Theme 3: Voices of the Revolution
Voices of the Revolution

Selections

1 And Then What Happened, Paul Revere?
2 Katie’s Trunk
3 James Forten
Possessives and Contractions

Warm-Up/Academic Language

Explain that a possessive noun shows ownership. Most nouns that do not end in s (such as mice) form the possessive by adding ‘s (mice’s). Most plural nouns that end in s (such as boys) form the possessive by adding an apostrophe (boys’). Explain that a contraction is a shortened form of two words in which an apostrophe replaces any letters removed from the contraction.

Teach

Have a volunteer hold up a book. Write student’s book on the board. Circle the ‘s. Explain that the ‘s signals possession. Have all students hold up their books. Write students’ books on the board. Explain that the apostrophe signals possession.

Show students how to form contractions. Write we are and I will on the board and read them with students. Erase the a in we are. Replace the a with an apostrophe to form the contraction we’re. Follow a similar procedure to form the contraction I’ll from I will.

Model decoding possessives and contractions using this sentence:

Ruth is happy when it’s Jim’s turn to do the dishes.
Write the children’s toys and the students’ notebooks on the board.

Explain that for plural nouns that do not end in s, you add ’s to form the possessive (children’s). For plural nouns that end in s, you only add an apostrophe to form the possessive (students’).

Ask volunteers to form the plural possessive nouns mice’s, people’s, cats’, and schools’, and the contractions I’m, she’ll, he’s, and we’re.

**Guided Practice**

Display or distribute Teaching Master ES3-1. Read it with students.

Guide students to complete the chart.

**Practice/Apply**

Distribute Practice Master ES3-1 to students.

Review the directions and sample answer with students.

Instruct students to complete the Practice Master independently.

Check students’ responses to make sure that they understand possessives and contractions.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview And Then What Happened, Paul Revere?**

**Segment 1**

Refer to the bottom of page 263 in the Teacher’s Edition and preview with students Segment 1 of And Then What Happened, Paul Revere? (pages 262–270).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 265 and 270.
Author’s Viewpoint

Warm-Up/Academic Language

Tell students that an author’s viewpoint is what the author thinks about his or her subject. Explain that students can often figure out the author’s viewpoint by thinking about the facts and opinions given in the selection, the language the author uses, and the author’s purpose for writing.

Teach

Read the passage below to students. Ask them to listen for clues that tell what the author thinks about British and American reactions to taxes.

Read Aloud

Shortly before the American Revolution, many people in England and in the American colonies disagreed about whether or not the colonies should pay certain taxes. England needed money after fighting wars, so the English people had to pay very high taxes. It’s understandable that they thought the colonists should help pay taxes, too. The colonists had paid fewer taxes up to that time. Many colonists, however, found it hard to pay such high taxes. It’s also understandable that they became angry about the new taxes.

Reread the passage sentence by sentence. Help students identify each sentence as fact or opinion.

Write the following chart on the board.
Help students identify the author’s viewpoint. (Both people in England and in the colonies had understandable reasons for how they reacted to the new taxes.)

Guided Practice

Display or distribute Teaching Master ES3-2.

Read each paragraph with students.

Guide students to identify each paragraph as fact or opinion, and to infer the author’s viewpoint.

Practice/Apply

Distribute Practice Master ES3-2 to students.

Explain the directions to students so that they understand what they are to do.

Instruct students to complete the Practice Master independently.

Check students’ responses to make sure that they understand how to identify facts, opinions, and the author’s viewpoint.

LITERATURE FOCUS: 10–15 MINUTES

Preview And Then What Happened, Paul Revere?

Segment 2

Refer to the bottom of page 263 in the Teacher’s Edition and preview with students Segment 2 of And Then What Happened, Paul Revere? (pages 271–278).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 273, 275, and 278.

<table>
<thead>
<tr>
<th>Fact</th>
<th>Opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sentence 1 (“Shortly…”)</td>
<td>Sentence 3 (“It’s understandable…”)</td>
</tr>
<tr>
<td>Sentence 2 (“England…”)</td>
<td>Sentence 6 (“It’s also…”)</td>
</tr>
<tr>
<td>Sentence 4 (“The colonists…”)</td>
<td></td>
</tr>
<tr>
<td>Sentence 5 (“Many…”)</td>
<td></td>
</tr>
</tbody>
</table>

Author’s Viewpoint

Author A

Many people keep dogs and cats as pets, but I think snakes are better. Snakes have a long, pretty body. Since they make almost no noise and like to hide in corners, snakes are the easiest pets to care for. They’re also interesting to watch. If you’d like a good pet, get any snake.

Author B

Snakes are reptiles with long, thin bodies. Certain types of snakes are small, but others can grow over thirty feet long and become large and heavy. Since they are quiet and can move into small places easily, they may be hard to find if they get loose. Some snakes are also poisonous. Certain types of snakes may be dangerous to keep as pets.

Practice Master ES 3–2

Author’s Viewpoint

Read each paragraph. Then answer the questions below.

The Sons of Liberty, a group of American colonists, were wasteful. On December 16, 1773, they marched onto three ships carrying tea from England. They wasted tea by dumping it into Boston Harbor. They did this so that no one in Boston could pay the king’s tax on tea.

1. Which two sentences are facts?
2. Which two sentences are opinions?
3. What is the author’s viewpoint?

On December 16, 1773, a group of American colonists called the Sons of Liberty marched onto ships carrying tea from England. They threw the tea into Boston Harbor so that no one could pay the king’s tax on tea. They chose a thoughtful way to protest the unfair tea tax.

1. Which two sentences are facts?
2. Which sentence is an opinion?
3. What is the author’s viewpoint?

Grade 5 Theme 3: Voices of the Revolution

PMES 3–2

Name

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Opinion

Fact

The author believes that all snakes make good pets.

The author thinks that certain types of snakes may be dangerous to keep as pets.

TAKE 2–3

Grade 5, Theme 3, Voices of the Revolution
Possessives and Contractions

Teach

Display the following sentences:

In the spring of 1756, there was a war close by, and Paul did not want to miss it.

In the spring of 1756, there was a war close by, and Paul didn’t want to miss it.

Have students identify the word(s) in each sentence that are different. Then review these concepts:

- *Didn’t* is a contraction. It is a combination of two words, *did* and *not*.
- The apostrophe (’) takes the place of one or more letters.
- A contraction has the same meaning as the two combined words.
- To understand the meaning of a contraction, readers need to know the letters that the apostrophe replaces.

Encourage students to practice reading some contractions and the words that were combined. Read the words aloud together: *I’m, I am, you’re, you are, it’s, it is, isn’t, is not, don’t, do not.*

Display the following: *Once, Paul made a silver collar for a man’s pet squirrel.*

Underline the ‘s and explain that this ending makes *man’s* a possessive noun—a noun that shows ownership.*Man’s pet squirrel* is a shorter way of saying, *the pet squirrel that belongs to the man.*

Display the following: *Paul can’t start his Big Ride until he has his horse’s spurs.*

Model the process of identifying contractions and possessives.
**Think Aloud**

I see two words with apostrophes. The first word (can’t) is a short way of saying can not. The two words were combined, and an apostrophe takes the place of the no. This contraction is can’t. The second word (horse’s) signals ownership. The Spurs belong to the horse.

**Practice**

Set up a three-column chart on the board with the heads *Contraction*, *Singular Possessive Noun*, and *Plural Possessive Noun*.

Have students copy the chart. Then have students read page 267 of the selection and locate the contractions and possessives. Tell students to list the words in the appropriate column on their charts. For the contractions, have students also write the two words from which the contraction was formed.

**Apply**

Have students go on a hunt to find other contractions and possessives in the selection and add them to their chart. Have them use each word in a sentence of their own.

**LITERATURE FOCUS:**

10–15 MINUTES

**Review And Then What Happened, Paul Revere?**

Guide students through the Comprehension Skill Lesson for *Author’s Viewpoint* on page 265 in the Teacher’s Edition.
Objective
- identify the agreement of the verbs was and were with singular and plural subjects

Materials
- Anthology: And Then What Happened, Paul Revere?

Subject-Verb Agreement

Teach
Display the following two sentences:

Paul Revere was a secret agent for the Americans.
British soldiers were ready to attack.

Model the process of figuring out when to use was and were.

Think Aloud
The first sentence is about Paul Revere, so he must be the subject of that sentence. Paul Revere names one person, so the subject is singular. Was is used with singular subjects. The next sentence is about British soldiers, so they are the subject of that sentence. British soldiers names more than one person, so the subject is plural. Were is used with plural subjects.

Practice
Have students find sentences with was and were on page 264 and explain why was or were is used in each sentence.

Apply
Have students choose was or were to complete each sentence below.
1. Paul (was, were) a soldier at Fort William Henry in 1756.
2. There (was, were) thousands of flies at the fort that summer.
3. The French and the Indians (was, were) not attacking.
Regular and Irregular Verbs

Teach

Invite students to turn to page 265 of the selection and look for verbs that tell what Paul Revere and his family did. List the verbs on the board. (liked, grabbed, buckled, clapped, went, spent, married, began, died, came) Point out that they describe past actions.

Explain that verbs that add -ed to form the past tense are called regular verbs. Verbs that form their past tense in other ways are irregular verbs, and have two past forms—one that is used alone and one that is used after helping verbs such as has, have, or had.

Display the following chart and review the verbs with students.

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
<th>Past with Helping Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>go</td>
<td>went</td>
<td>(has) gone</td>
</tr>
<tr>
<td>begin</td>
<td>began</td>
<td>(has) begun</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>(has) come</td>
</tr>
</tbody>
</table>

Practice

Ask students to find regular and irregular verbs on page 266 of the selection. Have students make their own chart.

Apply

Ask students to write sentences about things that Paul Revere did, using regular and irregular verbs. Check students’ responses.

LITERATURE FOCUS: 10–15 MINUTES

Preview Bunker’s Cove

Walk students through Bunker’s Cove and discuss the illustrations, using words from the story such as warship and independence. Ask students to predict the author’s viewpoint based on the illustrations.
Day 5

Author’s Viewpoint

Teach

Read the text below with students. Explain that the paragraphs are two descriptions of the same person written by two different writers.

Katelyn is slow and boring. It takes her forever to finish a project. While she’s working, she’s no fun at all. She won’t take time out to play or watch TV. All she does is work, work, work, until she has finally finished.

Katelyn is a careful, patient worker. She always takes her time and does a great job on any project. She focuses her attention and ignores unimportant things while she’s working. She is so determined to do a good job that she works as hard as she can until the job is successfully completed.

Discuss with students what is similar and different about the two descriptions.

Use a Think Aloud to model the process of analyzing the descriptions.

Think Aloud

If I read the first two sentences in each description, I see that the two writers agree on one fact about Katelyn: She takes her time to finish a project. The author of the first paragraph doesn’t seem to like this fact about Katelyn. This writer uses the word boring to describe her slowness. The second writer, though, seems to have a different attitude, or viewpoint, about Katelyn’s slowness. This writer uses the words careful, patient, and does a great job to describe how Katelyn works.
Follow a similar process to analyze the writers’ viewpoints in the remaining sentences of the descriptions. Summarize the two different viewpoints the writers have about Katelyn. Conclude by explaining that readers can infer a writer’s viewpoint about a subject by looking at the facts and opinions the writer gives and the words the writer uses to describe the subject.

Practice

Have students meet in small groups to read pages 263–265 of the selection. Ask them to list the facts and descriptive words about Paul Revere. Then have the group discuss this list of evidence and make an inference about the author’s viewpoint about Paul Revere.

Apply

Have students keep track of author’s viewpoint, with an eye to identifying and analyzing descriptions and opinions, in the Leveled Reader selection Bunker’s Cove by David Neufeld. Then have them complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit And Then What Happened, Paul Revere? and Bunker’s Cove

Guide students through And Then What Happened, Paul Revere? and Bunker’s Cove, helping them identify the author’s viewpoint. Also help students look for possessives and contractions. As examples, you may wish to include words and phrases such as printers’ colors and Paul’s friends on pages 267 and 271 of And Then What Happened, Paul Revere? as well as wasn’t and he’d spent on page 3 of Bunker’s Cove.
Syllabication: VCCV and VCV Patterns

Warm-Up/Academic Language

Tell students that they can use syllable patterns to help them decode new words. Explain that many words with the VCV (Vowel-Consonant-Vowel) pattern are either divided after the first vowel and pronounced with a long vowel sound in the first syllable, as in so/фа or divided after the consonant and pronounced with a short vowel sound in the first syllable, as in mod/el. Explain that words with the VCCV (Vowel-Consonant-Consonant-Vowel) pattern are divided between the two consonants, as in dif/fer.

Teach

Write these sentences on the board:

Nell sat on the sofa. (so/fa) V/CV
I try to save my money. (mon/ey) VC/V

Explain that to decode a word with the VCV pattern, students should try dividing it after the first vowel and pronouncing the first syllable with a long vowel sound. Pronounce sofa as SOH fa. Ask students if that word sounds right in the sentence. Since it does, write so/fa and its VCV pattern on the board. Have students create the VCV pattern for sofa using their Letter Cards.

Point to the word money. First pronounce money with a long vowel sound in the first syllable, as MOH nee. Tell students that since that doesn’t sound like a familiar word, you will now divide after the consonant and use a short sound. Pronounce money as MUHN ee. Write mon/ey and its VCV pattern on the board. Have students create the VCV pattern for money using their Letter Cards.
Write this sentence on the board:

The twins differ in weight but not in height. (dif/fer) (VC/CV)

Model how to decode words with the VCCV pattern.

Think Aloud

I see the letters i-f-f-e in differ. This is the VCCV pattern. I should divide words with this pattern between the two consonants, or the ff. I blend the two syllables, and get DIHF fuhr. That means “are not alike.” It makes sense in the sentence.

Have students create the VCCV pattern for differ using their Letter Cards.

Guided Practice

Display or distribute Teaching Master ES3-3. Review it with students.

Help students complete the chart by dividing each VCCV and VCV word from the passage into syllables.

Practice/Apply

Distribute Practice Master ES3-3. Review the directions with students.

Have them complete the Practice Master independently.

Check students' responses to make sure that they understand how to identify words with VCV and VCCV syllable patterns.

Literature Focus: 10–15 Minutes

Preview Katie's Trunk Segment 1

Refer to the bottom of page 293 in the Teacher's Edition and preview with students Segment 1 of Katie's Trunk (pages 293–299).

Objectives

• recognize that cause is the reason something happens and effect is the result
• identify the causes and effects in a work of fiction

Materials

• Teaching Master ES3–4
• Practice Master ES3–4
• 1 Cause card for each student
• 1 Effect card for each student
• Anthology: Katie’s Trunk

Skill Focus: Comprehension

25–30 Minutes

Cause and Effect

Warm-Up/Academic Language

Explain that a cause is the reason something happens. An effect is the event that happens as a result of the cause. To help students identify cause and effect, tell students to ask as they read, “What happens because of this event?”

Teach

Read the story below to students.

Read Aloud

After biking for an hour, Tracy and Bill become hungry and thirsty. They stop at a gas station to rest, and have some fruit, energy bars, and water.

On their way home, Tracy suddenly hears a loud POP. “Oh no,” she groans. Tracy finds the problem—she has ridden over a piece of glass and her back tire now has a hole in it.

Model how to identify the cause and effect for the first paragraph.

Think Aloud

The first paragraph says that Tracy and Bill bike for an hour. That is why they become hungry and thirsty, and why they stop at a gas station to rest. So biking for an hour is the cause that has the effect, or result, of making Tracy and Bill stop at the gas station to rest, eat, and drink.
Give each student one *Cause* card and one *Effect* card. Reread the second paragraph. Ask students to hold up the *Cause* card when they hear the sentence that describes the cause and the *Effect* card when they hear an effect. Then guide students in completing the following chart.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy and Bill bike for an hour.</td>
<td>They become hungry and thirsty, and stop at a gas station to rest, eat, and drink.</td>
</tr>
<tr>
<td>Tracy rides over a piece of glass.</td>
<td>Tracy hears a loud POP and finds a hole in her back tire.</td>
</tr>
</tbody>
</table>

**Guided Practice**

Display or distribute Teaching Master ES3-4.

Discuss the pictures and read the captions with students.

Guide them in identifying each cause and effect.

**Practice/Apply**

Distribute Practice Master ES3-4 to students.

Review the directions with students.

Ask students to complete the Practice Master independently.

Check students’ responses to make sure that they understand how to identify causes and effects.

**LITERATURE FOCUS: 10–15 MINUTES**

Preview *Katie’s Trunk* Segment 2

Refer to the bottom of page 293 in the Teacher’s Edition and preview with students Segment 2 of *Katie’s Trunk* (pages 300–303).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 301 and 302.
Objectives
- decode words by using syllable generalizations
- divide words into syllables using VCCV and VCV patterns

Materials
- Anthology: Katie’s Trunk

Syllabication: VCCV and VCV Patterns

Teach

Remind students that a good way to decode a word they don’t know is to break it into syllables. Review that a syllable is a word part with just one vowel sound.

Have students read the last paragraph on page 294. Then write the following on the board:

<table>
<thead>
<tr>
<th>VCCV</th>
</tr>
</thead>
<tbody>
<tr>
<td>skittish</td>
</tr>
</tbody>
</table>

Explain that some patterns of vowels and consonants can be used to recognize how to divide a word into syllables. One pattern is called the VCCV pattern. It stands for vowel-consonant-consonant-vowel.

Model how to use the VCCV pattern to divide words into syllables.

Think Aloud

When two consonants fall between two vowels, the first vowel sound usually is short. When the first vowel sound is short, the word is usually divided between the consonants. So I can divide this word between the t-t and pronounce it as SKIHT tish. I see from the sentence context that skittish means “jumpy, nervous.”

Display the following:

<table>
<thead>
<tr>
<th>VCV</th>
</tr>
</thead>
<tbody>
<tr>
<td>local</td>
</tr>
</tbody>
</table>
**Model** how to use the VCV pattern to divide words into syllables:

**Think Aloud**

I know that when one consonant falls between two vowels, the first vowel sound is usually long. When the first vowel sound is long, the consonant goes with the second syllable. So I can divide this word between the o and the c, and pronounce it as LOH kuhl.

**Practice**

Have pairs of students copy these words: *gallop, skirmish, silent, enough*. Tell students to mark the VCCV and VCV patterns in the words and to use a slash to break the words into syllables.

**Apply**

Have students look through the selection, jot down words that follow the VCCV and VCV patterns, and break them into syllables.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Katie’s Trunk**

Guide students through the Comprehension Skill Lesson for *Cause and Effect* on page 297 in the Teacher’s Edition.

**Selection 2: Katie’s Trunk**
Verb Phrases with *have*

**Teach**

Write the following sentences on the board:

- Children *have played* together.
- Walter *has helped* the neighbors.
- Katie’s family *had lost* some friends.

**Point out** that each sentence uses two words to tell what the subject did. These two words are called a *verb phrase*. Ask: *Which word in each sentence describes an action?* (played, helped, lost) Tell students that these words are called the *main verbs*.

Write *MV* above each main verb. Explain that the other verbs are called *helping verbs*. Write *HV* above each helping verb. Tell students to:

- Use *have* with plural subjects and with *I* or *you*.
- Use *has* with singular subjects.
- Use *had* with either singular or plural subjects.

**Practice**

Ask students to identify the helping verbs and main verbs in these sentences: *The rebels have crossed the fields. Tories have ripped the door down. Mother has sent the family away from the house.*

**Apply**

Have students identify the main verbs and helping verbs in these sentences: *Katie has hidden in her mother’s trunk. The rebels have searched the house for money. Her parents had run back to the house.*
**SKILL FOCUS: GRAMMAR**

10–15 MINUTES

**teach, learn; let, leave; sit, set; can, may**

**Teach**

*Say* these sentences aloud: *Katie’s family hides in the woods, but Katie leaves. She doesn’t want to let the rebels destroy her things.*

*Explain* that *let* means “to allow” and *leave* means “to go away.”

*Display* the following sentence pairs:

It teaches her many things. She learns about goodness.

Katie’s mother sets down the teapot. She sits down to tea.

She asks if she may go back. She can hear the rebels coming.

*Help* students identify the different meanings of the verbs. *teach* (to instruct) and *learn* (to be instructed); *set* (to put) and *sit* (to rest); *may* (to have permission) and *can* (to be able to)

**Practice**

*Have* students choose the correct verb for each sentence.

*Katie’s mother tells her that she (may, can) go to the pond.*

*Katie (sits, sets) her sewing down on the table.*

*The rebels (let, leave) the house without hurting Katie.*

*Katie’s mother tries to (teach, learn) her about goodness.*

**Apply**

*Ask* students to write sentences using the target verbs.

**LITERATURE FOCUS:**

10–15 MINUTES

**Preview The Drummer Boy**

*Walk* students through *The Drummer Boy* and discuss the illustrations, using words from the story such as *liberty* and *carpenter*. Ask students to predict causes and effects based on the illustrations.
Build a simple house of playing cards or a stack of small blocks on your desk. Keep adding cards or blocks until the pile collapses. Ask: What just happened? Why did it happen?

Tell students that what happened is called the effect, the reason why something happens is called the cause. Point out that students often recognize causes and effects in daily life. For example, they know it’s time to get up (effect) because the alarm clock went off (cause). Have students give their own examples.

Take students through the process of identifying a cause and effect connection by reading aloud the first page of Katie’s Trunk with them. Talk about the way Katie is acting and feeling, and about Mama’s words, “Why, it makes me skittish as a newborn calf…” Lead students to realize that Katie and Mama are nervous (this is what is happening) and this is the effect.

Create a two-column chart on the board with the headings Cause and Effect. Under Effect, write Katie and Mama are nervous. Then ask: Why are Mama and Katie nervous? Model the thinking:

I see that Mama talks about the trouble and fighting, the marching and talking, and about the tea they, meaning the rebels, dumped into the harbor. Katie and Mama must be nervous because their neighbors are rebelling against the English.

Write this sentence on the board under the head Cause: Their neighbors are rebelling against the English.
Practice

Read aloud pages 295–296 with students. Lead them to find the following effects, and write them under Effect on the chart:

- The family has lost all their friends.
- The family decides to hide.

Ask: Why has the family lost all their friends? Guide students to find the reason, and write it in the Cause column. Repeat this process to help students find why the family decides to hide.

Write in the Effect column: The rebels leave and Katie is unharmed. Ask students to finish reading the story independently and identify the cause for this final story event.

Apply

Have students keep track of cause and effect, with an eye to identifying what happened and why it happened, in the Leveled Reader selection The Drummer Boy by Philemon Sturges. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Katie’s Trunk and The Drummer Boy

Guide students through Katie’s Trunk and The Drummer Boy, helping them identify examples of cause and effect. Also, help students look for words with the VCCV and VCV syllable patterns. As examples, you may wish to include words such as sofa (VCV), skittish (VCCV), and harbor (VCCV) on page 294 of Katie’s Trunk, and the words drummer (VCCV) and model (VCV) on page 6 of The Drummer Boy.
Prefixes sub- and sur-

Warm-Up/Academic Language

Explain that a prefix is a word part that is added to the beginning of a base word. Adding a prefix often changes the meaning of the base word. Tell students that they will learn about the prefix sur-, which means “over, above, or additional,” and about the prefix sub-, which means “under, down, or beneath.”

Teach

Write surplus on the board and read it aloud. Circle the prefix sur. Explain that a surplus of something is an amount greater than what’s needed. Give examples of surplus items in your classroom, such as extra textbooks or extra rulers.

Repeat a similar procedure with subdue. Explain that subdue means “to bring under control” or “to defeat.”

Read aloud the following words: subtitle, surname, subset, surcharge, subcompact, surtax, and subcontinent. Have students hold up the appropriate sur- or sub- card each time they hear a word with that prefix. Be sure that each student can identify words with sur- and sub-.

Remind students that adding a prefix to a base word or word part often changes the meaning of the base word or word part.

Display the following sentence: We’re happy to announce that we’ll surpass our original fundraising goals.

Model how to decode surpass with this Think Aloud.

Think Aloud

The word surpass begins with the prefix sur. I can divide the word into syllables: sur/pass. When I cover the prefix, I see pass. To pass means “to move on” or “to go by.” I know that sur- means “over, above, or additional.” So surpass must mean something like “to go beyond.” That makes sense in the sentence.
Repeat the procedure using the sentence: Since I don’t know Russian, I’ll read the subtitles (subtitles: text at the bottom of a movie screen that translates one language to another).

Guided Practice

Display or distribute Teaching Master ES3-5 to students.

Discuss the chart, illustrations, and sentences with students.

Help students to decode each underlined word and to write its meaning on the following line.

Practice/Apply

Distribute Practice Master ES3-5 to students.

Review the directions with students.

Have students complete the Practice Master independently.

Check students’ responses to make sure they understand how to decode words with the prefixes sur- or sub-.

LITERATURE FOCUS: 10–15 MINUTES

Preview James Forten Segment 1

Refer to the bottom of page 313 in the Teacher’s Edition and preview with students Segment 1 of James Forten (pages 313–320).

Objectives
- identify where to find information in a set of directions
- practice following directions

Materials
- Teaching Master ES3-6
- Practice Master ES3-6
- Anthology: James Forten

Following Directions

Warm-Up/Academic Language

Explain to students that when they are following directions, they should read all the directions carefully and follow each step in order. Point out that numbers or order words such as first, next, then, and finally can help readers figure out the correct order of steps.

Teach

Write the following chart on the board:

<table>
<thead>
<tr>
<th>Following Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read all the directions carefully. Use numbers or order words such as first, next, and finally to figure out the sequence of steps.</td>
</tr>
<tr>
<td>2. Gather any necessary materials.</td>
</tr>
<tr>
<td>3. Follow each step in order.</td>
</tr>
<tr>
<td>4. Finish each step before going on to the next step.</td>
</tr>
<tr>
<td>5. If you come to a step you don’t understand, reread the directions, look at the diagrams or illustrations, and ask questions.</td>
</tr>
</tbody>
</table>

Read the chart with students. Leave the chart on the board for students’ reference.

Point out to students that knowing how to follow directions well helps them in many activities, such as doing schoolwork, playing sports or other games, building projects, and preparing meals.

Display the following chart. Read each step with students and have them identify numbers and order words. (numbers 1–6; first, next, then, finally)
Ask students to predict what would happen if you followed all the steps out of order. (It would be difficult or impossible to make ice cubes.)

Guided Practice

Display or distribute Teaching Master ES3-6.

Read the directions with students.

Guide students in following directions as they trace the route to the treasure.

Practice/Apply

Distribute Practice Master ES3-6 to students.

Review the directions with them.

Ask students to complete the Practice Master independently.

Check their responses to make sure that they understand how to follow directions.

LITERATURE FOCUS: 10–15 MINUTES

Preview James Forten Segment 2

Refer to the bottom of page 313 in the Teacher’s Edition and preview with students Segment 2 of James Forten (pages 320–327).

Note the suggestion in the Extra Support box on Teacher’s Edition page 326.
**Objectives**
- recognize when words have the prefixes sub- and sur-
- decode words with the prefixes sub- and sur-
- understand the meaning of a longer word with the prefixes sub- and sur-

**Materials**
- Anthology: James Forten

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**Prefixes sub- and sur-**

**Teach**

**Explain** that sub- is a prefix, or word part, added to the front of a base word. Sub- means “under” (as in submarine) or “lower, less important” (as in subtitle). Remind students that knowing when words have prefixes can help them decode those words more quickly.

**Use** a Think Aloud to model the process for decoding submerged: When the three British ships closed in on the Royal Louis, it was soon clear that it had two choices, to give up or be submerged by enemy cannons.

**Think Aloud**

I can separate the prefix sub- from the base word merge so that I can pronounce each part. I know that the base word merge means “joined,” but it doesn’t make sense when I add the prefix sub-. If I look to see what makes sense in the sentence, I can figure out that submerged means “put under.” I check, and the meaning fits; it’s another way of saying sunk.

**Write** the following sentences on the board and ask students to note what is similar and different about both underlined words. (Both are formed with the prefix sur-, and both have different base words.)

They had a surplus of food, so they shared their supplies. It’s amazing that cacti survive so long without water.
Explain that *sur-* is a prefix that means “over, above, or additional.” Use this sentence to model decoding words with the prefix *sur*:\nThe soldiers *surround the town*.

Repeat the Think Aloud process using the word *surround*, or “to encircle; to be on all sides of.”

**Practice**

Explain the following tips:

• A prefix always appears before the base word.
• A prefix is usually a syllable.
• A prefix has the same pronunciation in different words.

Help students practice identifying words with the prefixes *sub-* and *sur*.

Point out that these prefixes may connect to a base word or a root word.

Display the following:

<table>
<thead>
<tr>
<th>prefix</th>
<th>word</th>
</tr>
</thead>
<tbody>
<tr>
<td>sub</td>
<td>subtract</td>
</tr>
<tr>
<td>sur</td>
<td>surmount</td>
</tr>
<tr>
<td>sub</td>
<td>subhead</td>
</tr>
<tr>
<td>sur</td>
<td>surpass</td>
</tr>
<tr>
<td>rend</td>
<td>surrender</td>
</tr>
</tbody>
</table>

Refer students to the Phonics/Decoding Strategy Poster for more tips.

**Apply**

Have students look up the words in a dictionary to check their meanings. Then ask students to write a sentence using each word.

**LITERATURE FOCUS:**

10–15 MINUTES

**Review James Forten**

Guide students through the Comprehension Skill Lesson for Following Directions on page 332 in the Teacher’s Edition.
Adjectives

Teach

Read page 325 of the selection with students. Then ask: What describing words does the author use to help you picture the prison ship Jersey? Write students’ responses on the board. (dark, forbidding, old, dank)

Use a Think Aloud to model the process of identifying adjectives.

Think Aloud

I see the name Jersey in the first sentence on page 325. The words dark and forbidding appear right before the name Jersey, so they are describing words.

Tell students that these describing words are called adjectives. An adjective describes a noun. It can tell what kind or how many.

Write the heading Adjectives above the list of describing words. Then ask: What adjectives does the author use to describe the prisoners on this page? Write students’ responses on the board. (pale, sickly)

Practice

Ask: What kind of boy was James Forten? Have students fill in the blanks with two adjectives.

James Forten was a _____, _____ boy.

Tell students to share their sentences. Write some of their sentences on the board, underlining the adjectives.

Apply

Have each student work with a partner. Ask each partner to write a sentence describing his or her partner, using two adjectives.

Have the partners share their sentences and identify the adjectives.
Proper Adjectives

Teach

Display this sentence: The American ship fought the British vessel. Ask students what words describe the ship and the vessel. (American, British) Then ask: How are these describing words different from other adjectives you’ve seen? (Both begin with capital letters.)

Tell students that adjectives beginning with capital letters are called proper adjectives. Explain that proper adjectives are formed from proper nouns and refer to particular persons, places, or things.

Practice

Have students copy this sentence: The African children in Philadelphia could attend a small Quaker school. Ask them to underline all the adjectives and then circle the two proper adjectives.

Apply

Have students add capital letters to all the proper adjectives.

1. Last week we read a scary Chinese folktale.
2. My family went to our favorite Italian restaurant.

LITERATURE FOCUS: Deborah Sampson: Soldier of the Revolution

Walk students through Deborah Sampson: Soldier of the Revolution and discuss the illustrations, using phrases and words from the story such as bound servant, independence, and disguise.

Ask students to discuss how the main character, Deborah, might follow directions for completing the three chores in order from left to right, as shown on page 7.
Following Directions

Teach

Give each student a simple map of your school. Then give students oral or written directions for reaching a particular room in your school. Do not tell them which room they are trying to find. For example, say:

Read Aloud

Walk in the front door. Turn left. Go up the stairs.

Turn right. Enter the third door on your left.

Ask students which room in the school they have just entered. If some students have entered the wrong room, go over the directions again until they discover what mistake they have made.

Display a copy of the map on the board and use a Think Aloud to model the process you would use to follow the directions.

Think Aloud

When I get directions to do something or to go somewhere, I need to make sure that I understand all the steps before I start to follow them. I also know that I must follow each step in order.

Take students through each step of the directions in order. Then summarize the rules for following directions.

• Read or listen carefully to all the directions.
• Be sure you understand each step. If you don’t, ask questions.
• If necessary, gather any materials that you need.
• Follow each step in order.
• Finish each step before going on to the next.

Objectives

• recognize the importance of following steps in order to complete a task or reach a goal
• follow directions step by step

Materials

• Anthology: James Forten
• Leveled Reader: Deborah Sampson: Soldier of the Revolution
• eleven white beans and eleven red beans for each pair of students

THEME 3/Selection 3: James Forten

Day 5

SKILL FOCUS: COMPREHENSION 25–30 MINUTES

Objectives

• recognize the importance of following steps in order to complete a task or reach a goal
• follow directions step by step

Materials

• Anthology: James Forten
• Leveled Reader: Deborah Sampson: Soldier of the Revolution
• eleven white beans and eleven red beans for each pair of students

THEME 3/SELECTION 3: James Forten

When I get directions to do something or to go somewhere, I need to make sure that I understand all the steps before I start to follow them. I also know that I must follow each step in order.

Take students through each step of the directions in order. Then summarize the rules for following directions.

• Read or listen carefully to all the directions.
• Be sure you understand each step. If you don’t, ask questions.
• If necessary, gather any materials that you need.
• Follow each step in order.
• Finish each step before going on to the next.
**Practice**

**Give** pairs of students a copy of the gameboard shown on page 333 in the Social Studies Link for this selection. Also, give each pair eleven white beans and eleven red beans.

**Tell** students to read the directions for playing the colonial game “Eleven Men’s Morris” on page 337. Have students play the game. Be available to answer any questions students may have about the directions.

**Encourage** students to discuss any problems they may have had in following the directions for the game, and how they solved the problems.

**Apply**

**Have** students keep track of following directions, with an eye to recognizing the order of steps, in the Leveled Reader selection Deborah Sampson: Soldier of the Revolution by Lee S. Justice. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit James Forten and Deborah Sampson: Soldier of the Revolution**

**Guide** students in identifying activities mentioned in the story for which they might need to follow directions. (how to complete chores, write in a journal, put on a disguise, memorize a speech) Also, help students look for words with the prefixes sub- or sur-.