

**Resources:**

- *Sound/Spelling Card 29*
- Routines 4 and 5
- *Skills Practice I*, pp. 149–150

**Objectives:** Students will

- review words with /ī/ spelled *\_igh*, *\_ie*, and *\_y*, as well as irregular verbs and abstract nouns.
- build writing skills.
- build fluency.

## Phonics and Decoding

### Review Lesson 2 Sound/Spellings

#### Blending

ROUTINE  
4

ROUTINE  
5

CCSS RF.3.3.C

**REVIEW** /ī/ spelled *\_igh*, *\_ie*, and *\_y* using *Sound/Spelling Card 29*.

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.

#### Fluency

CCSS RF.3.4.A, RF.3.4.B

**REMIND** students that reading with the appropriate rate 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 first two paragraphs of the fluency passage, modeling the appropriate rate by pausing at punctuation as necessary. Tell students that fluent readers use commas to help them control the pace of their reading. Commas often appear before and after phrases and clauses and indicate points where readers should pause. Have students follow along as you read, noting each time you pause for a comma. Then have them practice by reading the passage aloud. Encourage them to note how pausing slightly at commas prevents them from reading too quickly and helps with phrasing.

## Word Analysis

### Review Lesson 2 Concepts

#### Decoding

CCSS RF.3.3.D, L.3.1.D

**HAVE** students explain the concept of irregular verbs. *Irregular verbs change their spellings or remain the same when they are changed to a different tense.* Review with students that abstract nouns name ideas, feelings, or concepts.

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.C

**HAVE** students put the words from the word lines in categories based on parts of speech.

**Nouns:** *knight, twilight, hyphen, python, highway, spotlight, nighttime, wisdom, freedom, pride, idea, talent, strength, grief, childhood*

#### CCSS

**RF.3.3.C** Decode multisyllable words.

**RF.3.3.D** Read grade-appropriate irregularly spelled words. **RF.3.4.A** Read on-level text with purpose and understanding. **RF.3.4.B** Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. **L.3.1.C** Use abstract nouns (e.g., *childhood*). **L.3.1.D** Form and use regular and irregular verbs.

### ePresentation

#### Blending

##### Words

1	sigh	knight	tightly	twilight
2	tie	tied	replied	denied
3	apply	supply	hyphen	python
4	highway	highlight	spotlight	nighttime

#### Blending

##### Sentences

- 1 The birds fly high in the night sky, far above the trees.
- 2 The ball is stuck so high in the tree that even my dad might need a ladder to reach it.

#### Decoding

##### Words

1	bring	brought	catch	caught
2	shut	forget	forgot	forgotten
3	wisdom	freedom	pride	idea
4	talent	strength	grief	childhood

#### Decoding

##### Sentences

- 1 Mr. Chen teaches math, but last year he also taught music.
- 2 You must know that trust is an important part of any friendship.

# Reading and Responding

DAY 2

LESSON

6

## Resources:

- *Student Anthology I*, pp. 288–305
- Routines A, II
- *Home Connection*

## Objectives:

- Students will
- read the second half of “Einstein Anderson and the Hurricane Hoax.”
- build fluency.
- learn new vocabulary words.

## Review the Selection



**SUMMARIZE** the first half of “Einstein Anderson and the Hurricane Hoax” with students.



Remind students that a summary relates the most important details of the story in students’ own words. **Possible Answer:** *A hurricane has recently hit the town of Sparta, causing damage and frightening its citizens. There is a special community meeting at the high school called by a Dr. Raynes, who claims to have a plan for stopping hurricanes altogether. It is attended by twelve-year-old science genius Einstein Anderson, his friend Paloma, and his mother Emily Anderson, a reporter for the local newspaper. All three are skeptical that these huge, powerful storms can actually be stopped. When Dr. Raynes takes the stage, he is slick and flashy. He seems to be giving a sales pitch instead of scientific report. He claims he can stop hurricanes, which are caused by heat and high-pressure systems, by shipping in icebergs to cool the surrounding water. He just needs donations from the town to make it happen. Einstein and Paloma both express doubt that the plan will work. Einstein even says he can prove Dr. Raynes knows nothing about hurricanes.*

## Comprehension Strategy

**REMIND** students that they have been making and confirming predictions in *Einstein Anderson and the Hurricane Hoax*. Have students recall one prediction they made in the first half of the story. **Possible Answer:** *I predicted that Einstein would find something wrong with Dr. Raynes’s plan because of his advanced knowledge.*

Tell students that they will continue to summarize paragraphs or sections of the text to help them understand and remember the details. Students will also continue to clarify, or clear up any confusing words or concepts they encounter in the text. Discuss what students had to clarify in the first half of the story. **Possible Answer:** *I had to reread the explanations of how hurricanes form from both Paloma and Dr. Raynes in order to understand all the steps they described.*

Have students begin reading the second half of “Einstein Anderson and the Hurricane Hoax.”



### Teacher Tip

**SEQUENCE** When summarizing the story, make sure to use time-order words such as *first*, *next*, and *finally*, so that students can recall the correct sequence of events.



### English Learner

**ADVERBS** Several adverbs appear on pages 288–271 of *Student Anthology I*, such as: *even*, *mockingly*, *very*, *slowly*, *well*, and *at once*. Ask students, such as: “What happened to Dr. Raynes’ broad face? Why was everyone talking at once?” Ensure that students use the adverb in their responses.



### Monitor Progress

**INFORMAL ASSESSMENT** Use the Comprehension Strategies Rubrics in the Level Appendix to determine whether a student is using the strategies Predicting, Clarifying, and Summarizing.

# Reading and Responding

The smile on Dr. Raynes's face got even bigger.

"Really, *Mr. Einstein*?" he said **mockingly**.  
"How will you prove that?"

Einstein pushed the glasses up his nose. "I can prove it because what you said about hurricanes is exactly backwards," he replied.



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"You said that hurricanes are caused by high pressure systems. That's wrong. As the hot air rises at the center of a hurricane, it creates a big drop in air pressure. A hurricane is a large area of very *low* pressure, not *high* pressure at all. The low pressure is what causes the powerful winds to blow in a spiral toward the center."

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As Einstein finished, Dr. Raynes broad face slowly turned bright pink. For a moment, he was speechless.

"Young man, I'm... I'm sure you mean well," he **sputtered**. "But I think I know better than..."

"He's right!" someone shouted from the other side of the hall.

"Of course, I'm right," Raynes replied with a **huff**.



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A man stood up near the back of the auditorium. He held up a smartphone.

"Not you!" he cried, then he pointed to Einstein. "Him! The kid is right! I just looked it up online."

The room erupted, with everyone talking at once. On either side, Einstein could see people taking out their phones and checking for themselves. **II**



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## ePresentation



Paloma stood up and, in a clear voice that carried over the din, she shouted, "Of course he's right! That's why they call him *Einstein*!" 12

Raynes looked from left to right. Some folks in the audience had even started booing him. Without another word, he hurried from the stage.

"Well, this is going to be an interesting article," Mrs. Anderson said, as they left the auditorium. "Thanks to you, *Einstein*."

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"I wonder what that guy was a doctor of," Paloma said. "Probably of fakeology."

"Hey, that reminds me!" Einstein said with a laugh.

Paloma groaned, "Oh, no, here it comes!"

But Einstein's mother nodded, "Go ahead Einstein, you earned it."

"Do you know why the house needed to see a doctor?" he asked. Then before anyone could answer, he burst out with, "Because it had window pains!"



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## Comprehension Strategy

### Confirming Predictions

- 11 **TEACHER MODEL:** *Let's stop and see whether my earlier prediction that Einstein would prove Dr. Raynes wrong has been confirmed. It seems that it has. Einstein explains to the crowd that hurricanes are caused by low pressure, not high pressure. Dr. Raynes reacts by blushing, "sputtering," and replying "with a huff." This tells me that he knows he has been caught in his lie.*

### Clarifying

- 12 **TEACHER PROMPT:** *Look at the word din in this paragraph. This is a word you probably do not come across very often. Can you use context clues to clarify what it means? Possible Answer: Everyone is talking at once in the room. Paloma has to shout in a clear voice "that carried over the din." It is very loud and Paloma has a hard time being heard. Din must mean "noise."*



#### Teacher Tip

**GREEK ROOTS** Point out the word *fakeology* that Paloma uses on page 293. Explain that Paloma has made up this word based a Greek roots. The root *ology* means "study of." Paloma is suggesting that the only thing Dr. Raynes has studied is how to be a fake.



#### Differentiated Instruction

**AL HOMOPHONES** Make sure students understand the pun Einstein uses in the final paragraph of the story. Explain that *pain* and *pane* are homophones and give the meaning for each word.



#### English Learner

**PHRASAL VERBS** Several phrasal verbs that appear on pages 291–293 of *Student Anthology I*, such as: *stood up*, *held up*, *taking out*, *carried over*, *go ahead*, and *burst out*. Phrasal verbs can be difficult for English learners to master. Notice how the verb's meaning can change drastically by replacing the preposition with another preposition, such as: *held up*, *held on*, *taking out*, *taking in*, *carried over*, *carried on*.

**From:** Einstein Anderson

**To:** Science Geeks

**Experiment:** How to Build Your Own Barometer

My friend Paloma knew that Dr. Raynes was a fake the minute he said hurricanes were caused by wind **circulating** around an area of high pressure, because she knew that the centers of hurricanes are areas with very low pressure. But what's this air-pressure thing all about? How do changes in air pressure affect our weather? And how do meteorologists (that's people who study the weather—like the weatherperson on TV) measure air pressure?

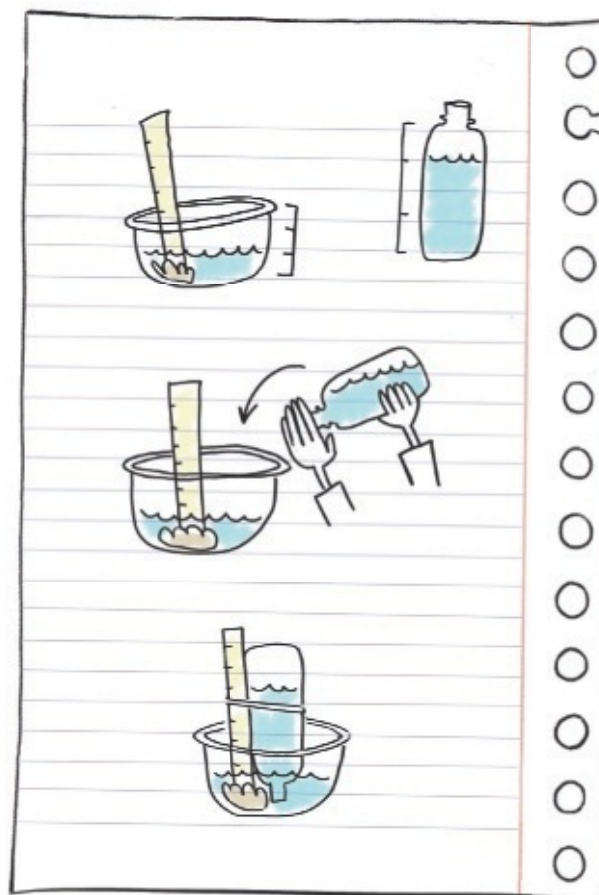
Let's build our own barometer to measure air pressure and start to predict the weather! 13

Here is what you need:

- A ruler
- Clear plastic bottle
- Modeling clay
- String
- Water
- Paper
- A bowl
- Pen or pencil

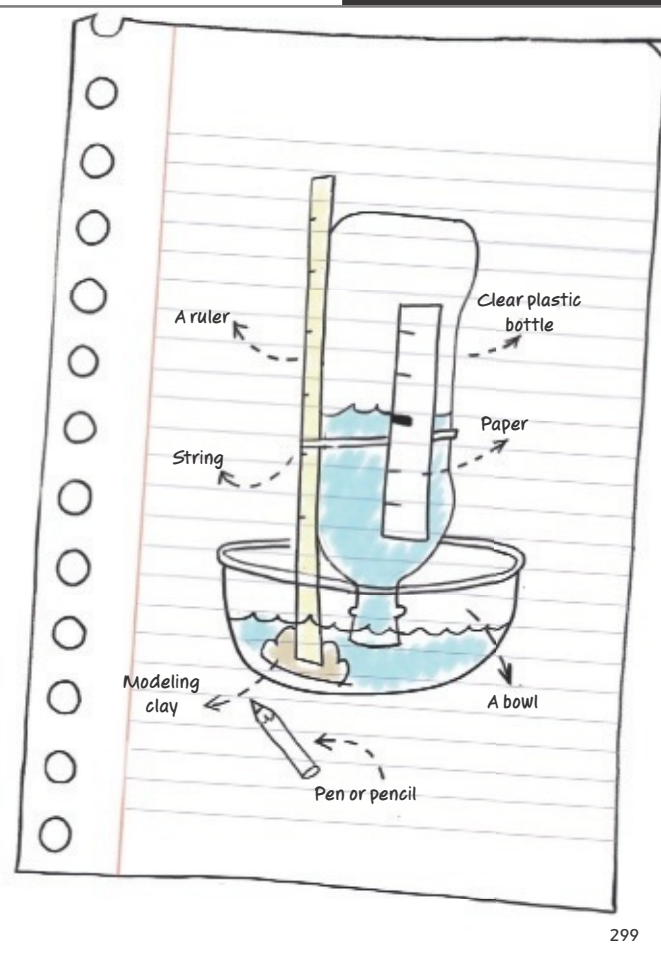
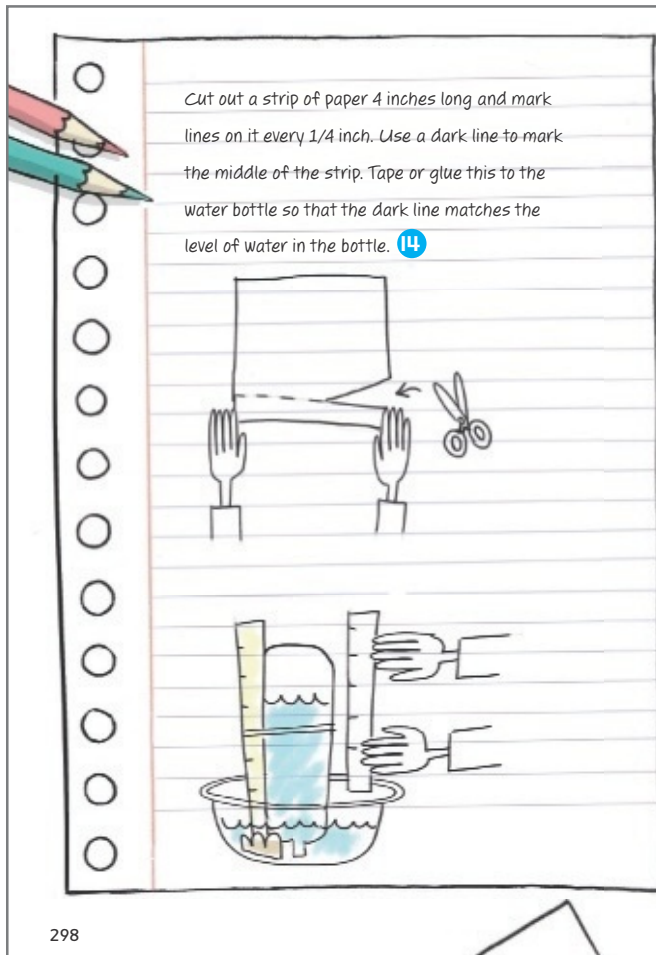
Put a lump of clay in the bottom of the bowl and stick the ruler into it so it stands up straight.

Pour enough water into the bowl to fill it about 1/3 full. Then fill the clear bottle about 3/4 full of water. Put your hand over the top to keep the water from running out and turn it over, upside down, into the bowl. Once the top of the bottle is under water, you can take your hand away and the water won't run out. Use your string to tie the bottle to the ruler.



## ePresentation

**CCSS** RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.



## Comprehension Strategy

### Clarifying

- 13 TEACHER MODEL:** *The text has changed. It seems like the story has ended. Now it looks like a note written by Einstein, describing how to build a barometer. I've heard of this tool, but I want to clarify what it is. As I read further, I can see that it has something to do with high and low air pressure. Changes in this pressure affect the weather. The last sentence confirms that a barometer is used to measure air pressure.*

### Clarifying

CCSS RI.3.3

- 14 TEACHER PROMPT:** *There are a lot of detailed instructions here for making a barometer. And they are shared in long paragraphs instead of in a bulleted list, so they are kind of difficult to follow. Let's restate the steps in this procedure, using words that clarify the sequence. Possible Answer: First, you build a base for the barometer using clay and a ruler. Next, you fill the bowl and the bottle with the correct amount of water. Very carefully, you lower the bottle into the bowl. Then, when it is submerged and the water won't drain out, you tie the bottle to the ruler to secure it. After the bottle is secured, you make a strip of paper with even measurements on it. Finally, you tape or glue the paper to the bottle, lining up the center of the paper with the water line in the bottle.*

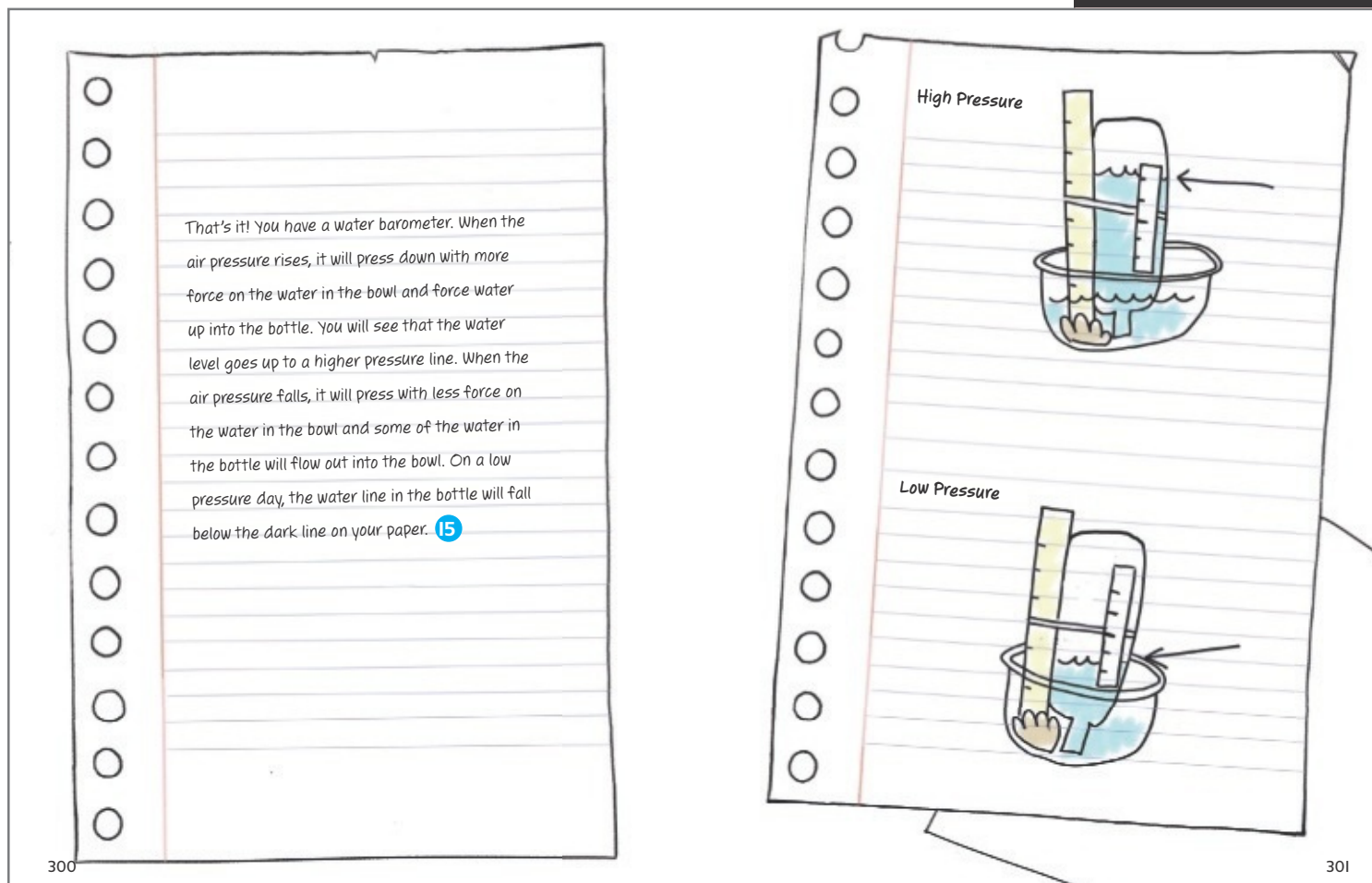


### Teacher Tip

**DIAGRAMS** Ask students to name the text feature you focused on last week while reading "Hot Enough to Fry an Egg." *diagrams* Then have them explain why the pictures on these pages are also diagrams. *They are simple illustrations that show how to put something together and its parts.*



## Reading and Responding



## Comprehension Strategy

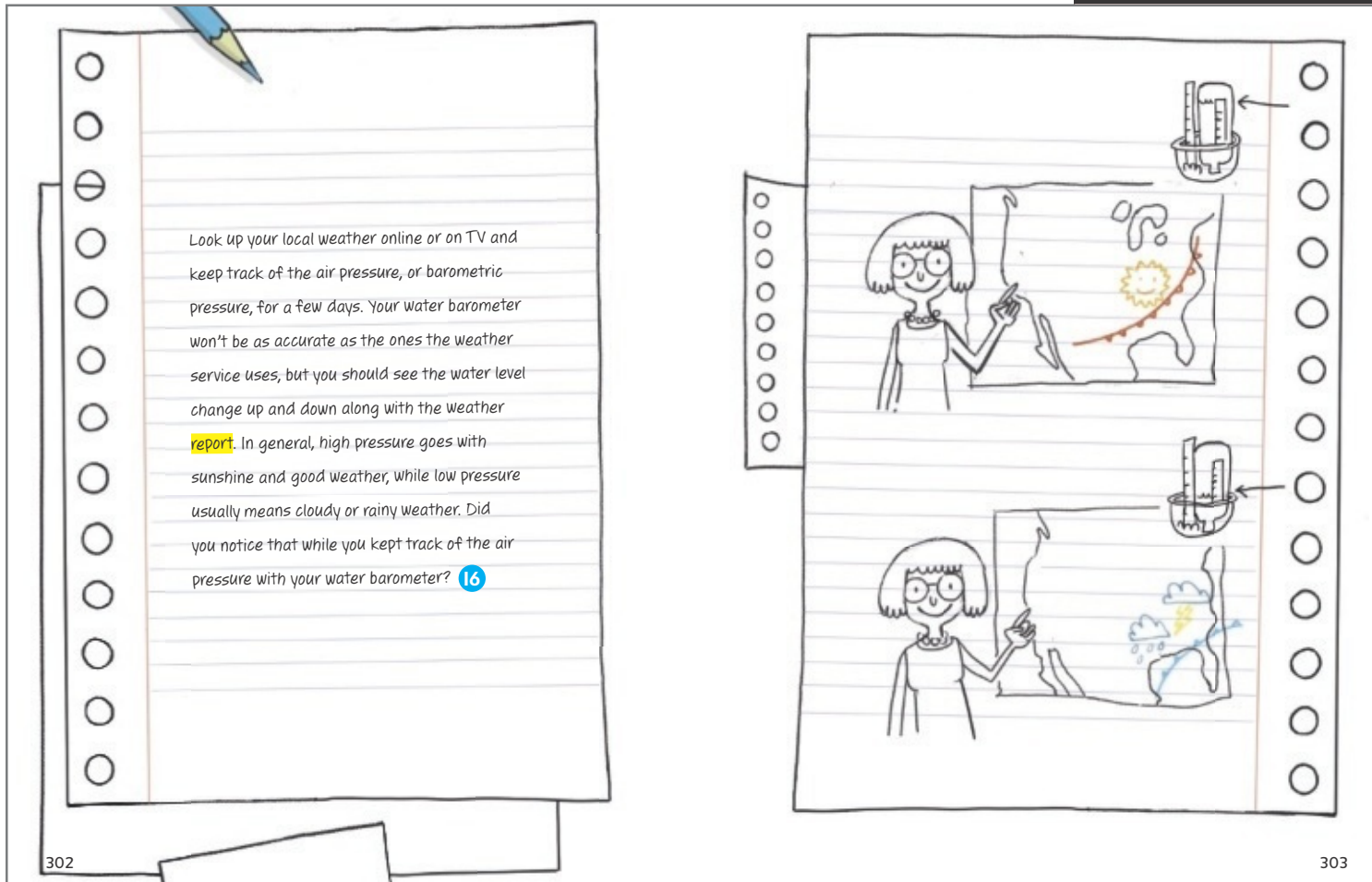
## Summarizing

- 15 **TEACHER PROMPT:** Let's summarize this information so we can better understand the causes and effects of how a barometer works. Think back to the steps it took to build the barometer to help understand some of the causes and effects. **Possible Answer:** We marked the water line on the strip of paper, and that gave us an initial pressure level. The effect of that is now, when there is higher pressure, we can see that the water level in the bottle has risen above the dark line. This is because the air is pushing more on the water in the bowl and forcing it up into the bottle. The opposite happens when there is low pressure. There is not as much force on the water in the bowl, so the water level in the bottle falls below the dark line.



## Differentiated Instruction

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



## Comprehension Strategy

### Summarizing

**16 TEACHER PROMPT:** This page tells you what to do to make observations with the barometer and what these observations mean. Can you summarize this information, using words related to time?

**Possible Answer:** The paragraph suggests that you compare the official reported air pressure with the reading on your barometer. It says that over the course of a few days, as the air pressure report changes, your simple water barometer should change too. And as you check the changing pressure, you should notice that high pressure means sunny, nice weather, while low pressure means clouds or rain. What information do the illustrations on page 303 have that help you to summarize?

**Possible Answer:** They show the barometer readings you might get that go with sunny weather or rainy weather. That helps me understand how the changes to the water level in the barometer relate to the weather outside.



### Teacher Tip

**BAROMETER** If time permits, have student pairs or groups follow the instructions and make their own barometers. Look up the daily barometric pressure for your area online and have students compare the reading to their own.



## Reading and Responding

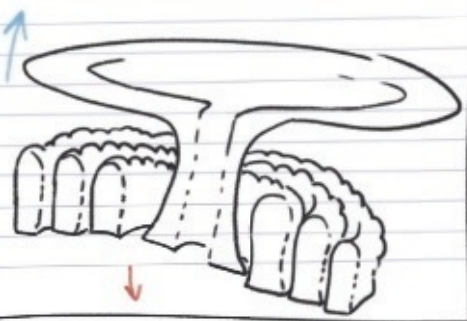
## ePresentation

**CCSS RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

So now, what does air pressure have to do with the weather? I'm glad you asked.

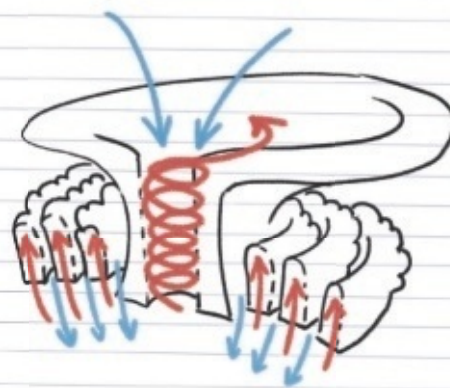
Let's keep in mind a few things:

- ① Hot air rises.
- ② Higher air pressure creates greater force and pushes things around.
- ③ Low pressure does not "pull" objects or particles, but when hot air rises it creates a vacuum, which heavier, colder air flows in to fill. The difference in barometric pressure between high pressure and low pressure areas causes wind - and hurricanes. 17



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As Paloma said, hurricanes form in the late summer when the water temperatures in the ocean rise above 80° Fahrenheit (26.6° Celsius). The warm water heats the air and makes water vapor rise into the atmosphere, where it cools and forms clouds. Colder air, in turn, comes in below and is warmed by the water until it rises. All this movement creates a low pressure area, ripe for conversion to a serious storm. 18



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## Comprehension Strategy

## Clarifying

CCSS RI.3.3

- 17 **TEACHER PROMPT:** Einstein is describing more scientific concepts here. I know hot air rises, and I know that more pressure means more force. Who can clarify what he is explaining in this last part, using words related to cause and effect? **Possible Answer:** Low pressure is caused by hot air rising. Because the air rises, the area where it used to be is now empty. That area of low pressure is then filled in with heavier air. The movement of air from high and low pressure areas is what causes winds.

## Summarizing



- 18 **TEACHER PROMPT:** How can we summarize the sequence of events that Einstein is explaining here? **Possible Answer:** Einstein is explaining how hurricanes form. First, the warm ocean water heats the air. This warm air and water vapor rises and forms clouds. After the warm air rises, cold air flows in to replace it. Then, the cold air is warmed by the ocean and rises. More cold air flows in, and the cycle continues.

# Discuss the Selection

ROUTINE  
A

## Discussion Starters

CCSS RL.3.1, RL.3.2, SL.3.1.A, SL.3.1.B, SL.3.1.C, SL.3.1.D

-  **USE** Routine A, the Handing-Off Routine, to discuss “Einstein Anderson and the Hurricane Hoax” as a class.
-  Lead students in a discussion by asking them the questions that follow. Review the general rules for discussions, such as speaking one at a time, listening respectfully, and staying on topic. Encourage them to build on each other’s conversations by connecting their comments to the comments of others. You should also model how to ask for clarification about a topic that is being discussed. As the year progresses, students will take more responsibility during the discussion. They should connect conversations, explain their own ideas, clarify when necessary, summarize when appropriate, and ask additional questions.

What is the hurricane hoax? Is it successful? Why or why not? **Possible Answer:** *The hurricane hoax is the trick Dr. Raynes tries to play on the town of Sparta to get money. He tells them he can stop hurricanes with icebergs as long as they fund his project. He pretends to be a hurricane expert but really doesn’t know anything about hurricanes. The hoax is not successful because Einstein challenges Dr. Raynes in front of everyone and proves him wrong. He runs away in shame. Einstein saves the day.*

Why do you think the author included the barometer experiment at the end of the story?  
**Possible Answer:** *I think the author wanted to show the readers that they can be like Einstein and make science a part of their life. He also wanted to give the reader more information about air pressure, how it is measured, and how it creates certain weather conditions, including hurricanes. The most important scene in the story, when Einstein proves Dr. Raynes wrong, is based on an argument about air pressure. If the reader knows more about air pressure and hurricanes, he or she will better understand the story.*

Have students return to the Clues, Problems, and Wonderings chart. Ask them whether the clues they found while browsing the selection helped them understand the story. Discuss the problems and how they were resolved, as well as the answers to their wonderings.

**CCSS** **RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. **SL.3.1.A** 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. **SL.3.1.B** Follow agreed-upon rules for discussions. **SL.3.1.C** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. **SL.3.1.D** Explain their own ideas and understanding in light of the discussion.

## ePresentation

### Discuss the Selection

- ▶ What is the hurricane hoax? Is it successful? Why or why not?
- ▶ Why do you think the author included the barometer experiment at the end of the story?



### Teacher Tip

**LETTER** Send home a copy of *Home Connection* (available in either English or Spanish) that goes with this lesson. After reading the weekly selection with students in class, encourage students to discuss the selection with their families and complete the activity provided.



### Differentiated Instruction: Discussions

- AL** Give students the following sentence stems to help them join the conversation by building on the comments of others: *I agree with your point because \_\_\_\_\_. I understand what you mean, but I think \_\_\_\_\_. I think it is also true that \_\_\_\_\_.*
- OL** Challenge students to respond to at least one comment from a fellow classmate during the discussion.
- BL** Have students make up their own list of rules for participating in classroom discussions.

# Reading and Responding

## Concept Vocabulary

**REMINDE** students that the concept vocabulary words for this selection are *experiment* and *observation*. Give them the definitions again and ask them to discuss how those words relate to this selection.

**Experiment:** a test that is used to discover or prove something by watching the results

**Observation:** the act of watching and noticing something to learn about it

**Possible Answer:** *The section after the story contains instructions for an experiment that involves making observations of daily air pressure. Scientists used experiments and observations to learn about how hurricanes are formed.*

## Essential Questions

**REVISIT** the Essential Questions for this selection and have students discuss their answers.

- Why do we measure weather? **Possible Answer:** *We measure weather so we can see patterns in weather conditions. These patterns help us understand what causes weather and how we might predict it better. We also measure weather to get a sense of how it will affect us.*
- Why would people want to control the weather? **Possible Answer:** *They would want to be able to have nice weather when they went outside. They would want to get rid of dangerous weather.*
- What methods have people used to reduce the impact of extreme weather? **Possible Answer:** *People have done what they can to predict when extreme weather will come so that people in the path can leave or prepare for it. They have also developed technology to limit the damage extreme weather can cause.*

## Genre Review

**REVIEW** the elements of realistic fiction with students.

- 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.

Ask students to explain how they know “Einstein Anderson and the Hurricane Hoax” is realistic fiction. **Possible Answer:** *The characters and setting seem real and are in the present. The story is about something that could happen in real life. The dialogue sounds like conversations that real people would have.*

## Revisit Purposes

**REMINDE** students that one of their purposes for reading was to think about the arguments of Einstein, Paloma, and Dr. Raynes as they read the story. Now that they have finished reading the selection, have students explain how science wins out over enthusiasm and persuasive words.

## ePresentation

### 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?

### 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.



# Develop Vocabulary



CCSS RL.3.4, L.3.4.A, L.3.6

**EL USE** Routine II, the Selection Vocabulary Routine, to help students develop their vocabulary.

Display the vocabulary words and their definitions. Read over each line with the class, and then have students turn to page 268 in *Student Anthology I*. Use the activity below to help students develop their vocabulary.

## Words and Definitions

Tell students they can use the Vocabulary Strategy Word Analysis to analyze word parts to help them understand the meaning of a word. If a student knows that the verb form of *whirl* means to “move in a circle,” then the word *whirlpool* is easier to figure out. Have students describe how their understanding of the word *whirl* might help them understand the definition of *whirlpool*. Then begin the activity.

The word **report** means “a story in a newspaper or on the radio or television that gives information about something.” What would a weather report consist of? **Possible Answer:** *It would have the day’s measurements, such as temperature, wind speed, and barometric pressure. It would show when and where there might be precipitation. It would also offer a forecast for coming weather.*

**O** The word **researchers** means “people who carefully study a subject to find and report new knowledge.” On page 274, Einstein says that researchers have been talking about how to stop hurricanes. Why would researchers talk about stopping hurricanes? **Possible Answer:** *In order to find out how to stop hurricanes, someone would have to know a lot about weather and science and be able to study and observe weather conditions. He or she would then be obligated to share that knowledge with the public to help save lives. These are the jobs of researchers.*

The word **tropics** is defined as “a region of Earth near the equator where it is always warm.” Paloma mentions the tropics in her explanation of hurricanes on page 274. How do you know the tropics are a warm place? **Possible Answer:** *Paloma says that hurricanes need heat and warm water to form. They are born in the tropics, “where the water is warmed by the sun.”*

The word **professor** is defined as “a teacher at a college or university.” On page 275, the narrator says that Paloma is sounding a little bit like a professor. What is she saying and how does she sound? **Possible Answer:** *She is explaining how heat makes a hurricane. She sounds very confident, like she knows a lot about her subject and could teach it.*

The word **whirlpool** is defined as “a current of water or air that moves very fast in a circle.” How is a hurricane a whirlpool? **Possible Answer:** *A hurricane is produced when hot air rises and cooler air rushes in to take its place. This happens continuously so that the air is constantly swirling in a circle, just like in a whirlpool.*

The word **confident** means “having the belief that you can do something well or succeed.” On page 278, Dr. Raynes and his smile are described as “confident.” What is Dr. Raynes doing that makes him seem confident? **Possible Answer:** *He is talking in a loud, excited voice, so he must be sure of himself. He even grabs the microphone “like a pop singer” before speaking. This is not something you do if you do not expect to do well.*

## English Learner

**COGNATES** If students’ native language is a Romance language, they may recognize several cognates from the vocabulary list, such as: **report**, **tropics**, **professor**, **confident**, **pressure**, **circulate**, and **particles** (Spanish: *reportaje*, *trópicos*, *profesor*, *confiado*, *presión*, *circular*, *partículas*).

**CCSS RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **L.3.4.A** Use sentence-level context as a clue to the meaning of a word or phrase. **L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

## ePresentation

### Vocabulary

Word	Pronunciation	Part of Speech
1. report	ri port'	noun
2. researchers	rē' sūrch ərz	noun
3. tropics	trop' icks	noun
4. professor	prə fes' ər	noun
5. whirlpool	wûrl' pōol	noun
6. confident	kon' fi dənt	adjective

### Vocabulary

Word	Pronunciation	Part of Speech
7. pressure	presh' ər	noun
8. mockingly	mok' ing lē	adverb
9. sputtered	sput' ərd	verb
10. huff	huf	noun
11. circulating	sûr' kyə lāt' ing	verb
12. particles	pār' ti kəlz	noun



## Teacher Tip

**CONNECTING THE LESSON** Point out that the word *researchers* has two of the long-e spellings that students have learned but only one stands for the long-e sound. The *ea* is part of an *r*-controlled sound/spelling.

# Reading and Responding

The word **pressure** is defined as “the force that is produced by the weight of the atmosphere.” Dr. Raynes talks about high pressure on page 284. What does the pressure do? **Possible Answer:** *It pushes on the air.* How does this description help you understand the word *pressure*? **Possible Answer:** *When something pushes on something else, it is the result of force. Also, Dr. Raynes is talking about the air in the atmosphere.*

The word **mockingly** means “in a manner that is intended to ridicule or make fun of someone or something.” On page 288, Dr. Raynes speaks “mockingly” to Einstein. Why would he speak to the boy in a way that ridiculed or made fun of him? **Possible Answer:** *Dr. Raynes knows that Einstein is about to reveal to the world what a fake he is. He is feeling defensive and wants to put Einstein down as much as possible in front of the crowd. Maybe if he ridicules Einstein, people won’t take the boy seriously.*

The word **sputtered** means “spoke quickly in a confused way.” On page 290, Dr. Raynes “sputtered.” How is he feeling when he speaks this way? **Possible Answer:** *He is flustered and caught off guard by Einstein’s challenge. He is not quite sure what to say in response.*

The word **huff** means “a sudden feeling of anger, resentment, or hurt pride.” What context clues on page 290 help you understand what the narrator means when he says that Dr. Raynes replied “with a huff.” **Possible Answer:** *Mr. Raynes is very angry and upset because Einstein is revealing his true colors to the crowd. He blushes, cannot speak, and then “sputters.” His pride has obviously been hurt.*

The word **circulating** means “moving around in the shape of a circle.” How is this word related to hurricanes? **Possible Answer:** *Hurricanes consist of air moving in a circle. Hot air rises and is replaced by colder air in a continuing cycle.*

The word **particles** is defined as “very small bits or pieces of something.” On page 304, we learn that low pressure does not “pull” objects or particles in the atmosphere. What kinds of particles might be in the atmosphere? **Possible Answer:** *Particles are tiny pieces. They could be raindrops or even atoms of water or gas. They could even be dust.*

# Fluency

## Prosody

CCSS RF.3.4.A, RF.3.4.B

**REMIND** students that fluent readers read with appropriate prosody. Review that prosody is the pitch, loudness, tempo, rhythm patterns, and phrasing of language as it is spoken or read aloud, with phrasing being the key factor. To provide scaffolding for students to practice breaking sentences down into phrases or units that make sense, stress phrases in sentences by circling them or putting parentheses around them for students. Then have students do the same on their own, focusing on identifying phrases that create a natural-sounding rhythm.

Choose several sentences in “Einstein Anderson and the Hurricane Hoax” and, with students’ input, mark natural phrase boundaries. Have students practice reading the sentences fluently. Check that they are reading with phrases naturally and with the proper rhythm.

**CCSS** **RF.3.4.A** Read grade-level text with purpose and understanding. **RF.3.4.B** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.



## Resources:

- *Language Arts Handbook*, pages 348–349
- Routine 17
- *Skills Practice I*, page 144

## Objectives:

- Students will evaluate their drafts and receive feedback in writers’ conferences.
- revise their informative/explanatory texts.
- develop handwriting skills by practicing formation of cursive letters *c* and *d*.

# Writing to Inform

## Revising

## Instruct—Receive Peer Feedback/Revise

**MODEL** revising your draft based on the writer’s goals set in the previous day’s lesson. Narrate your thoughts as you make changes. Be sure to include place and location words, and add descriptive adjectives and adverbs. Encourage students to suggest improvements as well, and incorporate their changes whenever appropriate.

*In the 1800s, **many** people **began moving west** to California. The **fastest** way to send them letters were by horses, so the Pony Express **was started** in 1860. **Mailing a letter today is easy**. You can send **an** email or **drop** a letter in a mail box. But in **the days of the Pony Express**, sending mail across the country was **more** difficult.*

*The trip were almost 2,000 miles by horse back. The Pony Express started in Missouri and ends in California. **The quick riders covered that distince in only ten days**.*

*The riders had to be brave **because the root was dangerous**. They could get cought in severe wether or attacked by **bandits**.*

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

*The Pony Express was around **for only** a short time. But the riders carried **very** important news across the country, **like the election of President Lincoln and the start of the civil war**. So the next time you sends an e-mail **with just one** click, remember the **brave** riders of the Pony Express.*

## Guided Practice

**DIRECT** students to get into small groups to review their drafts. Have students take turns reading aloud their drafts. Each student in the group will identify one positive aspect about the draft. Then have students evaluate the draft using a TREE diagram and offer suggestions for improvement. Display the following questions, and have groups use them to offer additional feedback:

- Does the draft have a topic sentence?
- Does the draft have three pieces of information about the topic and further explanations?
- Does the draft have a strong conclusion?
- Does the draft include place and location words?
- Does the draft effectively use vivid adjectives and adverbs?
- Does the draft have a clear purpose?

Be sure students take notes about the feedback they receive from their peers.



## Teacher Tip

**CONFERENCING** Some students may desire additional feedback or guidance with their drafts. Meet individually with students as needed in one-on-one writer’s conferences.

## ePresentation

### Writing

- ▶ Does the draft have a topic sentence?
- ▶ Does the draft have three pieces of information about the topic and further explanations?
- ▶ Does the draft have a strong conclusion?
- ▶ Does the draft include place and location words?
- ▶ Does the draft effectively use vivid adjectives and adverbs?
- ▶ Does the draft have a clear purpose?

## Apply ROUTINE 17

- USE** the Routine 17, the Checklist Routine, to review the revising checklist. Have students revise their drafts using the checklist on *Skills Practice I* page 144 and using the feedback they received in the writer's conference.

If students need additional information about or examples of adjective and adverbs, refer them to *Language Arts Handbook* Adjectives and Adverbs pages 348–349.

# Penmanship

## Cursive Lowercase Letters *c* and *d*

### Instruct

**MODEL** for students the formation of cursive lowercase letters *c* and *d* as downcurve letters.

- c** Starting point, undercurve  
Downcurve, undercurve: lowercase *c*
- d** Starting point, undercurve  
Downcurve, undercurve  
Slant down, undercurve: lowercase *d*

Trace the letters on the model, saying the strokes aloud as you form them.

## Apply

CCSS W.3.5

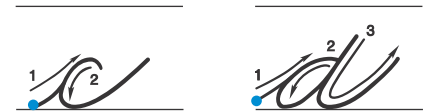
**HAVE** students hold an unsharpened pencil in the air in front of them. Say the strokes aloud as you trace the letters a second time. Have students mimic your movements as if they were writing in air. Ask them to say the strokes with you as you repeat the process a third time.

Tell students to form a row of each letter on a clean sheet of paper. Say the strokes with them as they begin each row, and then allow them time to complete that row of letters. Ask students to circle the best formation of each of their letters.

**CCSS W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

## ePresentation

### Penmanship



### Differentiated Instruction: Revising

- AL** If students are having difficulty revising their writing, then have them read their writing to an on level or beyond level student and ask for additional feedback during Workshop.
- OL** If students need help revising their writing, then have them reread their writing and ask themselves the following questions during Workshop: *Have I made my topic clear? Did I include effective adjectives and adverbs? Does my writing have a clear purpose?*
- BL** If students understand the revising process, then have them revise another piece of writing during Workshop.