

Choose the right word to complete each sentence. Write it on the line.

misplaced misunderstand misjudged misused

- I have **misplaced** my keys because they are not where I put them every night.
- It is easy to **misunderstand** Mr. Connor because he speaks in such a quiet voice.
- Sam **misjudged** how large the couch was so we had a hard time getting it through the door of his new apartment.
- Write your own sentence using the one word left in the box.

Answers may vary but should include the word misused.

Name: _____

The Mowse Hole
Your Classroom Wall
Mowse Land, U.S.A.
September 30, 2011

Dear Friends,

I have been listening to your teacher tell you about real animals for the last few weeks, I love learning about animals because I am one. I know you have met my relative, Rattenborough

I thought I would write a report about animals and leave it for you to read,

I had trouble writing my report. My sentences seem to be out of order. Can you help me?

Thank you so much,

Sincerely,

Mr. Mowse

Name: _____

3.7

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

Classification of Animals A Report by Mr. Mowse

- 3 Another characteristic is that all living things reproduce, or make babies.
- 1 One important characteristic is that all living things need energy, or food to survive.
- 2 A second characteristic is that all living things develop, starting as babies and growing into adulthood.
- TS** There are certain important characteristics that living things have in common.
- CS** Learning about the characteristics of all living things helps us to better understand life.
- 4 Last, all living things respond and adapt to the surrounding environment.



Mr. Mowse
Unit 3 25
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Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

- 3 Another way to classify animals is whether they are cold-blooded or warm-blooded.
- 1 One characteristic that scientists study is the type of body covering on an animal.
- TS** Animals can be classified or grouped by a set of common characteristics.
- 4 Warm-blooded animals can control their body temperature, but the temperature of cold-blooded animals is affected by the outside temperature.
- 2 Some animals have fur and some have scales to cover their bodies.
- CS** Classification makes understanding life easier and more organized.
- 5 Finally, scientists also study whether animals are vertebrates (having backbones) or invertebrates (not having backbones).

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Name: _____

3.8

Blank Busters

child	match	foot	tooth	mouse
glass	woman	man	person	goose
louse	story	fox	night	baby

Fill in the blanks with the correct spelling words. Sometimes you will use the singular form and sometimes you will use the plural form. Sometimes you will use both. You will not use a word more than once.

1. My cat chased a mouse under the fence. Cats like to chase mice.
2. My friend is the only child in her family. In my family, there are three children.
3. Matches are not toys. You could start a fire with just one if you are not careful with it.
4. I thought I only needed one person to take pictures during the play. But after seeing how wide the stage is, I need two or three people to take pictures so that we can see everything.
5. The library book I checked out this week is a story about a boy who lived on a boat. I like reading stories about kids my age.
6. A group of men waited at the bus stop in the rain. One man did not have an umbrella or raincoat so he was soaked.
7. My sister has a loose tooth that she wiggles all the time. She has already lost four teeth.

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child	match	foot	tooth	mouse
glass	woman	man	person	goose
louse	story	fox	night	baby

8. Some women sat on a blanket at the park and ate lunch. One woman took her shoes off before she ate.
9. Today, there are many more geese at the pond. Yesterday I only saw one goose and it was not long before it flew away.
10. My neighbor found a louse on her son's head. She washed all his clothes and sheets to make sure there were no lice on those.
11. My feet hurt after walking around all day. There is a blister on one foot but not on the other.
12. I put the dirty glasses in the sink so nobody would use them. My glass still had some milk left in it from dinner so I gulped it down.

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Name: _____

3.9

Take-Home Worksheet

Dear Family Member,

This week we are practicing our spelling words by using and writing them in sentences. Students are working on Blank Busters to figure out which words fit in sentences. Below is the list of words for this week. Please assist your child in writing three sentences using the singular and plural form of spelling words, leaving blanks where the words actually go. Use the following models as a guide:

My friend is the only child in her family. In my family, there are three children.

My feet hurt after walking around all day. There is a blister on one foot but not on the other.

Regular Singular Noun	Regular Plural Noun
match	matches
night	nights
glass	glasses
fox	foxes
story	stories
baby	babies
Irregular Singular Noun	Irregular Plural Noun
woman	children
goose	men
mouse	women
louse	geese
tooth	mice
foot	lice
person	teeth
	feet
	people

Be sure he or she brings this homework page back to school tomorrow.

Blank Buster Sentences

1. Answers may vary.

2. Answers may vary.

3. Answers may vary.

Name: _____

3.11

Take-Home Worksheet

Order Sentences

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

2 Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

TS Making a peanut butter and jelly sandwich is an easy thing to do.

1 First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place it all on a counter.

CS Before you know it, you are ready to sink your teeth into your yummy sandwich!

3 Put your two pieces of bread together to make a sandwich.

Name: _____

4.1

The Muscular System

1. Discuss why it would be unrealistic for a skeleton to chase you.

Bones don't move around all by themselves. In fact, bones don't go anywhere at all without muscles.

Page 28

2. Explain how muscles help your bones move.

I bend my arm by tightening the muscles in my arm. The muscles make the bone and the rest of my arm move.

Page 28

3. Why does your body need so many muscles?

Answers may vary.

4. Argue whether or not you could breathe without muscles. Be sure to state if it is possible or not and why.

Answers may vary but should credit involuntary muscles that make you breathe.

Page 36

4.3

Name: _____

Practice Using Prefixes *dis-* and *mis-*

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

1. Dad disapproves of my goal to try out for the baseball team so he said he will help me practice. no
2. To misspell a word means you spelled it incorrectly when you wrote it on your paper. yes
3. Carla misused the glue by using a few dabs on her paper instead of squirting it all out at one time. no
4. The puppy disobeyed her master by chewing up his slippers. yes
5. When I disconnect the leash from my dog's collar, he might try to run off. yes

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

1. *disagree*

Answers may vary.

2. *misunderstand*

Answers may vary.

3. *misplaced*

Answers may vary.

5.2

Name: _____

Joints and Muscles

1. Make a list of the joints in your body. (Hint: There are more joints than what are listed in *How Does Your Body Work?*. Use the information in the chapter and think about other parts of your body.) Be ready to share your list with your classmates.

Answers may vary but should include elbow, shoulder, and knee.

2. Explain what cartilage does.

Cartilage cushions bones and keeps them from rubbing or banging against each other.

Page 40

3. Ligaments connect bone to bone, while tendons connect muscles to bone.

Page 42 and 44

4. Your Achilles tendon is located just above your _____.

- A. knee
- B. cranium
- C. heel
- D. sternum

Page 44

Name: _____

6.1

The Nervous System

Read the following sentences carefully. If the sentence describes an action that is a reflex, write the word yes in the blank. If the sentence describes an action that is not a reflex, write the word no in the blank.

1. You see it's snowing outside so you put on a coat. no
2. You touch a pan of boiling water and immediately pull your hand away. yes
3. You see a vase of flowers and stop to smell them. no
4. You walk outside, it's freezing, and your arms get goose bumps. yes
5. Your brother jumps out at you from around the corner and you flinch. yes
6. The cookie you ate tasted so good you had another. no
7. The doctor taps your knee with a rubber hammer and your leg kicks. yes

Answer in complete sentences, noting the page in *How Does Your Body Work?* where you found the answer.

1. Why does a doctor check your reflexes?

A doctor checks your reflexes to check your nerves.

Page 54

2. Imagine you are at the doctor's office and when the doctor taps on your knee, your leg does NOT kick up. Name the system that may not be healthy.

Your nervous system may not be healthy.

Page 54

Name: _____

7.1

Your Brain Signal

1. You have N E R V E S_{1 2} all over your body.
2. If a person is P A R A L Y Z E D₃, he is unable to move his legs and/or his arms.
3. The S P I N A L₄ cord extends from your tailbone to your skull and is like a super highway.
4. The cerebellum has two H E M I S P H E R E S_{5 6}.
5. The medulla controls involuntary movements in your lungs such as B R E A T H I N G_{7 8}.

Once you have answered the questions above, fill in the letters with the corresponding numbers below to answer the question:

What does the brain send out to the rest of the body?

M E S S A G E S_{5 7 2 4 3 8 1 6}

Name: _____

7.2

Identify Irrelevant Sentences

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Vegetables come in many different colors. Some vegetables are green like beans and lettuce. Some vegetables are yellow like squash. ~~Sometimes meat is red.~~ Other vegetables, like carrots, are even orange. The many colors of vegetables help to make them appealing.

I visit the dentist for a checkup two times a year. The dentist checks my teeth for cavities. ~~A vet helps sick animals.~~ Then, the dentist cleans my teeth and flosses them. After that, the dentist lets me pick out a tooth brush. When I leave the dentist's office, my teeth are so clean!

Clara jumps out of bed excitedly. Today is the day that her class is going to the zoo. As she brushes her teeth, Clara wonders what animals she will get to see at the zoo. ~~Last week, Clara went with her dad to get the car fixed.~~ She hopes that she'll get to see the tigers and the bears at the zoo. But she knows that even if she doesn't get to see them, her day will still be amazing.

Name: _____

7.3

Take-Home Worksheet

Topic and Irrelevant Sentences

Read all of the sentences in each set. One of the sentences in each set is a topic sentence; underline that sentence. Most of the other sentences in the set are supporting details for the topic sentence. But, there is one sentence in each set that does not belong because it does not stay on the topic. Cross out this sentence.

If you are interested in art, there are many art museums that you can visit.

If you like going to shows, you can choose from many different dramas and plays.

New York City is a wonderful place to visit.

There are also many different kinds of restaurants so you can find just about anything you want to eat.

~~Valentine's Day is in February.~~

You must be sure to give a dog food and clean water each day.

Taking care of a dog as a pet is a big responsibility.

~~Birds make their nests in the spring.~~

You also need to walk a dog or let him outside at least twice a day.

It is important that a dog has a comfortable, dry place to sleep.

Francis Scott Key wrote a poem while watching the attack on Fort McHenry.

~~Andrew Jackson led the army in the Battle of New Orleans.~~

This poem later became a song known as "The Star Spangled Banner," which is now our national anthem.

Key watched the American flag fly at Fort McHenry during the entire battle.

He was inspired to write the poem when he saw that the flag was still waving at Fort McHenry the morning after the battle.

Name: _____

8.1

The Spinal Cord and Brain

Answer each of the following questions by first reading the question silently, then writing the answer on the line. Write the page number where you found the answer. If you need a hint, look in the brain on the back of this page. Some words may be used more than once.

- | | Page |
|--|-----------|
| 1. Which bones protect your brain? <u>skull or cranium</u> | <u>60</u> |
| 2. What is it called when you bruise your brain or hit your head really hard? <u>concussion</u> | <u>60</u> |
| 3. How many main parts is the brain divided into? <u>three</u> | <u>62</u> |
| 4. What is another name for the medulla? <u>brain stem</u> | <u>62</u> |
| 5. What is the job of the medulla? <u>It controls the important involuntary actions of the body</u> | <u>62</u> |
| 6. The cerebellum helps you to control <u>voluntary</u> movements, like walking, running, and jumping. | <u>64</u> |
| 7. What is the name for the largest part of the brain? <u>cerebrum</u> | <u>66</u> |
| 8. The wrinkly outer covering of the cerebrum is called the <u>cerebral cortex</u> | <u>68</u> |
| 9. What is another more common name people have given to the cerebral cortex? <u>gray matter</u> | <u>68</u> |

Choose one question out of the following three to answer. You will not find the answer on a page in *How Does Your Body Work?*, but please indicate the page number you reread that helped you form your idea.

Choice 1. Explain whether or not you can have a concussion in your big toe.

Choice 2. Determine if scratching an itch is a voluntary or involuntary movement and state why.

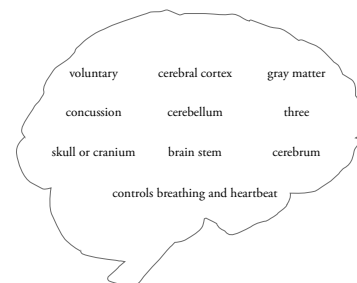
Choice 3. How is the medulla, also called the brain stem, similar to the stem of a tree?

Write the answer to the question you choose below.

Question that you chose: Answers may vary.

Answer: Answers may vary.

Page _____



Name: _____

8.5

Blank Busters

life	thief	wolf
loaf	shelf	self
leaf	wife	knife
elf	half	

Fill in the blanks with the correct spelling words. Sometimes you will use the singular form and sometimes you will use the plural form. Sometimes you will use both. You will not use a word more than once.

- Last week we ran out of bread for lunch since we only bought one loaf. This week we need to buy two loaves.
- Several thieves stole things left in the cars that were parked on the street last night. One thief dropped a hat that the police kept for evidence.
- My uncle has been married twice and has had two wives. His current wife makes the best cookies.
- I can only reach the bottom shelf in the kitchen cabinet. The top two shelves are too high for me.
- Knives could hurt you if you are not careful. When you cut with a knife, you have to take your time and pay close attention to what you are doing.
- Dogs and wolves have many things in common. However, a dog would make a good pet but a wolf would not.

life	thief	wolf
loaf	shelf	self
leaf	wife	knife
elf	half	

- In the fall, the leaves change colors. I love it when I find a bright yellow or red leaf on the ground!
- When a frog begins its life, it lives in the water. When the frog grows to be an adult, it is almost as if it leads two lives, one in the water and one on land.
- After taking a vacation, she was her usual, happy self. Sometimes people need to take a break to get back to their normal selves after working hard for so long.
- You did not divide the pile of books into two equal halves. My half does not include enough books for the topic I am writing about.
- Sometimes during the holidays, I see people in stores dressed as elves. Once, someone dressed as an elf was handing out stickers to children.

Name: _____

8.6

Take-Home Worksheet

Dear Family Member,

This week we are practicing our spelling words by using them in sentences. Students are working as Blank Busters to figure out which spelling words fit in the blanks. Below is a list of words for this week. The following is the pattern for forming the plural nouns:

Plurals are formed for these words by changing the 'f' to 'v', dropping the 'e' when appropriate, and then adding *-es*.

Please assist your child in writing three Blank Busters sentences using the singular and plural form of spelling words. Have your child write sentences with blanks where the spelling words would fit. Use the following examples as a guide:

You did not divide the pile of books into two equal halves. My half does not include enough books for the topic I am writing about.

I can only reach the bottom shelf in the kitchen cabinet. The top two shelves are too high for me.

Singular Noun	Plural Noun
knife	knives
life	lives
wife	wives
half	halves
wolf	wolves
loaf	loaves
elf	elves
leaf	leaves
thief	thieves
shelf	shelves
self	selves

Please be sure your child returns this homework to school tomorrow.

Blank Buster Sentences

- Answers may vary.

- Answers may vary.

- Answers may vary.

Name: _____

9.2

Review Prefixes
un-, non-, re-, pre-, dis-, and mis-

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

1. I _____ peaches but I'll gladly eat apples instead.	like	<u>dislike</u>
2. Grandma asked me to help her _____ the photos in her photo album because she had new photos.	do	<u>redo</u>
3. Ben felt _____ enough to get out of bed and sit outside while his brother played in the backyard.	unwell	<u>well</u>
4. Our assignment was to write a _____ paper about one of the systems of the human body.	fictional	<u>nonfictional</u>
5. It is easy to _____ you when you try to talk with your mouth full of food!	<u>misunderstand</u>	understand
6. Please _____ the oven to 350 degrees so it will be warm enough to start baking the cake batter we are preparing.	heat	<u>preheat</u>
7. Will cannot eat or drink _____ products, like cheese and ice cream, because he is allergic to milk.	nondairy	<u>dairy</u>
8. You should _____ this letter because it is hard to read your handwriting.	<u>rewrite</u>	write

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

- nonliving*
Part of Speech: adjective Root Word: living
Meaning: not living
- misspell*
Part of Speech: verb Root Word: spell
Meaning: spell incorrectly
- disobey*
Part of Speech: verb Root Word: obey
Meaning: not obey
- preprint*
Part of Speech: verb Root Word: print
Meaning: print ahead of time
- unsafe*
Part of Speech: adjective Root Word: safe
Meaning: not safe

Name: _____

10.2

Help This Eye See!

Find the correct order in which light travels through the eye by reading the clues and choosing the correct word for each clue. Then write the word in the numbered blanks. Next, fill in the letters for the mystery word at the bottom of the page.

optic nerve	brain
lens	cornea
pupil	retina

Clues

- Protects the eye from dirt and germs C O R N E A₁
- Gets bigger in the dark and smaller in bright light P U P I L₂
- The one in your eye is a convex L E N S₃
- This is made up of rods and cones R E T I N A₄
- The eye highway for messages to travel on O P T I C N E R V E₅
- This organ receives information through the optic nerve allowing us to see. B R A I N₆

Mystery Word = R A I N B O W_{4 1 2 3 6 5} **W**

If you have extra time, you may draw a picture of the mystery vision on the back, using colors.

Name: _____

10.3

Mixed Practice Review

Circle nouns. Draw a box around adjectives and arrow them to the nouns they describe. Draw a wiggly line under verbs.

- A talented basketball player catches, dribbles, and dunks the ball with skill.
- The fluffy, sweet ball of soft fur is my new kitten Powder Puff.
- Classic Tales filled me with excitement and joy as I read and reread it.
- Our new teacher assesses our daily work.
- Your background in science helps you understand the human body.

Draw a box around the topic sentence. Circle the concluding sentence. Create a title for the paragraph.

Title: Answers may vary.

Grandma's broken down barn was in great need of a paint job and my brother and I were just the team to paint it. We were visiting Grandma during our summer vacation and were eager to see what farm life was all about. We quickly discovered there is a lot to do on a farm. Since Grandma lived far away from any town, any jobs that needed to be done Grandma and her helpers did themselves. Grandma's chief helper had taken a week's vacation so many of his jobs became ours. The cows needed to be milked and the horses wanted to be out in the pasture. The stables needed to be cleaned out and vegetables were ready to be picked in the garden. But the most important job Grandma has saved for us to do was to paint her barn that used to be red and had little paint left on it. Even though we were quickly becoming used to helping around the farm, we couldn't wait to get started painting!

Split the run-on sentences by inserting punctuation and capitalization.

- Studying the human body is fascinating. My favorite chapter was about the skeletal system.
- Drinking milk every day is good for your growing body. Exercising is also good for you.

Add either a subject or a predicate to the fragment to create a simple sentence.

- my math book Answers may vary.

- makes me want to shout for joy Answers may vary.

Name: _____

Vision Problems, Vision Solutions

- When you are nearsighted, what does that mean?
 - You can see things clearly if they are upside down.
 - You can see things clearly if they are far away.
 - You can see things clearly if they are close by.
 - You can see things clearly if you close your eyes.Page 82
- When you are farsighted, you can see things clearly if they are _____.
 - close by
 - far away
 - upside down
 - diagonalPage 86

- What three things can correct vision problems?

glasses
contact lenses
LASIK surgery
Page(s) 86 and 88

- After LASIK surgery, you may no longer need to wear _____.
 - braces or retainers
 - hat or gloves
 - glasses or contact lenses
 - long sleeves or short sleevesPage(s) 88

Name: _____

Introduce Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. Write the pronoun on the line.

I	We
You (singular)	You (plural)
He	They
She	
It	

- He (the boy) sailed around the world.
- We (everyone in my class including me) are terrific third graders.
- You (the person who you are talking to) like ice cream.
- She (a girl named Wanda) sits next to me at lunch every day.
- I (your name) enjoyed the grammar lesson and learned a lot.
- They (my dogs) eat every bite in their bowls.
- You (the three people you are speaking to) make up my grammar team.
- It (your favorite book) fascinates me even when I read it a second time.

Read each sentence below and mark the subject by writing an 'S' over top of it. Write a new sentence replacing the subject with the appropriate subject pronoun. Mark the pronoun as the subject by underlining it in the new sentence. Then, answer the question.

Example:

- A. My ^S brother teaches me to shoot hoops in our driveway.
 B. He teaches me to shoot hoops in our driveway.

Who does the pronoun refer to? My brother

1. A. The black dogs sleep under the porch.
 B. They sleep under the porch.

Who does the pronoun refer to? The black dogs

2. A. Sally, Sandy, and Sherman watch the funny movie.
 B. They watch the funny movie.

Who does the pronoun refer to? Sally, Sandy, and Sherman

Review: Change the fragment into a complete sentence.

1. my pet hamster Answers may vary.

Name: _____

Take-Home Worksheet

Practice Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. Write the pronoun on the line.

I	We
You (singular)	You (plural)
He	They
She	
It	

- It (Our school) is located in the middle of a big city.
- She (Mrs. White) teaches fourth grade and loves it.
- It (A small, furry mouse) listens to our lessons and wants to learn to write.
- I (insert your name) painted beautiful pictures to sell at the local market.
- They (The nature photographers) filmed the frisky beavers building a lodge in the pond.
- You (insert the name of a member of your team and speak to him/her) work very hard!
- We (John, Sarah, and I) walked around the park feeding the birds.

- You (insert the names of two members of your team and speak to them) play soccer very well.
- It (*How Does Your Body Work?*) taught me a lot about the human body.
- They (The New York Yankees) won the game easily.
- I (insert your name) thought pronouns were easy to find in sentences.
- It (The skeleton) is made up of many bones.
- They (Fables and fairy tales) are fun stories to read.
- He (Our president) lives in Washington, D.C.
- He or She (insert your teacher's name) is the best teacher in the world!

- Why had Otzi's body not decayed much?
It had been covered with ice and snow for 5,300 years.
- Which of Otzi's bones had been strengthened by traveling long distances on sloping ground?
 - tibia
 - fibula
 - sternum
 - cranium
- What does the word **sloping** mean in the following sentence?
It had been strengthened by traveling long distances on sloping ground.
 - flat
 - rough
 - slanted
 - sandy
- A scientist found tiny specks of **pollen** and **dust** in Otzi's tooth enamel.
- Why was using x-rays a good way to examine Otzi's body?
 - X-rays show a picture of the outside of the body.
 - X-rays show a picture of the inside of the body.
 - X-rays show how muscles work.
 - X-rays show how the nervous system works.

Name: _____

13.1
continued

6. Why did the author write this selection?
- A. to tell readers about what scientists learned from a preserved iceman
 - B. to question readers about scientists who examine bones
 - C. to educate readers about scientists in the Alps
 - D. to prevent readers from becoming scientists who preserve things from nature
7. According to the selection, what does the word *kinsmen* mean?
- A. animals
 - B. kings
 - C. relatives
 - D. pets

8–10. Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then, number the remaining sentences, which provide supporting details, in the correct order.

- 2 Next, you pour the hot water in a cup and drop in the tea bag.
4 Then, remove the tea bag carefully and add sugar or milk if you wish.
TS Making a cup of hot tea is an easy thing to do.
3 You must wait 3–5 minutes for the tea to steep, or become tea.
1 First, you heat water in a kettle on the stove.
CS Before you know it, your tea is ready to drink!

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11. If scientists *misjudged* something about Otzi, what does that mean they did?
judged it incorrectly

12. Scientists may *disagree* about what features of Otzi's body indicate, which means scientists may _____.
- A. not believe that someone is honest
 - B. not enjoy something
 - C. not do what someone tells them to do
 - D. not have the same opinion
13. Put the following words from the selection in alphabetical order:

skeleton	scientists	fracture	frozen	iceman
----------	------------	----------	--------	--------

- A. **fracture**
- B. **frozen**
- C. **iceman**
- D. **scientists**
- E. **skeleton**

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Name: _____

13.1
continued

14. Where does this story take place?
It took place at Megaland.

15. Put the following sentences in order as they appear in the selection, using the numbers 1–5.

- 5 The dad texted Amy's dad and got a text to meet him at the Misty Mountain ride after the parade.
1 Amy could not find her parents after she got off the spin-around ride.
4 Amy noticed the dad tapping away on his cell phone, not paying attention to her.
3 The mom asked Amy questions.
2 Amy found a mom and told her she was lost.

16. According to the selection, what does *swept* mean?
- A. seated quickly
 - B. pushed quickly
 - C. ran slowly
 - D. hopped slowly

17. Why couldn't Amy and the other mom and dad get to the security office?

The guard said they could not cross the road until the parade was over.

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18. What might have happened if Amy and the other mom and dad were able to go right to the security office?
- A. The dad might not have looked up Amy's dad on the Internet.
 - B. The mom might have taken Amy on another ride.
 - C. Amy's parents might have let her ride the spin-around ride again.
 - D. The other mom might have bought lunch for Amy before riding the next ride.

19. What did Amy's mom tell her to do if she ever got lost?

Amy's mom told her to look for a mom with kids.

20. Why did the author write this selection?

- A. to inform readers about rides at an amusement park
- B. to entertain readers with a story about a girl who was lost
- C. to challenge readers to take more vacations
- D. to ask readers questions about parades with guards

21. Circle the sentence that does not stay on topic in the following paragraph.

How Does Your Body Work? is a fascinating book to read. It is full of interesting chapters about our skeletal, muscular, and nervous systems. It even describes our respiratory system and shows images of the lungs. I know that I want to reread the entire book to make sure I did not miss a single detail. We are so lucky to have exciting readers to study here at school!

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Name: _____

13.1
continued

22. Which prefixes have the same meaning, which is "not?"
- A. *mis-* and *dis-*
 - B. *re-* and *un-*
 - C. *non-* and *un-*
 - D. *re-* and *pre-*
23. Replace the words in parentheses with the correct subject pronoun.
- They (my kittens) lap up every drop of milk in their bowls.
24. Name the root word and prefixes in the following words.
- | | |
|--------|---------|
| review | preview |
|--------|---------|
- Root Word: view
- Prefix: re- Prefix: pre-
25. If this selection was *nonfictional*, then it would be what?
- A. related to something that is made up
 - B. not made with or does not contain milk
 - C. able to soak up liquid
 - D. not related to something that is made up

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Name: _____

14.1

Subject-Verb Agreement

Insert the correct present tense form of each verb in the following groups of sentences.

Example:

fix: Joan fixes the sandwiches. We fix the salad.
He fixes his hair.

1. *toss*: I toss the ball in the air.
Pat tosses the salad in the bowl.
We toss the newspaper in the recycling bin.
2. *wash*: Sally washes her hair.
The kitten washes her muddy paws.
They wash the car.
3. *soak*: I soak my hurt knee.
She soaks the casserole dish.
We soak the dirty clothes.
4. *make*: Bill makes his bed each morning.
You make me very happy!
Alex makes his lunch each day.
5. *talk*: You talk very softly!
I talk on the telephone to you.
The answering machine talks to us!

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Circle the correct form of the verb in each sentence.

1. The stream (flow, flows) down the hill.
2. The little baby (fuss, fusses) when she is hungry.
3. Mrs. Toms (teach, teaches) us about the Vikings.
4. The myths we are reading (amuse amuses) us a lot.
5. The turtle (splash, splashes) around in the tank.

Write a sentence using the following subject pronoun and the correct form of the verb:

1. *She* and *mix*

Answers may vary.

Review:

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

Dr. Welbody gave a fabulous talk about the bones in our body.

- A. talk
- B. bones
- C. fabulous
- D. body

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Name: _____

PP1

Overcoming Disabilities, Part I

1. What is the selection mostly about?
- A. deafness and seeing-eye dogs
 - B. deafness and blindness
 - C. seeing-eye dogs and Braille
 - D. blindness and Helen Keller
2. Which of the following is the best title for the list in the box shown below?

1. Use a cane 2. Use a seeing-eye dog 3. Listen to voices 4. Learn to read using Braille

- A. Ways to Cope with Deafness
- B. Ways to Cope with Hearing Loss
- C. Ways to Cope with Learning Problems
- D. Ways to Cope with Blindness

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3. What does the word **gesture** mean in this question?

Did you know that there is a **gesture** or sign in American Sign Language for each letter in the alphabet?

sign or movement of a body part to communicate
Page **102**

4. What does it mean to “read lips”?

To read lips means to carefully watch a person’s lips move as he is speaking and figure out what the person is saying by how his lips move.

Page **102**

5. Which of the following lists of words from “Overcoming Disabilities, Part I” is in alphabetical order?
- A. communicate, cane, read, language
 - B. understand, language, read, message
 - C. blind, Braille, cane, communicate

Name: _____

PP3

Overcoming Disabilities, Part II

1. When did Ray Charles become blind?

Ray Charles went blind when he was seven years old.
Page **110**

2. Which sentence from the selection tells you about the success of Ray Charles?
- A. Ray Charles won ten Grammy Awards and made millions of dollars as a singer.
 - B. He couldn't see, but there was nothing wrong with his ears.
 - C. He did not give up on life.
 - D. He learned to sing and play the piano.

3. Why did Helen Keller have terrible temper tantrums?

As a child Helen Keller would often try to communicate and fail. Then, she would get angry and cry. Sometimes that led to temper tantrums.
Page **112**

4. What does the word **communicate** mean in this sentence?

They did not know how to help her **communicate**.

- A. hear her parents call
- B. carry her dolls outside
- C. tell her feelings and wants
- D. turn the television off

5. What was special about Helen Keller's college degree?

Helen Keller was the first deaf and blind person to receive a college degree.

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Name: _____

PP5

Identify Topic and Concluding Sentences

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Food stores are organized in ways that make lots of sense. Around the outside walls of the store are the areas that have counters where people work to prepare food and make things for shoppers to buy. You will find the bakery where the bakers are cooking up wonderful smelling cookies and cakes. Next, workers are making yummy sandwiches and serving salads to shoppers. There is even a person arranging lovely flowers into vases. **On the inside rows of the store are the cans and boxes of foods for people to buy.** It is so smart the way food stores are laid out!

Puzzles are my very favorite toy to play with when I have nothing else to do. I love the shapes and colors of the pieces and the pictures they make when the puzzle is finished. It is so much fun to connect all of the outside pieces first and then try to fill in the middle. Watching the puzzle picture appear from the pieces as I put the puzzle together is a fun sort of magic. **Puzzles fill up my time in very neat ways.**

Kittens are the funniest and cutest little animals on earth. I enjoy watching them scamper about, chasing things only they can see. They love to reach out to grab a ball or a piece of yarn and really have fun when their claws catch them. Their little eyes dart from this to that, noticing all that moves around them. **I could watch a kitten play and just laugh for hours!**

Name: _____

PP6

Order Sentences

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then number the remaining sentences that provide supporting details in the correct order.

- 2 Next, pour the cereal in the bowl.
- TS** Making breakfast is an easy thing to do.
- 1 First, get out a bowl, the cereal, a spoon and the milk and place it all on a counter.
- CS** Before you know it, you are ready to sink your teeth into your yummy breakfast!
- 3 Last, pour the milk over the cereal.

Name: _____

PP9

Irrelevant Sentences

For each paragraph, underline the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Fruit comes in all shapes and colors. Some fruits are red and round like apples. Some are yellow and long like bananas. ~~I like playing in the park during the summer.~~ Other fruits, like grapes are small, green, and sweet. The bright colors of fruits make me want to eat them up!

Keeping my desk neat at school really helps me to do well. My reader and papers are stacked up in piles and my pencils and crayons are in my pencil box. ~~I like recess the best when I can go out and play on the playground.~~ My 3-ring binder is always where it should be in my desk. When I need to find something in my desk quickly, it is easy when everything is in its place.

Name: _____

PP10

Introduce Subject Pronouns

Replace the words in parentheses with the correct pronoun from the box. You may use the words from the box more than once.

I	We
You (singular)	You (plural)
He	They
She	
It	

- 1. He (the boy) made lunch for the party.
- 2. She (Mrs. Smith) dances beautifully.
- 3. You (the person who you are talking to) are a wonderful friend.
- 4. She (a girl named Wilma) invites me to her house.
- 5. I (your name) learned a lot about animals!
- 6. We (everyone in my class including me) are terrific spellers!
- 7. They (my cats) lick up every drop of milk.
- 8. You (the three people you are speaking to) make up my kickball team.
- 9. It (your favorite movie) makes me laugh.

- 10. He (Mr. Bard) plays piano like a pro.

Make up sentences using nouns as subjects. Then, replace the nouns with the appropriate subject pronouns (noted in parentheses) to make new sentences.

Example:
 (She) A. My sister teaches me to paint pictures in our home.
 B. She teaches me to paint pictures in our home.

- 1. (He)
 - A. Answers may vary.
 - B. _____
- 2. (We)
 - A. Answers may vary.
 - B. _____

Name: _____

PP11

Subject-Verb Agreement

Insert the correct present tense form of each verb in the following groups of sentences.

Example:

wish: Joan wishes for a puppy. We wish upon a star.

He wishes his hair would grow.

- watch:* I watch the ball fly up in the air. Pat watches the TV show. We watch the children play in the park.
- splash:* Sally splashes her brother. The boy splashes in the puddle. They splash in the pool.
- sink:* I sink in the pool. She sinks the toy in the tub. We sink the toy pirate ship.
- like:* Bill likes to sleep in late. You like my jokes! Alex likes his lunch each day.
- put:* You put away your toys! I put you on hold on the telephone. The librarian puts the books on the shelf.

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Circle the correct form of the verb that belongs in each sentence.

- The insects (dart) darts) through the air.
- Ducks (quack) quacks) in the pond.
- The green frogs (croak) croaks) loudly.
- She (paint, paints) beautiful portraits.
- The gorilla (take, takes) care of her baby.

Write sentences using the following subject pronouns and the correct forms of verbs.

11. *He and patch*

Answers may vary.

12. *It and miss*

Answers may vary.

13. *She and wash*

Answers may vary.

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Name: _____

PP12

Practice Using Prefixes *dis-* and *mis-*

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

- Jamie misjudged the distance between him and the basketball hoop and threw the ball right in the basket to score 3 points.
no
- If you disagree with someone about the best ice cream flavor, one of you might choose chocolate and the other one might choose strawberry.
yes
- When Tony misbehaves, he sits still at the table and keeps his hands to himself.
no
- Her bad experiences with rental cars from one company made her distrust that company and choose a different one.
yes
- When you misunderstand something I say, you know exactly what I mean.
no

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

1. *disapprove*

Answers may vary.

2. *misused*

Answers may vary.

3. *dislike*

Answers may vary.

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Name: _____

PP13

Review Prefixes

un-, non-, re-, pre-, dis-, and mis-

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

1. Robby approached the dog in a _____ way so the dog would know he wasn't going to hurt him.	<input checked="" type="radio"/> nonthreatening	<input type="radio"/> threatening
2. Uncle Bill was _____ that someone scratched his new truck.	<input type="radio"/> happy	<input checked="" type="radio"/> unhappy
3. Mary had to _____ the roast the night before the party and then finish cooking it that morning.	<input checked="" type="radio"/> precook	<input type="radio"/> cook
4. I _____ that we should offer to cut the grass and rake leaves for our neighbor, Miss Andrews, since her health is not good.	<input type="radio"/> disagree	<input checked="" type="radio"/> agree
5. She _____ how cold it was outside and forgot to take a hat and gloves so she was very cold.	<input type="radio"/> judged	<input checked="" type="radio"/> misjudged
6. The ribbons I cut for wrapping presents look _____ because two of them seem much longer than the others.	<input checked="" type="radio"/> uneven	<input type="radio"/> even
7. My brother asked me to _____ the new bucket with water so we could wash the car.	<input type="radio"/> refill	<input checked="" type="radio"/> fill
8. Rachel knows the best _____ ways to get her mom's attention from across the room so she doesn't have to yell.	<input checked="" type="radio"/> nonverbal	<input type="radio"/> verbal

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

- disconnect*
Part of Speech: verb Root Word: connect
Meaning: to not connect or take apart
- misused*
Part of Speech: verb Root Word: used
Meaning: used incorrectly
- review*
Part of Speech: verb Root Word: view
Meaning: to look at again
- unsure*
Part of Speech: adjective Root Word: sure
Meaning: not sure
- prepay*
Part of Speech: verb Root Word: pay
Meaning: pay ahead or in advance

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