Introduction to Grade 3

All units in **SRA Open Court Reading** are organized around a central theme. Some units allow students to expand their perspectives on universal themes, such as Respect and Art on the Move, by relating what they read to their own experiences. Other units, such as Extreme Weather and Government at Work, involve students in the research process, giving them the tools they need to discover and learn on their own and as part of a collaborative group. Each selection in a unit adds more information or a different perspective to students' growing knowledge of the unit theme or concept.

Each unit also has an Inquiry to investigate. Inquiry is a time within the lesson that allows students to research a topic that interests them and that is related to the theme. Inquiry begins in Lesson I and develops across each unit. At the end of each unit, students will present the results of their investigations through a variety of formats.

Inquiry is designed to help students

• deepen their comprehension by enabling them to apply the skills they are learning to texts and activities of their own choosing.

• synthesize and organize what they are learning in order to present their findings to their classmates.

• determine suitable avenues of Inquiry and methods of presentation.

• become more independent and responsible about their time and efforts.

• work efficiently in collaborative groups.

Lesson Format

All lessons are divided into three parts:

• **Part I:** *Foundational Skills* focuses on phonics and decoding as well as word analysis.
• **Part 2:** *Reading and Responding* addresses comprehension, vocabulary, fluency, and Inquiry.
• **Part 3:** *Language Arts* contains the writing process; penmanship; grammar, usage, and mechanics; and spelling.

Instructional and management routines are incorporated into each part of the lesson.

Assessment

SRA Open Court Reading has a four-step assessment cycle. It starts with a Diagnostic Assessment used for screening at the beginning of the year. Tools to monitor progress and differentiate instruction are built into each lesson. At the end of each lesson is a Lesson Assessment, while a Unit Assessment concludes each unit. A Benchmark Assessment is available to monitor student progress periodically over the course of the school year.

Workshop

Workshop is the time each day set aside for small-group instruction. Workshop develops over time as students internalize classroom routines that promote independence. During Workshop, you will be working with small groups of students while other students are practicing and reviewing skills, developing listening skills, working on fluency, reading a wide range of other materials, writing, or engaging in Inquiry activities.

Workshop areas that focus on different areas of literacy should be set up in your classroom. For example:

Reading Area

Provide as many books as possible for your classroom Reading Area. During the course of the year, students will be asked to do much reading on specific subjects. Prepare your classroom ahead of time by bringing in books on the concepts or themes students will be studying. You should encourage students to bring in books that they have enjoyed and want to share with their classmates.

Listening Area

Each selection in the *Student Anthologies* is recorded for use in your classroom. As you read each selection, encourage students to listen to the recording during Workshop.

Fluency Area

This area can be incorporated into the Reading Area. It should contain items such as leveled reading materials, *Decodable Stories,* computers, and timers. This is an ideal place to keep student fluency folders to chart their progress in fluency.

Computer Area

Students can use computers in each of the other areas or you might have a designated Computer Area. Students can practice lesson skills in phonics, word analysis, vocabulary, comprehension, and spelling by using *SRA Open Court Reading eGames,* or they can use the Internet along with *eInquiry* to help with their Inquiry projects.

Writing Area

The Writing Area should contain materials students can use to write and illustrate their work and to facilitate students' efforts as they work together on unit investigations, including

- pens, pencils, markers, and crayons
- assorted paper
- old magazines students can cut up
- scissors and staplers
- reference books, such as dictionaries, encyclopedias, and thesauruses
- computers—preferably with Internet access. The *SRA Open Court Reading* Home page (see http://connected.mcgraw-hill.com/) includes materials specifically related to the unit themes.
- books on themes students are studying

Game Area

This area should be filled with games that support the various skill strands found in each lesson. These can be computer games, board games, or a variety of other materials. *SRA Open Court Reading* contains an assortment of manipulatives that support the lessons and that can be stored in this area.

Whole-Group and Small-Group Instruction

Workshop helps teachers combine whole- and small-group instruction based upon the needs of their students to maximize instructional time. Workshop is flexible whole- and small-group instruction. Students work on assigned and self-selected, purposeful activities that reinforce and extend the instruction in *SRA Open Court Reading* while the teacher works with small groups of students who are grouped based upon their instructional needs. The teacher works with small groups on the following activities: preteaching, reteaching, providing intervention, working on fluency, holding writing conferences, doing informal assessment, listening to students read, and extending learning. During this time of small-group instruction, the rest of the students in the class are working independently, in pairs, or collaboratively in small groups.
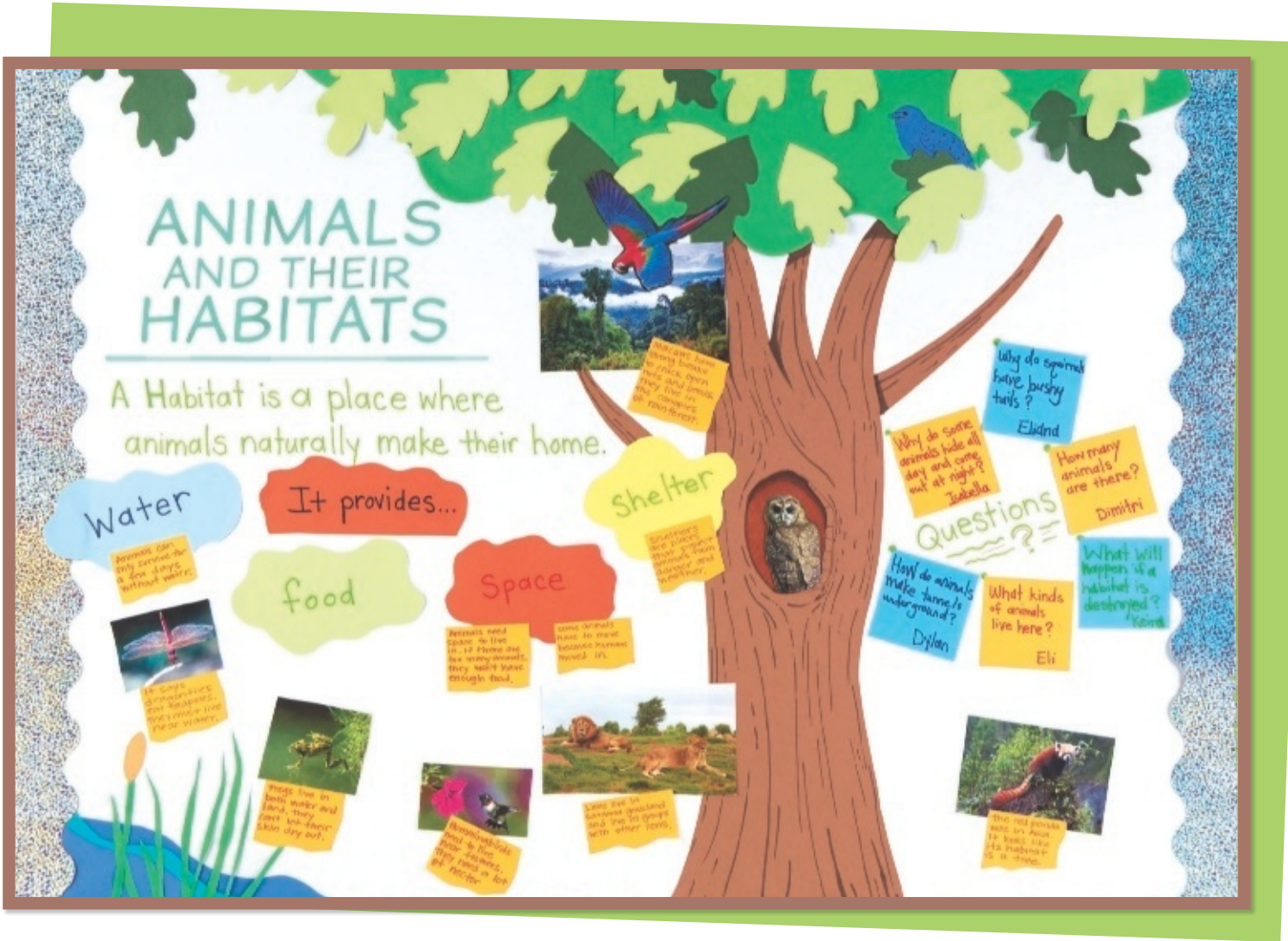
Teachers often ask "When should we do Workshop?" Some teachers like to start the day with Workshop. Lists that contain activities that students "May Do" and "Must Do" should be set up on the board, or students can continue working on something from the prior day. Some teachers like to have Workshop after each part of the lesson—Part I: Foundational Skills, Part 2—Reading and Responding, and Part 3—Language Arts. This enables the teacher to reteach a concept from a part or preteach for the next part of the lesson. Some teachers do a Workshop block in the morning and another one in the afternoon. Others find that a single Workshop block fits their schedule best. Whatever the case may be, Workshop should be flexible and work well for both you and your students.

Whole Group ▶ **Workshop** ▶ **Whole Group**

▼

Teacher-Directed Activities

- **Preteach**
- **Reteach**
- **English Learner Support**
- **Writing Conference with an individual student**

Independent/Partner Work

- **Inquiry**
- **Fluency**
- **Skills Practice**
- **Writing Conference with peers**

Concept/Question Board

One of the primary goals of *SRA Open Court Reading* is to help you and your students form a community of learners. To do this, sharing information is essential. The **Concept/Question Board** is an integral part of the learning environment. It is a place where students can share their growing knowledge about a unit theme or concept by posting on the Board newspaper clippings, magazine articles, information taken from the Internet, photographs, and other items that might be of interest or helpful to their classmates. As the class progresses through a unit, the Board serves as the place where common interests become evident. As these interests emerge, students can use them as the basis for forming collaborative groups to investigate ideas in greater depth.

In addition, the Board encourages students to ask questions that arise as they read on their own. The questions can be written directly on a sheet of paper attached to the Board, or they can be written on separate slips of paper and pinned to it. Self-sticking notes also can be used. The **Concept/Question Board** lets students know that questions are not problems but a way of learning. Questions thus become a springboard for further investigation. Collaborative groups can be formed around common questions. The Board should change constantly, reflecting the developing and changing interests of the class.

Theme Connections
What aspects of life are affected by the weather?

BIG Idea
How can we prepare for weather?

Background Builder Video
connected.mcgraw-hill.com

156 157

Launch the Theme

EXPLAIN to students that they will be learning about extreme weather during this unit. Tell them they will read various selections that teach them about weather conditions that are out of the ordinary. The selections will also cover some of the ways extreme weather impacts our lives. Have students turn to *Student Anthology I,* pages I56–I57 and discuss the different aspects of the pages.

BIG Idea

READ the BIG Idea question to students. Discuss the various ways we can prepare for extreme weather. Then discuss different strategies for minimizing problems that extreme weather can produce. Tell students to keep the BIG Idea question in mind as they read each selection throughout the unit.

Theme Connections

READ the Theme Connections question on *Student Anthology I,* page I57. Discuss each photograph with students. Then have students use the three photographs to answer the question.

ePresentation

BIG Idea
How can we prepare for weather?

Theme Connections
What aspects of life are affected by the weather?

Background Builder Video

PLAY the *Background Builder Video* to give students additional background information about the theme. Discuss what they learned about extreme weather from the video.

Inquiry

EXPLAIN to students that they will begin a unit investigation about Extreme Weather and will continue this investigation over the course of the unit. At the end of the unit, students will present the results of their investigations.

Concept/Question Board

START an Extreme Weather **Concept/Question Board.** Begin by posting a few pictures or words that represent the concept of extreme weather. Explain to students that this is a place where they can post questions about the theme and anything related to the concept of extreme weather. Tell students to refer to the Board regularly throughout the unit as they read and learn more about the theme. Before you begin the unit, ask students whether they have any initial questions about weather and post their questions on the Board.

Inquiry Planner

USE the steps below to have students research the theme Extreme Weather.

	Steps	Examples
LESSON 1	Develop Questions	Why are unmanned drones more effective than people when studying some types of weather?
LESSON 2	Create Conjectures	Unmanned drones can safely reach dangerous areas. Unmanned drones eliminate human error. Storm chasers are often volunteers and have jobs, while unmanned drones are always available.
LESSON 3	Collect Information	I need to learn more about how unmanned drones research the weather. To do this, I will look for information in books and online. I will also e-mail a local weather station to interview them.
LESSON 4	Revise Conjectures	Unmanned weather drones are more effective than people at accomplishing certain tasks.
LESSON 5	Develop Presentations	My group will create a web page with information about why unmanned drones are more efficient at researching weather. It will show videos taken by unmanned weather drones and have links to more information.
LESSON 6	Deliver Presentations	Groups will present their research findings. The class should discuss the presentation and ask any new questions they have about the information presented.

Assessment is an ongoing cycle.

1 Screen

Administer the Diagnostic Assessment to students entering class after the school year has begun to identify those who are at risk for reading failure.

2 Diagnose and Differentiate

Diagnose students' strengths and weaknesses, and differentiate instruction according to their abilities.

3 Monitor Progress

Monitor progress weekly, monthly, or anytime as needed with formative assessments. Group students based on these formative assessment results.

F FORMAL ASSESSMENT
- Lesson and Unit Assessments
- Benchmark Assessments
- Writing Rubrics

I INFORMAL ASSESSMENT
- Skills Practice
- Comprehension Rubrics
- Listening and Speaking Rubrics
- Inquiry Rubrics

4 Measure Outcomes

Assess student understanding and measure outcomes by using results from the Lesson and Unit Assessments or Benchmark Assessments.

English Learners

The digital **English Learner Teacher's Guide** provides support for students at four levels of English language proficiency. Certain lessons are designed to be taught before the lessons in the **SRA Open Court Reading** program during Workshop time, while others may reteach, reinforce, or review the skills introduced in the core program.

In addition, English Learner tips, found throughout the **SRA Open Court Reading Teacher's Editions,** provide support for some of the more challenging aspects of learning English, such as vocabulary acquisition and the correct use of prepositions. The following is an example of an English Learner tip:

EL English Learner • Grade 3 EL Tip

COGNATES If students' native language is a Romance language, they might recognize several cognates that appear on pages I59–I6I of **Student Anthology I,** such as: **technology, risks, observe, dramatic, capture, tornadoes, operate, conditions, continue, severe, study, hurricanes, transmit,** and **form** (Spanish: *tecnología, riesgos, observar, dramático, capturar, tornados, operar, condiciones, continuar, severo, estudiar, huracanes, transmitir, formarse*).

SUPPORT FOR ENGLISH LEARNERS

The **SRA Open Court Reading** program offers support for English Learners with the following components:

*   English Learner Tips
*   *English Learner Teacher's Guide*
*   *English Learner Photo Library Cards*
*   *English Learner Glossary*

Meet Individual Needs

The digital **Intervention Teacher's Guide** provides focused, direct support for students who need to review the skills introduced in the **SRA Open Court Reading** program. Lessons are designed to be used flexibly and may be taught in a single, separate intervention session, or as small group or individual instruction during Workshop time. Written practice is included in **Intervention Support.**

In addition, support is provided throughout the **SRA Open Court Reading Teacher's Editions** for Approaching, On, and Beyond Level Students through focused, differentiated instruction tips found within the lessons. These tips are designed to review and reinforce the skills at point of use.

INTERVENTION SUPPORT

Intervention support in **SRA Open Court Reading** includes the following:

*   Differentiated Instruction Tips
*   *Intervention Teacher's Guide*
*   *Intervention Support*

Differentiated Instruction: Predicting

AL APPROACHING LEVEL Review with students that any predictions they make must be supported by information from the text. Help them identify any supporting evidence whenever they make a prediction.

OL ON LEVEL Remind students that not all of their predictions will be confirmed. Encourage them to note whether or not each prediction is eventually confirmed.

BL BEYOND LEVEL Challenge students to explain how making predictions is similar to making inferences.

LESSON 1	LESSON 2	LESSON 3

Foundational Skills

Phonics and Decoding • /ē/ spelled *ee. ea, _ie_, _y*, and *_ey* **Reading a Decodable Story: Book 3,** Story 12 **Word Analysis** • Contractions and Possessives	**Phonics and Decoding** • /ī/ spelled *_igh, _ie,* and *_y* **Reading a Decodable Story: Book 3,** Story 13 **Word Analysis** • Irregular Verbs and Abstract Nouns	**Phonics and Decoding** • /ō/ spelled *oa_* and *_ow* **Reading a Decodable Story: Book 3,** Story 14 **Word Analysis** • Homophones

Reading and Responding

Comprehension Strategies • Asking Questions • Visualizing **Access Complex Text** • Fact and Opinion • Main Idea and Details **Writer's Craft** • Author's Purpose • Text Features: Sidebars **Fluency** **Vocabulary** **Inquiry**	**Comprehension Strategies** • Asking Questions • Clarifying **Access Complex Text** • Classify and Categorize • Compare and Contrast **Writer's Craft** • Point of View • Text Features: Charts and Maps **Fluency** **Vocabulary** **Inquiry**	**Comprehension Strategies** • Making Connections • Summarizing • Visualizing **Access Complex Text** • Cause and Effect • Sequence **Writer's Craft** • Author's Purpose • Text Features: Illustrations **Fluency** **Vocabulary** **Inquiry**

Language Arts

Writing • Writing to Inform **Spelling** • /ē/ spelled *ee* and *ea, _ie_, _y,* and *_ey;* Contractions; Possessives **Penmanship** • Cursive Letters *s* and *r* **Grammar, Usage, and Mechanics** • Possessive Nouns and Pronouns	**Writing** • Writing to Inform **Spelling** • /ī/ spelled *_igh, _ie,* and *_y;* Irregular Verbs and Abstract Nouns **Penmanship** • Cursive Lowercase n and m **Grammar, Usage, and Mechanics** • Regular and Irregular Plural Nouns	**Writing** • Writing to Inform **Spelling** • /ō/ spelled *oa_* and *_ow;* Homophones **Penmanship** • Cursive Lowercase Letters *h* and *f* **Grammar, Usage, and Mechanics** • Types of Sentences

LESSON 4

Phonics and Decoding
• /ū/ spelled _ew and _ue
Reading a Decodable Story: Book 3, Story 15
Word Analysis
• Homophones and Multiple-Meaning Words

Comprehension Strategies
• Making Connections
• Making, Revising, and Confirming Predictions
Access Complex Text
• Fact and Opinion
• Making Inferences

Writer's Craft
• Genre Knowledge
• Story Elements: Setting

Fluency

Vocabulary

Inquiry

Writing
• Writing to Inform
Spelling
• /ū/ spelled _ew and _ue; Homographs and Multiple-Meaning Words
Penmanship
• Cursive Letters *s, r, n, m, h,* and *f*
Grammar, Usage, and Mechanics
• Subjects and Direct Objects

LESSON 5

Phonics and Decoding
• /oo/ spelled oo, u, _ue, u_e and _ew
Reading a Decodable Story: Book 3, Story 16
Word Analysis
• Homophones and Multiple-Meaning Words

Comprehension Strategies
• Asking and Answering Questions
• Summarizing
• Visualizing

Access Complex Text
• Cause and Effect
• Main Idea and Details

Writer's Craft
• Genre Knowledge
• Text Features: Diagrams

Fluency

Vocabulary

Inquiry

Writing
• Writing to Inform
Spelling
• /oo/ spelled oo, u, _ue, u_e and _ew; Homographs; and Multiple-Meaning Words
Penmanship
• Cursive and Lowercase Letters *p* and *j*
Grammar, Usage, and Mechanics
• Pronouns

LESSON 6

Phonics and Decoding
• Review Unit 2 Lessons 1-5
Reading a Decodable Story: Book 3, Story 17
Word Analysis
• Review Unit 2 Lessons 1-5

Comprehension Strategies
• Clarifying
• Making, Revising, and Confirming Predictions
• Summarizing

Access Complex Text
• Cause and Effect
• Classify and Categorize
• Making Inferences

Writer's Craft
• Point of View
• Story Elements: Character and Plot

Fluency

Vocabulary

Inquiry

Writing
• Writing to Inform
Spelling
• Unit 2 Review
Penmanship
• Cursive Lowercase Letters *c* and *d*
Grammar, Usage, and Mechanics
• Unit 2 Review

UNIT 2 Extreme Weather

	DAY 1	**DAY 2**
Foundational Skills **Resources** • Routines 4–5 • *Sound/Spelling Cards* 28–31, 40	**Phonics and Decoding** • Review Lesson 1 Sound/Spellings, p. T316 **Word Analysis** • Review Lesson 1 Concepts, p. T316 **Reading a Decodable Story,** • Book 3, Story 17: Migrating Geese, p. T317	**Phonics and Decoding** • Review Lesson 2 Sound/Spellings, p. T334 **Word Analysis** • Review Lesson 2 Concepts, p. T334
Reading and Responding **Resources** • *Home Connection* • Routines A, 11, 12, 14 • *Student Anthology,* pp. 266–311	**Build Background,** pp. T318–T319 **Preview the Selection,** p. T319 **Read the Selection,** p. T320 **Comprehension Strategies** • Clarifying, pp. T323, T325, T326 • Making, Revising, and Confirming Predictions, pp. T324, T325, T326, T328 • Summarizing, pp. T321, T323, T327 **Fluency,** p. T329 **Inquiry,** p. T329	**Review the Selection,** p.T335 **Comprehension Strategies** • Clarifying, pp. T337, T339, T342 • Making, Revising, and Confirming Predictions, pp. T337 • Summarizing, pp. T340, T341, T342 **Discuss the Selection,** pp. T343–T344 **Develop Vocabulary,** pp. T345–T346 **Fluency,** p. T347
Language Arts **Resources** • *Language Arts Handbook,* pp. 37–39, 302–303, 310–313, 318–319, 348–349 • Routines 17 and 18	**Writing** • Writing to Inform, pp. T330–T332 **Spelling** • Unit 2 Review, pp. T332–T333	**Writing** • Writing to Inform, pp. T348–T349 **Penmanship** • Cursive Lowercase Letters *c* and *d,* p. T349

👥 Workshop

• *eGames* • *EL Photo Library Cards* • *English Learner Teacher's Guide* • *Intervention Support* • *Intervention Teacher's Guide*	Differentiated Instruction, pp. T316, T317, T320, T323, T328 English Learner, pp. T318, T321, T330 Inquiry, p. T329	Differentiated Instruction, pp. T337, T340, T343, T349 English Learner, pp. T335, T337, T345

✔ Monitor Progress

• *eGames* • *Lesson and Unit Assessment I,* pp. 135–156 • *Skills Practice I,* pp. 66, 144, 149–156	Comprehension Rubrics, p. T320 Inquiry Rubrics, p. T329 Writing Rubrics, p. T332	Comprehension Rubrics, p. T335 *Skills Practice I,* pp. T334, T349

DAY 3

Phonics and Decoding
• Review Lesson 3 Sound/Spellings, p. T350
Word Analysis
• Review Lesson 3 Concepts, p. T350

Close Reading, p. T351
Access Complex Text
• Cause and Effect, pp. T351, T352, T353, T355, T358
• Classify and Categorize, pp. T351, T353, T357
• Making Inferences, pp. T351, T352, T355, T357
Text Connections, p. T359
Practice Comprehension, p. T359
Fluency, p. T360
Practice Vocabulary, p. T361

Writing
• Writing to Inform, pp. T362–T363
Grammar, Usage, and Mechanics
• Unit 2 Review, p. T363

Differentiated Instruction, pp. T351, T355, T361, T363
English Learner, p. T353

Skills Practice I, pp. T350, T359, T363

DAY 4

Phonics and Decoding
• Review Lesson 4 Sound/Spellings, p. T364
Word Analysis
• Review Lesson 4 Concepts, p. T364

Close Reading, p. T365
Writer's Craft
• Point of View, pp. T365, T369, T371
• Story Elements: Character and Plot, pp. T365, T367, T369, T371
Look Closer, p. T372
Fluency, p. T372
Science Connection, p. T373
Apply Vocabulary, p.T374
Inquiry, p. T375

Writing
• Writing to Inform, p. T376
Penmanship
• Cursive Lowercase Letters *c* and *d,* p. T377

Differentiated Instruction, pp. T365, T369
English Learner, pp. T364, T365
Inquiry, p. T375

Inquiry Rubrics, p. T375
Skills Practice I, pp. T364, T376
Writing Rubrics, p. T376

DAY 5

Phonics and Decoding
• Review Lesson 5 Sound/Spellings, p. T378
Word Analysis
• Review Lesson 5 Concepts, p. T378

Theme Wrap-Up and Review, pp. T379–T380

Writing
• Writing to Inform, p. T381

Differentiated Instruction, pp. T378, T381

Lesson and Unit Assessment I, pp. T378, T380, T381

Resources:
- *Sound/Spelling Card* 28
- Routines 4 and 5
- *Skills Practice I,* pp. 149–150

Objectives: Students will
- review words with /ē/ spelled *ee, ea, _ie_, _ y,* and *_ey,* as well as contractions and possessives.
- learn new high-frequency words.
- read a *Decodable Story.*
- build writing skills.
- build fluency.

Phonics and Decoding
Review Lesson I Sound/Spellings

Blending ROUTINE **4** ROUTINE **5**
CCSS RF.3.3.C

REVIEW /ē/ spelled *ee, ea, _ie_, _ y,* and *_ey* using *Sound/Spelling Card* 28.

Have students use Routine 4, the Closed Syllable Routine, and Routine 5, the Open Syllable Routine, to review using syllable patterns to help them read words.

Display the word lines and sentences, review the underlined high-frequency words, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Word Analysis
Review Lesson I Concepts

Decoding
CCSS L.3.2.D, RF.3.3.C

REVIEW with students what a contraction is. *A contraction is a shortened form of two combined words. An apostrophe takes the place of the letter or letters that were removed.* Review that a possessive noun is a form of a noun that shows that that noun owns or is in control of something. Possessive nouns also use an apostrophe, but should not be confused with contractions. Tell students they should use context to determine if a word ending in *'s* is a contraction or a possessive.

Display the word lines and sentences, then have students read each word and sentence. Have students discuss the capitalization and punctuation of each sentence.

Writing
CCSS L.3.1.I

HAVE students write at least five sentences using at least two words from the word lines. Tell students to use one word from each set of lines. *We were surprised to see our cat Whiskers asleep in the puppies' bed by the door.*

ePresentation

Blending

Words

1	between	engineer	asleep	committee
2	eagle	beneath	season	realize
3	relieve	belief	trophies	diesel
4	memory	suddenly	chimney	kidney

Blending

Sentences

1 I see that the fierce waves mean there is no swimming near that part of the beach.

2 Molly could not believe her eyes when the bunnies disappeared so quickly.

Decoding

Words

1	it's	she's	we'll	they'll
2	I've	could've	she'd	you'd
3	student's	fox's	puppy's	person's
4	students'	foxes'	puppies'	people's

Decoding

Sentences

1 We'd have gone to the movies, but Sharon's car was broken.

2 She'll pick up the bag and move it next to her friend's luggage.

Fluency

REMIND students that reading with the appropriate expression is essential to fluency. Assign the fluency passage on pages 149–150 of *Skills Practice I* for students to practice fluent reading.

Read aloud the dialogue in the third paragraph of the fluency passage, modeling appropriate expression of the question. Tell students that when reading dialogue, it is important to pay attention to end punctuation. Question marks signal that a question is being asked and that students' voices should rise at the end of the sentence. Have students practice reading the dialogue with appropriate expression of the question.

Fluency: Reading a Decodable Story

Book 3, Story 17: Migrating Geese

New High-Frequency Words: *along, began, following*

Reviewed High Frequency Words: *back, home, land, more, side, time, through, turned*

INTRODUCE the new high-frequency words. Help students to recognize and read these words as they read the story.

Have students read "Migrating Geese." Tell them to use the context of the story to monitor their accuracy and to confirm or self-correct their reading when they mispronounce or misunderstand a word.

▸ Checking Comprehension

Check students' comprehension by asking them the following questions pertaining to "Migrating Geese." Students should find the place in the book that supports their answer and read it aloud.

1. In real life, what was the "pond" that Eva and Sue flew from? *It was a wading pool in their yard.*

2. Which of the girls was the goose leader? *Eva was the leader even though she is the younger sister.*

3. Why did Dad call Eva and Sue "goofy ducks" when he called them in for lunch? *He saw them playing and flapping their arms and guessed they were pretending to be birds.*

ePresentation

Decodable Stories, Book 3

Migrating Geese

Decodable Stories
Book 3
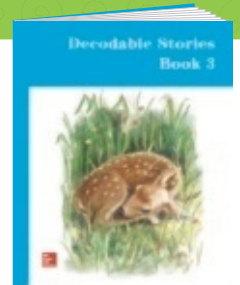
Differentiated Instruction

AL **PRACTICE DECODABLE** For additional practice with the spellings from this lesson, have students read Story 17, "Strange Stuff" from *Practice Decodable Stories.*

Objectives: Students will
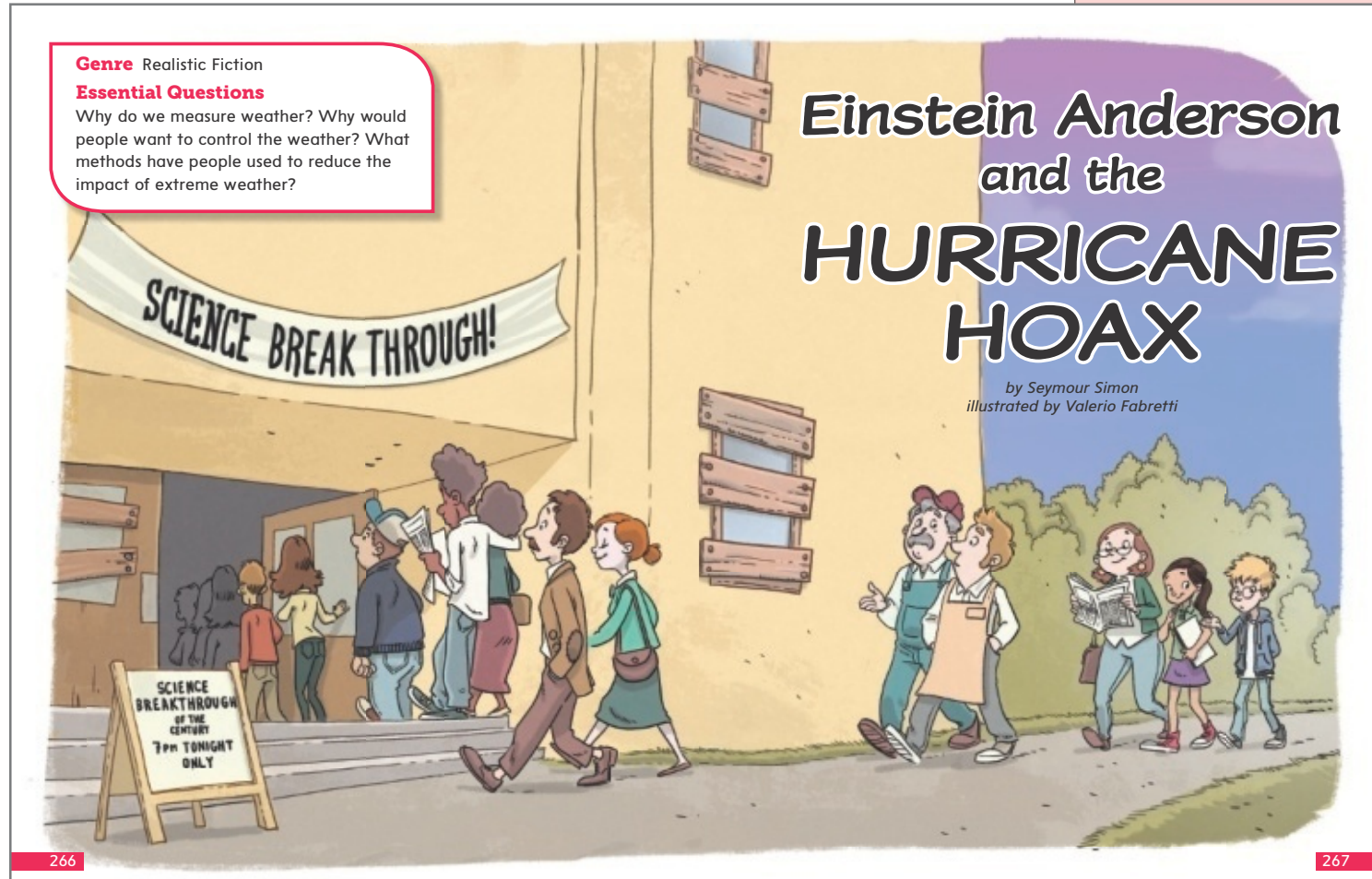- learn and apply the comprehension strategies Predicting, Summarizing, and Clarifying.
- read the first half of the selection.
- focus on accuracy when reading fluently.

ePresentation

Genre Realistic Fiction

Essential Questions
Why do we measure weather? Why would people want to control the weather? What methods have people used to reduce the impact of extreme weather?

SCIENCE BREAK THROUGH!

SCIENCE BREAKTHROUGH OF THE CENTURY 7PM TONIGHT ONLY

Einstein Anderson
and the
HURRICANE HOAX

by Seymour Simon
illustrated by Valerio Fabretti

266   267

Build Background ROUTINE I4

Background Information

USE Routine I4, the Reading the Selection Routine, as you read the story. Tell students that one of the characters in this week's selection is a boy whose nickname is Einstein because he is so knowledgeable about science. Tell students that Albert Einstein, one of the most famous scientists in history, lived from 1879 to 1955. Einstein's work has led to a number of important scientific breakthroughs, including nuclear energy.

Teacher Tip

BUILD BACKGROUND Explain that this week's story is about storms called hurricanes. Have students do some research to discover the causes and conditions of hurricanes.

EL English Learner

ADDITIONAL INSTRUCTION The *English Learner Teacher's Guide* provides English learners with support for reading and discussing the selection, developing vocabulary, using comprehension strategies, accessing complex text, and identifying elements of writer's craft.

Genre

TELL students that "Einstein Anderson and the Hurricane Hoax" is realistic fiction. Then discuss the following elements of realistic fiction.

- The people or animals in the story seem real.

- The places in the story are real, or they seem real.

- The story is about things that did not really happen but that *could* happen in real life.

- The story is usually set in the present.

Concept Vocabulary: Experiment & Observation   **CCSS L.3.5.B**

EXPLAIN to students that the concept vocabulary words for this lesson are *experiment* and *observation*. Tell them that *experiment* means "a test that is used to discover or prove something by watching the results," and *observation* means "the act of watching and noticing something to learn about it." Have students discuss how they think the words *experiment* and *observation* relate to the theme.

Essential Questions

HAVE students read aloud the Essential Questions on *Student Anthology I,* page 266. Tell them to think about the Essential Questions as they read "Einstein Anderson and the Hurricane Hoax."

Preview the Selection   LEXILE® 800

Browse   **ROUTINE 12**

USE Routine 12, the Clues, Problems, and Wonderings Routine, to have students browse the first few pages of the selection. As students browse, have them search for clues that tell them something about the selection. Also, have them look for problems, such as unfamiliar words, and concepts that they wonder about. For example, students might infer from the illustrations that the story begins at some sort of community gathering where the topic is hurricanes. Students might also point out that the term *breakthrough* is unfamiliar. They might wonder, *Can a hurricane really be stopped?*

Set Purposes

TELL students to think about the arguments of Einstein, Paloma, and Dr. Raynes as they read the story. How does science win out over enthusiasm and persuasive words?

BIG Idea: How can we prepare for weather?

READ the BIG Idea question before the class reads the selection. Tell students to keep this question in mind as they read the selection.

🍎 Teacher Tip

HUMOR Tell students to also be on the lookout for humorous elements in the story. Students should think about how the author creates a light, humorous tone.

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ePresentation

Genre

Realistic Fiction
▶ The people or animals in the story seem real.

▶ The places in the story are real, or they seem real.

▶ The story is about things that did not really happen but that *could* happen in real life.

▶ The story is usually set in the present.

Essential Questions

▶ Why do we measure weather?

▶ Why would people want to control the weather?

▶ What methods have people used to reduce the impact of extreme weather?

Clues/Problems/Wonderings

C	P	W
The story begins with a community meeting about hurricanes.	breakthrough	Can a hurricane really be stopped?

Read the Selection

CCSS RL.3.10

Comprehension Strategies

MODEL AND PROMPT the use of the following comprehension strategies during the first read of "Einstein Anderson and the Hurricane Hoax."

- Predicting
- Summarizing
- Clarifying

Remind students that, as they read a story, they may stop to predict. When they make a prediction, they make an educated guess about what will happen next, based on details in the text and prior knowledge. As they read further, they will look for details that either confirm their prediction or necessitate a revision. Making predictions keeps them engaged with the text and increases understanding.

Remind students that they should also summarize the events and details in the text. Review that a summary contains only the most important ideas and details and should be stated in the reader's own words. As they read, students should stop periodically to summarize at the ends of paragraphs, chapters, or sections. This will help them monitor their understanding and keep track of the plot.

Review that clarifying is identifying parts of the text that are initially confusing and using context clues, further reading, or outside research to increase understanding. Clarifying ensures that students comprehend the text as fully as possible. Explain that this week's selection is fiction but it is about a scientific topic. Students may therefore come across terms and concepts that need clarification.

Differentiated Instruction: Predicting

AL During Workshop, help students make predictions by indicating places in the text where they might stop and guess what is about to happen next. Help them state the text evidence that has led to the prediction.

OL During Workshop, ask students to explain at least three predictions they made while reading the text. Then have them explain why they made these predictions.

BL During Workshop, have students recall the predictions they made while reading and whether or not these predictions were confirmed. Have them evaluate how well they predicted events in the story.

Teacher Tip

CLARIFYING Discuss with students what kinds of outside sources might be helpful when clarifying scientific vocabulary and concepts concerning weather, such as science textbooks, encyclopedias, and government and university websites.

"Einstein, look at this. It's really scary."

Einstein Anderson's best friend, Paloma Fuentes, handed him her phone. He pushed his glasses back on his nose and looked at the screen. It was a video of ocean waves breaking over a house near the seashore. He nodded grimly.

"Yeah, that's pretty bad," he said, handing the phone back.

"I wonder if this Dr. Raynes really has invented something that can stop hurricanes," Paloma said. "Is it possible?"

"I guess that's what we're going to find out," Einstein replied. "If he could, it would be incredible. It would save thousands of lives and billions of dollars."

It was a Tuesday evening in mid-April and they were sitting in the middle of Sparta High School's auditorium. All around them people were filing in, looking for seats. But Einstein and Paloma were the only sixth graders there.

Some of the adults looked pretty worried. A hurricane had recently torn through the town of Sparta, blowing over trees, knocking down power lines, and causing a lot of damage. Luckily no one had been hurt, but it had been very scary. ⓘ

268 269
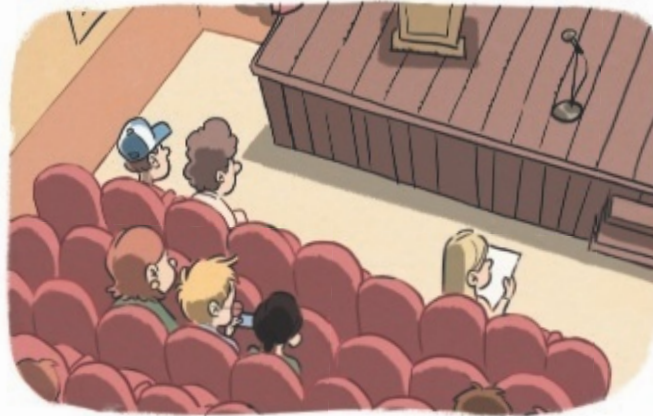
Comprehension Strategy

Summarizing

ⓘ 🍎 EL **TEACHER MODEL:** *These first pages of the story are introducing the main characters and describing the setting. I think I should summarize the important story details the author shares here. Einstein and his friend Paloma are sixth-graders and are the youngest people at a meeting at the local high school. It seems the town of Sparta has recently been hit by a hurricane that did much damage. The citizens are concerned about more hurricanes and have come to hear someone named Dr. Raynes speak about trying to stop them.*

🍎 Teacher Tip

BUILD BACKGROUND Build more context by showing videos of hurricanes and hurricane damage. Ask students what they know or have observed about the destructive power of hurricanes.
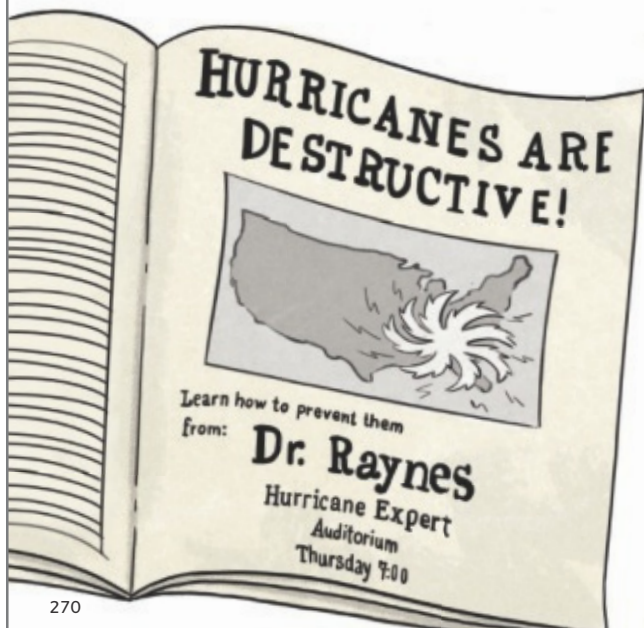
EL English Learner

COGNATES If students' native language is a Romance language, they may recognize several cognates that appear on pages 268–271 of ***Student Anthology I***, such as: ***phone, ocean, hurricane, possible, dollar, incredible, April, auditorium, adults, emergency, future, decide, editor, expert, science, local, invite, mystery, genius***, and ***famous*** (Spanish: *teléfono, océano, huracán, posible, dólar, increíble, abril, auditorio, adultos, emergencia, futuro, decidir, editor, experto, ciencia, local, invitar, misterio, genio, famoso*).

Now, someone named Dr. Raynes had called an emergency town meeting at the high school. He said he had a plan for dealing with future hurricanes. He'd even taken out an ad in the *Sparta Tribune* and placed notices on local blogs. Einstein's mother, Emily Anderson, was an editor and reporter for the *Tribune*. She decided to attend the meeting to see what Dr. Raynes had to say and she invited Einstein along, just in case she needed a science expert.

HURRICANES ARE DESTRUCTIVE!

Learn how to prevent them from:

Dr. Raynes
Hurricane Expert
Auditorium
Thursday 7:00

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Anyone who knew Einstein wouldn't have been surprised that his mother sometimes turned to him for help with science facts. Even though he was only twelve, Einstein Anderson was famous in the town of Sparta for his amazing knowledge of science and for the way he used science to solve mysteries, both big and small. That's how he got the nickname, Einstein, after the greatest scientific genius of the twentieth century. His real name was Adam, but no one called him that anymore, not even his parents.

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Albert Einstein was a world-famous thinker who came up with the equation $E = mc^2$. That simple equation helped lead to atomic energy and a new understanding of the universe. Einstein Anderson, however, was just an average-looking twelve-year-old kid with light brown hair and glasses that seemed too big for his face.

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He and Paloma had been friends for a few years. They both went to Sparta Middle School. Paloma was the only person he'd met, or at least the only person his age, who loved science as much as he did—or maybe more. Paloma was taller than Einstein and she always wore her straight black hair in a ponytail, just like she always wore her red canvas high-top sneakers.

Emily Anderson turned to her son. "Einstein, I spoke with Dr. Raynes briefly. He says he has a way to stop hurricanes. I don't understand how anyone could claim to be able to stop hurricanes," she said. "I mean, some of these storms are hundreds of miles across. How could you stop that?" **2**


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ePresentation

> "Well, some **researchers** have talked about it," Einstein told her. "Especially since hurricanes seem to be getting bigger and bigger. The way you would stop a hurricane is to do something about heat."
>
> "Heat?" his mom asked.
>
> "Yes," Paloma explained, picking up where Einstein left off. "Hurricanes form over the ocean in the **tropics**, where the water is warmed by the sun. The air over the ocean heats up and, as you know, hot air rises."
>
> "Yes, I did know that," Emily Anderson said with a smile. She was also used to having Paloma explain things to her.
>
> "Well," Paloma continued, sounding a little bit like a **professor**, "the more heat in the ocean, the more the hot air rises. But other, cooler air has to come in to replace the hot air. Then that air heats up, and it rises. And if that keeps happening, you get a **whirlpool** of air rushing in—that's a hurricane." **3**
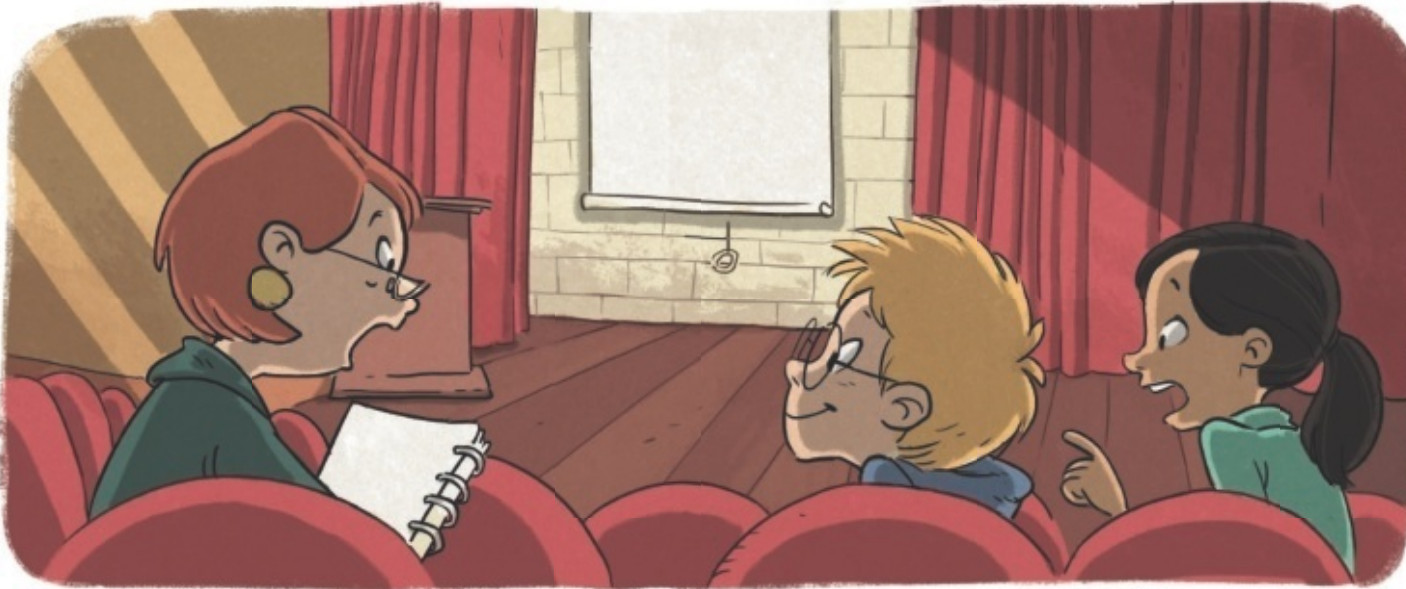
274   275

Comprehension Strategy

Summarizing

2 **TEACHER MODEL:** *These pages contain more details about the characters and the town meeting that I should know and remember. Dr. Raynes has advertised this meeting well. He is going to present a plan for dealing with future hurricanes. Einstein and Paloma are there with Einstein's mother, who is reporting on the meeting for the local paper. Einstein's mother has brought him because he is a science whiz. Paloma is just as interested in science as Einstein is. Einstein's mother is skeptical about Dr. Raynes's claim that he can stop hurricanes because they are such massive storms.*

Clarifying

3 **TEACHER MODEL:** *Einstein and Paloma say that stopping a hurricane has to do with heat. Then they explain how a hurricane is formed. I want to make sure I understand this explanation because I think it could help me understand Dr. Raynes's claim. I will reread these pages. Okay, now I get it. Hurricanes form over warm water. The heat in the ocean rises, and then cold air rushes in to replace the hot air. Then this air heats up and rises, and the process starts all over again. This causes the whirlpool, or spinning air, of a hurricane.*

Teacher Tip

SUMMARIZING Remind students that a summary includes only the most important details. Point out important details and unimportant details, such as that fact that Paloma is taller than Einstein, and ask students which ones belong in a summary of these pages.

Differentiated Instruction

AL **RETEACH** If students need additional support with the comprehension strategy Clarifying, then refer to the instruction in the *Intervention Teacher's Guide.*

"Well, after hearing that, I certainly hope this Dr. Raynes has a solution," Mrs. Anderson said.

"Did you ask him what he's a doctor of?" Einstein said to his mom.

"I did," Emily Anderson replied with a frown. "He avoided the question, but I plan to ask him again tonight."

"All this talk about hurricanes reminds me of something," Einstein began, but both Paloma and his mom quickly interrupted him.

"No jokes, Einstein," Paloma warned.

"Einstein, must you?" his mother asked.

But when it came to corny jokes, Einstein Anderson could not be stopped.

"How does a hurricane see where it's going?" he said with a chuckle.

"That's easy, Einstein," Paloma replied. "With its eye!" Even though Paloma knew the punch line, Einstein laughed anyway. **4**

Just then, the crowd hushed as a tall, good-looking young man dressed in jeans and a black turtleneck sweater walked out onto the stage. He had thick, wavy black hair and a big, confident smile. He grabbed the microphone like a pop singer and began talking quickly and excitedly.

"Hurricanes!" he cried. "For centuries mankind has wondered how the destructive force of these terrible storms can be stopped. Now, for the first time we have an answer. My name is Dr. Phillip Raynes, and that's what I'm going to talk about tonight." **5**

There was a rumble from the audience as everyone reacted to this news. But the audience quickly quieted down and listened, as Dr. Raynes paced back and forth across the stage. While he talked, photographs of hurricanes and their damage were projected on the screen behind him. With each image of destruction, he became more and more excited.

Finally, he paused, and then said in a dramatic voice, "As you know, the secret to the strength of hurricanes is the heat from the ocean!" Einstein and Paloma nodded in agreement. "That's also their weakness. We can stop hurricanes if we can cool down the water in the ocean."

"Yeah, but how are you going to do that?" Paloma muttered.

As if he had heard her, Dr. Raynes replied, "I know you're asking, 'How are we going to do that?' The answer is—with icebergs!"

The crowd reacted with a hum of talk as a video started playing on the screen behind him. It was an animated view of a giant iceberg being towed across the ocean into a hurricane. Dr. Raynes went on for a few more minutes. The more he talked, the more the audience rumbled. It seemed to Einstein that some people were excited about the idea of stopping hurricanes. But others were angry that they had come out to hear this crazy idea.

On stage, Raynes gave his closing pitch.

"Now, usually I would write a proposal for a research grant from the government," he said with a big, knowing smile. "But we all know how slow the government is."

Several people in the audience nodded and laughed.

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Comprehension Strategy

Clarifying

4 **TEACHER MODEL:** *I want to make sure I understand the joke that Einstein has made. How does a hurricane see where it's going? With its eye. Does anybody know how a hurricane has an eye? The center of a hurricane, where the winds are calm, is called an eye because of how it looks from above. A hurricane has an eye, but it can't actually see anything.*

Predicting

5 **TEACHER PROMPT:** *I think a question we have had all along is whether this solution that Dr. Raynes is about to present could really work. On these pages we finally find out more about this Dr. Raynes that might help us predict the success of his hurricane-stopping technology. When Einstein's mother asks him what kind of a doctor he is, he avoids the question. He also seems to have taken great care with his appearance and is drawing in the audience with his big smile and booming voice. The narrator even compares him to a pop star. How do these details help you predict whether Dr. Raynes's plan is real?* **Possible Answer:** *Dr. Raynes seems to be hiding who he is and doesn't seem very trustworthy. There could be very little behind his flashy look. He certainly does not appear to be a serious scientist. I predict that he will turn out to be a fake.*

Teacher Tip

PREDICTING Make sure students base their predictions on specific evidence from the story. Stress that their guesses must be educated ones.

ePresentation

Dr. Raynes nodded and continued. "That's why I've decided to build my hurricane halting machine privately—by forming my own company, Hurri-Can't, Incorporated. And you, lucky enough to be here today, can be among the first investors!" **6**

Some people applauded, but others shook their heads. When things quieted down, Dr. Raynes looked out over the audience.

"Now, I'm sure some of you have questions," he said. "Who will be first?"

Almost before the words were out of his mouth, Paloma raised her hand. Dr. Raynes's face lit up with a big grin.

"Yes, young woman," he said with amusement. "What's your question?"

Paloma stood up.

"I'm Paloma Fuentes," she said. "And I don't see how you're going to get an iceberg big enough to cool off the ocean." Paloma wasn't very big, but her voice carried everywhere in the auditorium. **7**

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Comprehension Strategy

Clarifying

6 TEACHER PROMPT: *We should back up and examine the name of Dr. Raynes's company: Hurri-Can't, Incorporated. That is an unusual name. Where do you think it comes from? Does breaking it down help?* **Possible Answer:** *The name looks like the word hurricane, but the end is different. Instead of cane, it's can't. This must refer to what the company is supposed to do. It is supposed to prevent a hurricane from growing and destroying things.*

Confirming Predictions

7 TEACHER PROMPT: *Remember the prediction you made about Dr. Raynes and his trustworthiness? Do the details on these pages help you confirm your prediction?* **Possible Answer:** *Yes, they do show that Dr. Raynes and his plan are not to be trusted. First, he asks the crowd for money to fund the project. This makes his motives suspicious. Also, Paloma has a serious problem with the iceberg method, and she knows a lot about science.*

"Well, it's rather complicated, I'm afraid," Raynes replied. "Let's just say I don't need a really giant iceberg. You see, hurricanes are formed from high-==pressure== systems. The high pressure pushes the air outward in all directions. So the iceberg doesn't have to cool off the whole ocean, just disrupt the high-pressure air pattern. Did you understand that?"

"No," Paloma said with an angry frown. **8**

"You could look at my website," Dr. Raynes said, very kindly. "It has a whole kids section that explains everything. Uh, next question?"

As Paloma sat down, she muttered, "I didn't understand it because it doesn't make any sense."

Now Einstein had his hand up. On the stage, Dr. Raynes laughed.

"My goodness," he said. "We have another young questioner. I'm glad that young people are so concerned about the environment. And what's your name, young man?"

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Comprehension Strategy

Summarizing

8 **TEACHER MODEL:** *I want to make sure I remember all the important points in Dr. Raynes's plan so I can judge whether it will work. I will summarize. Dr. Raynes claims that hurricanes can be stopped with icebergs. He explains, just as Paloma and Einstein did, that hurricanes are caused by heat and that cooling down the water will kill hurricanes. He suggests towing an iceberg across the ocean to cool the water. When Paloma asks how he will get an iceberg big enough to cool the ocean, he claims that the iceberg does not have to be that big. He says the hurricanes are caused by high pressure that pushes the air out in all directions, so the iceberg only needs to disrupt the high-pressure air pattern.*

🍎 Teacher Tip

HIGH AND LOW PRESSURE Tell students they will learn more about high- and low-pressure systems, how they are measured, and how they contribute to hurricanes later in the selection.

Einstein stood up.

"Einstein Anderson," he answered, but his voice squeaked as he said it. A few people laughed. Dr. Raynes looked very serious.

"Einstein? Really?" he said. "Ladies and gentlemen, it seems we have a genius in the audience. Well, Einstein, what's your question? Do you also want proof that my machine will work?"

"Einstein is my nickname," Einstein said, very calmly. "And I don't have a question. I also have no idea if your machine will work, though I doubt it. But I can prove that you don't know anything about hurricanes." **9**

Can you solve the mystery? How can Einstein prove Dr. Raynes doesn't understand hurricanes? **10**

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Comprehension Strategy

Confirming Predictions

9 **TEACHER PROMPT:** *Is there more evidence on these pages that confirms your prediction about Dr. Raynes?* **Possible Answer:** *Yes, Paloma has said that she is skeptical of the plan, and now Einstein is sharing the same opinion. He says he doubts the iceberg will work and that Dr. Raynes does not know anything about hurricanes. If this is true, then Dr. Raynes is not a true scientist and this plan is a hoax to collect money.*

Predicting

10 **TEACHER MODEL:** *Do you think Einstein will be able to prove Dr. Raynes is wrong? I predict that he will. Einstein is very knowledgeable and it is clear that Dr. Raynes is not someone to be trusted. Einstein will be able to discredit him with the facts.*

👥 Differentiated Instruction

AL **RETEACH** For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the Predicting comprehension strategy learned in this lesson.

Fluency

Accuracy

REMIND students that fluent reading requires reading with accuracy. Tell students that if they do not recognize a word, or if they mispronounce a word while reading, they should stop reading and decode the word, syllable by syllable if necessary. Then they should reread the entire sentence several times until they can read it accurately and automatically.

Model reading some of the pages in the first half of "Einstein Anderson and the Hurricane Hoax" with accuracy. When encountering a word that may be unfamiliar to students, pronounce it clearly, syllable by syllable. When you have finished, discuss any words that might give students problems, such as *auditorium, scientific,* or *atomic.* Then have the students practice reading several pages aloud with a partner.

Inquiry

Step 6—Deliver Presentations

Deliver Presentation

AS a class for another student group or as large groups taking turns, present the research findings.

After the presentation(s), have students summarize some key ideas—this can help students pay attention when acting as listeners.

Connect each presentation to the information from the unit selections. Did the presentation illustrate types of severe weather different from those described in the unit selections? Was there any overlap in terms of content?

Discuss how the presentation method helped communicate the information to the audience. Was there anything students would have done differently? Model giving positive feedback and constructive suggestions for future presentations. Provide sentence frames, if needed. For example, *I liked it when you _____. One thing we might do next time is _____.*

✔ **Monitor Progress**

SPEAKING AND LISTENING RUBRICS Use the Speaking and Listening Rubrics in the Level Appendix to assess students' collaborative conversation, presentation, and/or listening skills.

Resource:
Language Arts Handbook,
pp. 37–39 and 318–319

Objectives: Students will
- evaluate their writing plans and receive feedback in writers' conferences.
- set writer's goals for their informative/explanatory texts.
- draft their informative/explanatory texts.
- take the Unit 2 spelling assessment.

Writing to Inform
Drafting

Instruct—Receive Peer Feedback/Draft

🍎 **MODEL** creating a draft based on your TREE graphic organizer from the previous lesson. Include
EL some mistakes in spelling, grammar, usage, and mechanics that will be corrected during the editing step, and leave out some information and details so they can be added during revising.

The following text can serve as an example of teacher modeling, but modify the example to fit your classroom situation and personal style of teaching as necessary.

In the 1800s, lots of people moved to California. The best way to send them letters were by horses, so the Pony Express began in 1860. Today, you can send email or put a letter in a mail box. But in that time, sending mail across the country was dificult.

The trip were almost 2,000 miles by horse back. The Pony Express started in Missouri and ends in California.

The riders had to be brave. They could get cought in bad wether or attacked by bad guys.

The Pony Express last only two years. As soon as telegraph wires were built across the country, there was no need to send mail fast.

The Pony Express was around a short time, but the riders carried importent news across the country. So the next time you sends an e-mail, remember the riders of the Pony Express.

🍎 **Teacher Tip**

SHARING It is important that students see you as a writer too. As you use the TREE graphic organizer to guide your draft, share your thoughts and ideas to reinforce the usefulness of the graphic organizer as a plan for drafting.

EL **English Learner**

GRAMMAR The *English Learner Teacher's Guide* provides grammar, usage, and mechanics lessons on Days 3 and 5 of each week. These lessons reteach the strand or strands being taught during the week. They also highlight linguistic hurdles English learners might face in speaking and writing.

✓ **Monitor Progress**

INFORMAL ASSESSMENT Use the Writing Rubrics in the Level Appendix to evaluate each student's type of writing (ex: narrative, opinion piece, etc.)

Guided Practice

DIRECT students to get into small groups to review their TREE graphic organizers. Refer students to *Language Arts Handbook* Conferencing pages 37–39 for a review of writers' conferences.

Have students share their plans with the group. Each student will identify one positive aspect about the plan. Then have students evaluate the TREE graphic organizer and offer suggestions for improvement. Display the following questions, and have groups use them to offer additional feedback. Remind students to take notes about the feedback they receive.

- Does the plan have a topic sentence?

- Does the plan list three facts about the person, including further explanations?

- Does the plan have a conclusion?

Apply

CCSS **W.3.2.A**

TELL students they will begin drafting their informative/explanatory writing using their graphic organizers and the feedback they received in the writers' conferences. Have students develop one or more ideas for an illustration that could be included in their writing. Remind students that an illustration should clarify a specific part of their writing. Display the following goals, and have students keep them in mind as they write their drafts:

- Use place and location words.

- Have subject/verb agreement in all sentences.

- Use words and phrases that clearly show your purpose for writing.

- Use effective adjectives and adverbs to make the text interesting to read.

Refer students to *Language Arts Handbook* Place and Location Words pages 318–319 for more information about using place and location words.

ePresentation

Writing

▶ Does the plan have a topic sentence?

▶ Does the plan list three facts about the person, including further explanations?

▶ Does the plan have a conclusion?

Writing

▶ Use place and location words.

▶ Have subject/verb agreement in all sentences.

▶ Use words and phrases that clearly show your purpose for writing.

▶ Use effective adjectives and adverbs to make the text interesting to read.

Assessment

USE the Writing Rubrics found in the Level Appendix to evaluate students' informative reports. You may use any of the rubrics for Genre, Writing Process, and Writing Traits. Share with students what you will be looking for when assessing their informative reports.

Spelling
Unit 2 Review

Spelling Assessment

CCSS L.3.2.E

USE the following process to review spelling word from Lessons 1–5. Have students take out a clean sheet of paper. Ask them to write the word Spelling and their names in the top margin. Have them number the first fifteen lines 1–15, skip a line, and then number the next three lines 1–3. Read each word, and give students time to spell it correctly. Encourage them to spell the challenge words, but assure them that misspelling a challenge word will not affect their test scores.

Spelling Words

1. **mother's**
2. **piece**
3. **wasn't**
4. **fight**
5. **sank**
6. **truth**
7. **tail**
8. **coach**
9. **flown**
10. **few**
11. **argue**
12. **rocks**
13. **tuna**
14. **choose**
15. **letter**

ePresentation

Spelling

Spelling Words			Challenge Words
1. mother's	6. truth	11. argue	1. brought
2. piece	7. tail	12. rocks	2. continue
3. wasn't	8. coach	13. tuna	3. jewel
4. fight	9. flown	14. choose	
5. sank	10. few	15. letter	

Challenge Words

1. **brought**

2. **continue**

3. **jewel**

Diagnose

HAVE students exchange papers with a partner. Display the list of Spelling Words and Challenge Words. Have students check their partner's spelling.