

Resources:

- *Sound/Spelling Card* 30
- Routines 4 and 5
- *Skills Practice I*, pp. I51-I52

Objectives: Students will

- review words with /ō/ spelled *oa_* and *_ow*, as well as homophones.
- build writing skills.
- build fluency.

Phonics and Decoding

Review Lesson 3 Sound/Spellings

Blending

ROUTINE
4

ROUTINE
5

CCSS RF.3.3.C

REVIEW /ō/ spelled *oa_* and *_ow* using *Sound/Spelling Card* 30.

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, RF.3.4.C

REMIND students that reading with accuracy is essential to fluency. Assign the fluency passage on pages I51-I52 of *Skills Practice I* for students to practice fluent reading.

Read aloud the third paragraph of the fluency passage, clearly pronouncing words such as *kangaroo*, *extraordinary*, *environment*, and *borrows*. Tell students that they should try to read a text automatically. If they do not know how to pronounce a word while reading, they should stop to reread and decode the word syllable by syllable. Tell students to use sentence and story context to help them recognize and understand words they cannot read automatically. They should then practice automaticity by rereading the sentence. Discuss the pronunciations and meanings of unfamiliar words in the paragraph you have read. Then have students practice reading the paragraph with automaticity.

Word Analysis

Review Lesson 3 Concept

Decoding

CCSS RF.3.3.C

HAVE students review the definition for *homophones*. *Homophones are words that sound the same but are spelled differently and mean different things.*

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.I.I

HAVE students write sentence starters for ten words from the word lines. Tell them to make sure that the starter reflects the correct meaning of the word. Then have them exchange pages with a partner and complete the sentences to demonstrate the meaning of the word. *My father loves to tell tales of . . . My father loves to tell tales of what it was like back when he was in school.*

CCSS RF.3.3.C Decode multisyllable 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.

RF.3.4.C Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.3.I.I Produce simple, compound, and complex sentences.

ePresentation

Blending

Words

1	throat	foamy	approach	boastful
2	show	below	pillow	tomorrow
3	toast	toaster	mow	mower
4	follow	hollow	arrow	borrow

Blending

Sentences

- 1 The blowing snow is slowly building up against the side of the house.
- 2 This same loaf of oat bread will make perfect toast tomorrow morning.

Decoding

Words

1	new	knew	flower	flour
2	mall	maul	board	bored
3	stare	stair	peace	piece
4	seen	scene	tails	tales

Decoding

Sentences

- 1 The farmer created a maze from stalks of corn, which is also called maize.
- 2 The people tried to create peace across their small piece of the world.

- Resources:
- *Student Anthology I*, pp. 266–306
 - *Skills Practice I*, pp. 153–156
- Objectives: Students will
- reread “Einstein Anderson and the Hurricane Hoax” while digging deeper into the text.
 - build fluency.
 - review the selection vocabulary words.

Close Reading

INFORM students that they will now reread parts of “Einstein Anderson and the Hurricane Hoax” to analyze text complexity. Before you begin, teach the following.

Access Complex Text

▶ Making Inferences

REVIEW with students that when they make inferences they combine details from the text with what they already know to conclude something that the author does not directly state in the text. Readers might make inferences about the setting, the events of the plot, and how characters think and feel about things.

▶ Cause and Effect

REMIND students that the effect is something that happens and the cause is what makes it happen. The plot of a story is progressed by causes and effects. When readers examine these causes and effects, they have a better understanding of why things happen, why characters think and act the way they do, and the messages the author is trying to convey.

▶ Classify and Categorize

REMIND students that when they classify and categorize, they recognize ways that related characters, events, or details in a text can be grouped together and then sort them into those groups. Classifying and categorizing helps readers organize information so they can make comparisons, make connections, and remember content.



Differentiated Instruction: Access Complex Text

- AL** During Workshop, help students complete graphic organizers to make inferences about the story’s characters, identify causes and effects in the story, and categorize information in the text.
- OL** During Workshop, have students work with a partner and complete graphic organizers to make inferences about the story’s characters, identify causes and effects in the story, and categorize information in the text.
- BL** During Workshop, have students use the Making Inferences graphic organizer to infer something about one of the characters in the story. Then have them write a short paragraph that presents the inference and the supporting evidence from the text.

ePresentation

Making Inferences

Subtitle		
Clue	Prior Knowledge	Inference

Four-Column Chart

Reading and Responding

"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?"

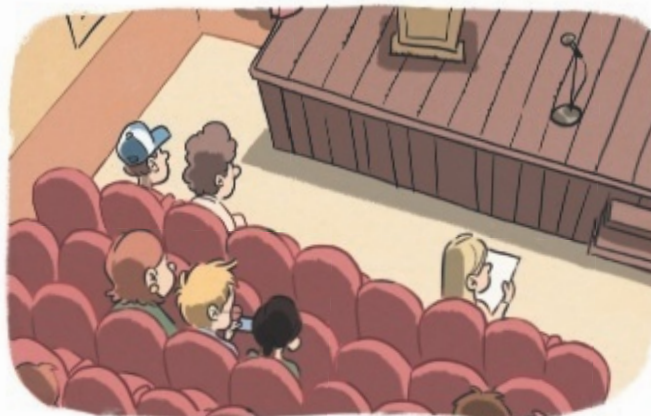


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"I guess that's what we're going to find out," Einstein replied. "If he could, it would be incredible. It would save thousands of lives and billions of dollars."

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.



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Access Complex Text

Making Inferences

HAVE students reread the first page of the selection. Discuss as follows:

*The author is expecting us to make an inference here based on what we might know already and what we find in the text. Paloma shows Einstein a video of ocean waves breaking over a house. She does not explain the cause of this disaster. How can you infer what exactly is happening on the screen? **Possible Answer:** A couple of sentences later, Paloma mentions that someone has invented a way to stop hurricanes. I also know that hurricanes can create the kind of ocean waves that would be strong enough to overcome a house. I can infer that Paloma is showing Einstein a video of a devastating hurricane.*

Cause and Effect

HAVE students reread the final two paragraphs on page 269. Discuss as follows:

*I see an effect in these paragraphs. The adults attending this meeting look "pretty worried." What is the cause? **A scary hurricane has recently caused major damage in the town.***

ePresentation

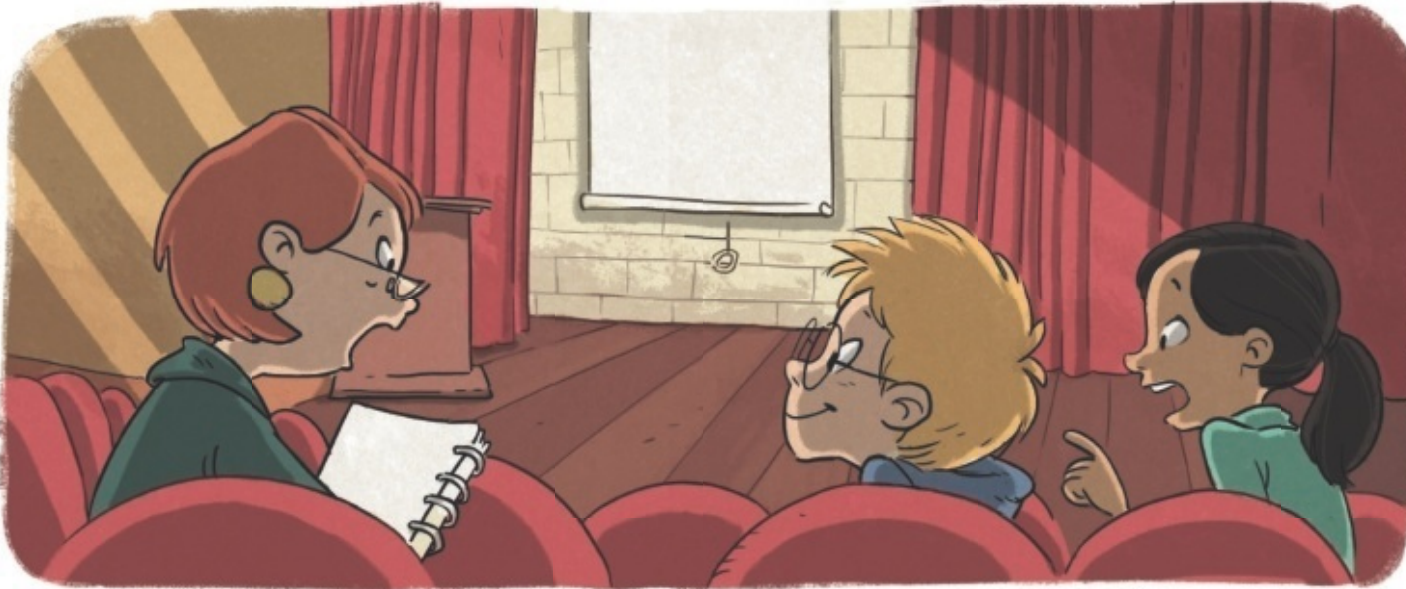
"Well, some **researchers** have talked about it," Einstein told her. "Especially since hurricanes seem to be getting bigger and bigger. The way you would stop a hurricane is to do something about heat."

"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."



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Access Complex Text

Cause and Effect

TELL students that on these pages, the characters are discussing heat as a cause for something. What does it cause? **Possible Answer:** *Heat causes hurricanes. When the ocean water heats up, hot air rises and cooler air rushes in. As this repeats, the effect is a whirlpool of air.*

Classify and Categorize

TELL students that there is some information that could be categorized on these pages. Discuss as follows:

EL

*I think something we might classify and categorize in this story is all the statements the characters make about hurricanes. As you know, some of them are facts and some of them are made up. Categorizing will help us to separate fact from fiction. There are some statements about hurricanes made on these pages. What are they and how would you classify them? **Possible Answer:** Some of the statements are: Stopping a hurricane would mean doing something about heat; Hurricanes form in the warm water of the tropics; Hot air rises and cool air rushes in; A hurricane results from the whirlpool of rushing air. I would classify all these statements as true because they facts about hurricanes.*



Teacher Tip

CLASSIFY AND CATEGORIZE Discuss other things you might classify and categorize in the story, such as the characters based on their traits.

EL English Learner

PRONUNCIATION Pay attention to how students pronounce the -ed endings of the following words that appear on pages 274–279 of *Student Anthology I*: talked, asked, stopped, laughed, hushed, dressed, walked (/t/); explained, warmed, used, continued, replied, warned, grabbed, wondered, cried, listened (/d/); avoided, interrupted, reacted, quieted, excited (/ed/).

Reading and Responding



"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."

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"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.



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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."

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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.



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ePresentation

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!”



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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.



281

Access Complex Text

Making Inferences

- TELL** students to reread page 276. Ask them what Mrs. Anderson has revealed here about Dr. Raynes. *He avoided her question when she asked him what he was a doctor of.* Ask what students can infer about why Dr. Raynes avoided this question. ? **Possible Answer:** *We know Dr. Raynes is a fake, so he probably avoided the question on purpose, to try to disguise who he was until it was too late.* Explain that students can infer a number of things about Dr. Raynes by reading these pages. Have students describe some of this evidence and explain what they think his motivations are. **Possible Answer:** *Dr. Raynes talks quickly and with confidence. He makes his voice sound dramatic and shows intense pictures of hurricane damage. These are the actions of someone trying to persuade or scare people, not the actions of a scientist explaining his findings.*

Classify and Categorize

ASK students how they would categorize any statements made about hurricanes on pages 280–281. Are they true or made up? **Possible Answer:** *The statement Dr. Raynes makes about the strength of a hurricane coming from the ocean’s heat is true. Einstein and Paloma agree. His statement about cooling down the ocean as a way to stop hurricanes is also true. But his claim that he can stop hurricanes with icebergs is not true.*

Teacher Tip

MAKING INFERENCES Encourage students to make inferences about the other characters. For example, what does Einstein’s joke telling, and the reaction of his mother and Paloma, help us infer about Einstein?



Differentiated Instruction

AL MAKING INFERENCES Make sure students identify the two parts of the inferences they make—details from the text and prior knowledge. This will help them understand the mental process involved in making inferences.

Reading and Responding

“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.

“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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285

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.”

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



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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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Access Complex Text

Classify and Categorize

HAVE students continue to classify the statements made about hurricanes on pages 284–289.

Possible Answer: *Dr. Raynes says that hurricanes are formed by high-pressure systems. He also says that an iceberg disrupting a high-pressure system will stop a hurricane. These statements are not true. Einstein says that hurricanes are caused by large areas of low pressure, which cause winds to blow in a spiral. His statement is true.*

Making Inferences

HAVE students reread Dr. Raynes's words to Einstein on pages 286 and 288. Discuss as follows:

I think we can infer something about Dr. Raynes by the way he treats Einstein on these pages. When Einstein stands up to speak to him, he says, "Ladies and gentlemen, it seems we have a genius in the audience." And then when Einstein says he will prove Dr. Raynes wrong, the man replies with "Really, Mr. Einstein?" The text reveals that he says this mockingly, and the name Mr. Einstein is in italics, which means that he said it with special emphasis. It also says that the smile on his face got even bigger. What can we infer about why Dr. Raynes is acting like this?

Possible Answer: *I can infer that Dr. Raynes is mocking Einstein to try to discredit him. He is making fun of his name. And he is smiling even bigger to make Einstein look like a joke and to keep people on his side. He is doing this because he is worried that Einstein is about to reveal his hoax.*



Teacher Tip

FLUENCY Discuss with students how important tone and pitch is when reading all of Dr. Raynes's lines. The reader should convey all his fake enthusiasm and his harsh sarcasm. Read a few lines to demonstrate the appropriate tone.

Reading and Responding

ePresentation

CCSS RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events



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*!”

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*.”

292

“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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Access Complex Text

Cause and Effect

CCSS RL.3.3

TELL students to reread pages 292–293. Discuss as follows:

Let’s look at some causes and effects on these pages. What caused Dr. Raynes to hurry from the stage? *He was shown to be a fake by Einstein, and now the audience is upset.* Paloma shouts “Of course he’s right! That’s why they call him *Einstein*!” What caused people to start calling him *Einstein*? *He used his knowledge of science to solve mysteries around Sparta. The effect of this is the nickname Einstein.* Mrs. Anderson says the whole thing will make for an interesting article. What is a possible effect that will be caused by her article showing that Dr. Raynes is a hoax?

Possible Answer: *One possible effect is that the next time he tries to scam a town out of money, the people there will be able to find the article online and read about how Dr. Raynes is a fake. The town won’t be tricked thanks to Einstein.*



Teacher Tip

CAUSE AND EFFECT Have students continue to describe causes and effects that are not explicitly stated in the story. For example, what effect could being exposed as a hoax have on Dr. Raynes? **Possible Answer:** *Dr. Raynes will have to stop scamming people out of money.* If Dr. Raynes can no longer scam money for his fake hurricane machine, what might that cause him to do? **Possible Answer:** *He might have to come up with a new scam, or he might get a real job and stop trying to trick people.*

Text Connections

CCSS RL.3.1, RL.3.3,

HAVE students turn to page 306 of *Student Anthology I*. Read over each question with the class. Call on various students to answer each question. Provide enough time for students to respond to each other’s questions and ask new ones when relevant to the topic.

1. How do hurricanes form? **Possible Answer:** *Hurricanes form over warm ocean water. As the air heats up and rises, cool air comes in to replace it. Then that air heats up, rises, and more cool air rushes in. This can create a whirlpool of air that can cause a hurricane.*
2. Why do Einstein and Paloma go to the town meeting? What might have happened later in the story if they did not go? **Possible Answer:** *They both love science, so they go to learn about Dr. Raynes’s possible invention. Einstein also goes in case his mother needs a science expert. If they had not gone, the people of Sparta might have given Dr. Raynes money to fund his machine.*
3. Use what you read in “Tornadoes!” and the experiment section of this story to describe the similarities and differences between a tornado and a hurricane. **Possible Answer:** *Both are powerful weather events with very strong winds that can cause serious damage. A tornado is a single column of wind that usually forms on land as part of a thunderstorm. It comes and goes quickly. A hurricane is a huge storm that forms over water and can move onto land over several days.*
4. In “Get the Facts” you learn that the school building was built to withstand storm damage. It had a wind-resistant roof and shatter-resistant glass. How do those solutions compare to the solution Dr. Raynes proposes for hurricanes? **Possible Answer:** *The solutions in “Get the Facts” were practical ways to prevent damage from storms. The solution Dr. Raynes suggests would not work because he does not understand the science behind how hurricanes form.*

Draw students’ attention to the Did You Know? information on page 306. As a class, discuss what this information means. Encourage students to do some online research to find out more about the differences between tropical cyclones that begin over the oceans.

Practice Comprehension

HAVE students turn to *Skills Practice I* pages I55–I56. Read through the Focus section aloud, and complete the Practice section as a class. Then have students complete the Apply section individually.



Teacher Tip

COMPARE AND CONTRAST Suggest that students use a Compare and Contrast Graphic Organizer to list similarities and differences between tornadoes and hurricanes.

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.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ePresentation

Respond

You will answer the comprehension questions on these pages as a class.

Did You Know?

In the Northern Hemisphere, hurricanes always spin counterclockwise. In the Southern Hemisphere, they always spin clockwise. This is caused by the rotation of Earth and one of the fundamental principles of physics known as *inertia*.

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Comprehension

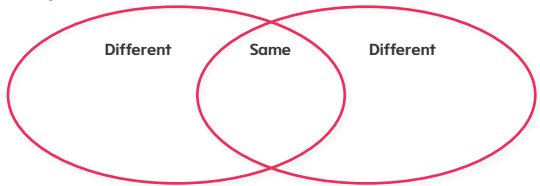
Text Connections

1. How do hurricanes form?
2. Why do Einstein and Paloma go to the town meeting? What might have happened later in the story if they did not go?
3. Use what you read in “Tornadoes!” and the experiment section of this story to describe the similarities and differences between a tornado and a hurricane.
4. In “Get the Facts” you learn that the school building was built to withstand storm damage. It had a wind-resistant roof and shatter-resistant glass. How do those solutions compare to the solution Dr. Raynes proposes for hurricanes?



Access Complex Text

Compare and Contrast



Reading and Responding

ePresentation

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.

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!"



280

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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Fluency

Intonation

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

REMIND students that using proper intonation is part of reading fiction fluently. Explain that students should make sure they read statements, exclamations, and questions properly. They should also note the emotions and situation of the characters and read their dialogue with the loudness, pitch, and emphasis that express those emotions.

Model reading pages 280–281 of "Einstein Anderson and the Hurricane Hoax" with proper intonation. Point out how your voice changes when you read questions and exclamations. Discuss with students how you read Dr. Raynes's lines with drama, confidence, and persuasiveness, and how you read Paloma's line with a note of skepticism. Then have students read the pages to practice proper intonation.

Practice Vocabulary

CCSS L.3.6

USE Routine II, the Selection Vocabulary Routine, to have students review the vocabulary words

Display the selection vocabulary words from “Einstein Anderson and the Hurricane Hoax.” Display the following sentence stems and have students complete each one. Make sure students’ sentences show their understanding of the vocabulary words.

1. If you lived in the *tropics*, you would usually wear _____. **Possible Answer:** *shorts and sandals*
2. A team of *researchers* might work in _____. **Possible Answer:** *a lab at a university*
3. Someone might walk away in a *huff* if _____. **Possible Answer:** *she is insulted by someone else*
4. You might see a *whirlpool* in _____. **Possible Answer:** *a creek or stream*
5. If a car is *circulating* around a parking lot, it is _____. **Possible Answer:** *driving in circles around it*
6. When speaking in front of a crowd, a *confident* person would _____. **Possible Answer:** *stand tall and speak clearly*
7. Some *particles* you might find on your floor are _____. **Possible Answer:** *dust, dirt, or crumbs*
8. If someone spoke *mockingly* to you, you might feel _____. **Possible Answer:** *attacked and upset*
9. When *pressure* is applied to something, it feels like _____. **Possible Answer:** *a weight*
10. You would find a *professor* teaching at _____. **Possible Answer:** *a college or university*
11. You might come across a weather *report* on _____. **Possible Answer:** *television or the radio*
12. If someone sputtered while answering a question in class, he was probably _____. **Possible Answer:** *nervous about his answer*

For additional practice and review of the selection vocabulary words, have students complete *Skills Practice I* pages I53–I54.

CCSS 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

- | | | |
|----------------|--------------|-----------------|
| 1. report | 5. whirlpool | 9. sputtered |
| 2. researchers | 6. confident | 10. huff |
| 3. tropics | 7. pressure | 11. circulating |
| 4. professor | 8. mockingly | 12. particles |

Sentence Stems

1. If you lived in the *tropics*, you would usually wear _____.
2. A team of *researchers* might work in _____.
3. Someone might walk away in a *huff* if _____.
4. You might see a *whirlpool* in _____.
5. If a car is *circulating* around a parking lot, it is _____.
6. When speaking in front of a crowd, a *confident* person would _____.

Sentence Stems

7. Some *particles* you might find on your floor are _____.
8. If someone spoke *mockingly* to you, you might feel _____.
9. When *pressure* is applied to something, it feels _____.
10. You would find a *professor* teaching at _____.
11. You might come across a weather *report* on _____.
12. If someone sputtered while answering a question in class, he was probably _____.



Differentiated Instruction

BL VOCABULARY Challenge students to come up with their own sentence stems to test other students’ knowledge the vocabulary words.

Resources:

- *Language Arts Handbook*, pp. 302–303
- *Skills Practice I*, pp. 144, 66

Objectives:

- Students will
- practice editing for subject/verb agreement.
 - use proofreading marks and a checklist to edit their texts.
 - review Unit 2 grammar, usage, and mechanics lessons.

CCSS

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **L.3.I.F** Ensure subject-verb and pronoun-antecedent agreement.

ePresentation

Writing to Inform

Editing

Instruct—Editing

TELL students they will edit their informative/explanatory writing today. Remind them that during the editing step, they will read through their writing carefully to look for mistakes in spelling, grammar, capitalization, and punctuation.

Model editing your revised draft. Be sure to narrate the changes you make, including corrections for subject/verb agreement. Encourage students to offer suggestions for edits, and incorporate their changes whenever appropriate.

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, many people began moving west to California. The fastest way to send them letters **was** by **horse**, 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 **mailbox**. But in the days of the Pony Express, sending mail across the country was more **difficult**.*

*The trip **was** almost 2,000 miles by **horseback**. The Pony Express started in Missouri and **ended** in California. The quick riders **covered** that **distance** in only ten days.*

*The riders **also** had to be brave because the **route** was dangerous. They could get **caught** in severe **weather** or attacked by bandits.*

***In the end**, the Pony Express **lasted** only two years. As soon as telegraph wires were built across the country, there was no need to send mail **so** 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 **send** an e-mail with just one click, remember the brave riders of the Pony Express.*

Guided Practice

CCSS L.3.I.F

DISPLAY the following sentences on the board. Have volunteers rewrite the sentences for subject/verb agreement. Then have students explain the purpose of subject/verb agreement in these specific sentences and in general.

- The streets is covered in snow. *The streets are covered in snow.*
- My brother and sister both has appointments at the dentist today. *My brother and sister both have appointments at the dentist today.*
- Geese swims toward us from the opposite shore. *Geese swim toward us from the opposite shore.*


Tell students to be sure they have subject/verb agreement in the sentences of their informative/explanatory texts.

Writing

- ▶ The streets is covered in snow.
- ▶ My brother and sister both has appointments at the dentist today.
- ▶ Geese swims toward us from the opposite shore.

Apply

CCSS W.3.5

-  **HAVE** students edit their informative/explanatory writing using the checklist on *Skills Practice I* page 144. Encourage students to use the proofreading marks shown on *Skills Practice I* page 66. Remind students to reread their writing several times to look for errors in spelling, grammar, punctuation, and capitalization.

Refer students to *Language Arts Handbook* Proofreading pages 302–303 for more information about and examples of editing, proofreading, and using proofreading marks.


Remind students that they will be adding visual elements to enhance their informative/explanatory texts, so they should be sure to bring any photographs, drawings, or other visual elements they have researched.

Grammar, Usage, and Mechanics

Unit 2 Review

Review

CCSS L.3.1.A

-  **REVIEW** Lessons 1–5 by writing the following letter on the board. Ask students to identify subject pronouns, possessive pronouns, object pronouns, and plurals. Have students use their understanding from previous lessons to explain how they identified the words.

Dear Director Richards:

I would like to apply for a student volunteer position at the Wildlife Rescue and Rehabilitation Center. Mr. Armory, my social studies teacher, is recommending me for this position. He knows me well and thinks I would do well at the center. I love animals, the environment, and helping in the community. My goal is to be a veterinarian someday. I have attached my school report cards and a list of my activities. I hope I will be able to work for you. Thank you for your time.

Sincerely,
M. S. Bergh

subject pronouns: I, he

object pronouns: me, you

possessive pronouns: my, your

plurals: animals, cards, activities



Teacher Tip

PEER EDITING Remind students it is easy to miss simple errors when correcting their work, so it is always a good idea to have a friend read the material as well.



Differentiated Instruction



AL RETEACH For students needing additional support, use the *Intervention Teacher's Guide* during Workshop to reteach the grammar, usage, and mechanics skills taught in this lesson.

CCSS W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **L.3.1.A** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.