

Pathways Theme: **LIVING THINGS**

Where the **Waves** **Break:** *Life* *by Anita Malnig* **AT THE EDGE OF THE SEA**

DAILY LESSON GUIDE
FOR GRADE 4 OR GRADES 3 AND 4

ALIGNED WITH THE
NAD 2013 ELEMENTARY
ELA STANDARDS

TABLE OF CONTENTS

INTRODUCTION

1. Theme/Topic
1. Essential Question/Big Idea
2. Adventist Worldview Chart
3. Book Synopsis
3. Author Information
3. Paired Texts
3. Reading/Writing Genres
4. English Language Arts Standards
6. Overarching English Language Arts Standards
7. Pre-Assessments, Formative/Summative Assessments

WEEK 1 8. At-A-Glance 9. Word Study 9. Spelling 13. Vocabulary 15. Reading 18. Writing	WEEK 2 21. At-A-Glance 22. Word Study 22. Spelling 26. Vocabulary 28. Reading 31. Writing	WEEK 3 33. At-A-Glance 34. Word Study 34. Spelling 38. Vocabulary 40. Reading 42. Writing	WEEK 4 45. At-A-Glance 46. Word Study 46. Spelling 50. Vocabulary 52. Reading 54. Writing
APPENDIX A 58. Spelling Word Cards	APPENDIX B 67. Vocabulary Word Cards	APPENDIX C 73. Black Line Masters	

BIBLIOGRAPHY

93. Bibliography

Where the Waves Break:

Life at the Edge of the Sea

by Anita Malnig

Pathways Theme: **LIVING THINGS**

DAILY LESSON GUIDE

FOR GRADE 4 OR GRADES 3 AND 4

ALIGNED WITH THE NAD 2013 ELEMENTARY ELA STANDARDS

“Then God looked over all he had made, and he saw that it was very good!” Genesis 1:31 (NLT)

INTRODUCTION

General Note to Teacher:

This 4-week unit utilizes a revised template for a *Pathways Daily Lesson Guide* that aligns with the *Elementary English Language Arts Standards (2013)*. (Continue to use the *Pathways Teacher Manual 3+* for a program overview.) The unit also demonstrates how the Adventist worldview can be made visible in a unit of study.

Theme/Topic	
Living Things: Sea Life	
Note to Teacher: Choose a theme or topic that spans a unit of study. In this unit, one of the fourth grade Pathways themes has been chosen. In an alternation plan, the unit can be used with both third and fourth grades. The literature selection for this theme specifically focuses on the topic of sea life.	
Essential Question	Big Idea
How do living things reflect the character of our Creator?	Creation displays the wonder of God’s creativity.
Note to Teacher: Using the Adventist worldview lens on p. 4, develop a question that will provide a focus for inquiry.	Note to Teacher: Using the Adventist worldview lens on p. 4, develop a statement that captures the big idea or concept that links the content and skills in a meaningful way.

Adventist Worldview—Living Things	
Creation —What is God’s intention? <ul style="list-style-type: none"> • In the beginning, God created all living things • God’s Creation was perfect • Nature is God’s second book, teaching lessons about Him • God intends that human beings delight in His created works 	Fall —How has God’s purpose been distorted? <ul style="list-style-type: none"> • As a consequence of sin, living things engage in a struggle for survival • Original creations have diminished in number, size, form, and beauty • Extinction and death show the effects of sin
Redemption —How does God help us to respond? <ul style="list-style-type: none"> • God’s Creation continues to inspire us • God’s creativity in the natural world awakens the human expression of beauty • The book of nature continues to reveal lessons about God 	Re-creation —How can we be restored in the image of God? <ul style="list-style-type: none"> • The Creator has promised a new heaven and a new earth • All created things will live in harmony • Sin, suffering, and death will be no more
Note to Teacher: Using the four key concepts of the Adventist worldview, develop statements that show the relationship of the topic with the Adventist worldview. Make visible the Adventist worldview during Reading Whole Group Instruction as well as in other instructional blocks when applicable.	

Book Synopsis—*Where the Waves Break: Life at the Edge of the Sea*

Where the Waves Break: Life at the Edge of the Sea is filled with fascinating information about the smaller sea creatures that inhabit the coastal waters of seas and oceans throughout the world. The book's content is enhanced by incredible photographs that provide the student with realistic images of some of nature's most unique sea animals. The text explores the following topics: tides and tide pools, snails, starfish, sea urchins, sand dollars, sea cucumbers, sponges, sea squirts, clams, crabs, jellyfish, and seaweed. An introduction to scientific classification is also featured (*Daily Lesson Guide*, 2008).

Author Information

Anita Malmgren grew up in New Jersey. On weekends her parents took her to the New Jersey shore, where her lifelong love of the ocean was born. As an adult she worked for the Children's Television Network, and she is currently the senior editor of a computer magazine. She lives in San Francisco with her husband and young son (*Daily Lesson Guide*, 2008).

Paired Text—*My Visit to the Aquarium* by Alike

Alike has researched several different real-life aquariums to create a . . . story about three siblings as they journey through an aquarium. The colorful and realistic illustrations help give the feel as if you were actually visiting an aquarium for yourself. From beginning to end, this book is packed with information about fish and sea-life. Many of the illustrations contain the names of specific sea creatures, such as a leopard shark, or a wolf eel for students to identify (http://www.tarleton.edu/Faculty/bkonvicka/LiveWire/Science/Science%20Reviews/under_sea/br_my_visit_aquarium.html).

Additional Paired Texts

The Tide—Black line master #7 in *Daily Lesson Guide*, 2008

Saltwater Ecosystems—p. 110 in *By Design Science*, Level 3

National Geographic Video—<http://video.nationalgeographic.com/video/coral-reefs>

The Bible

Note to Teacher:

Designate additional texts that will be used for Reading Whole Group Instruction. See the Bibliography in the *Daily Lesson Guide*, 2008 for additional titles.

Reading Genre

Information

Writing Genre

Informative

Note to Teacher:

Choose reading and writing genres for the unit that have been designated in the *Reading and Writing Genre Map* for this particular theme and grade level(s).

English Language Arts (ELA) Standards Addressed in Daily Lesson Guide	
Grade 3 ELA Standards	Grade 4 ELA Standards
LA.3.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with expression	LA.4.RF.2 Read on-level text with purpose and understanding; read on-level prose and poetry orally with expression
LA.3.RF.3 Use context to self-correct word recognition and understanding, rereading as necessary	LA.4.RF.3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary
LA.3.RI.2 Determine the main idea and key details; explain how key details support the main idea	LA.4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text
LA.3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information	LA.4.RI.5 Describe the overall structure (e.g., chronology; comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
LA.3.RI.7 Use information from illustrations and the words in a text to demonstrate understanding	LA.4.RI.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, interactive technologies) and explain how the information contributes to an understanding of the text
LA.3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions), linking words and phrases (e.g., also, another, and more, but), illustrations when useful, and a conclusion	LA.4.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions, quotations, examples) grouped in paragraphs and sections, precise language and content-specific vocabulary, ideas linked with categories using words and phrases (e.g., another, for example, also, because), formatting (e.g., headings), illustrations and multimedia when useful, and a conclusion
LA.3.W.9 Conduct short research projects that build knowledge about a topic	LA.4.W.9 Conduct short research projects that build knowledge through investigation of different aspects of a topic
LA.3.W.10 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	LA.4.W.10 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and list sources
LA.3.SL.2 Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally)	LA.4.SL.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, orally)
LA.3.SL.4 Report on a topic, or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	LA.4.SL.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

LA.3.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use irregular verbs; form and use the simple verb tenses (e.g., I walked, I walk, I will walk)	LA.4.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: use relative adverbs (e.g., where, when, why); form and use progressive verb tenses (e.g., I was walking, I am walking, I will be walking) and prepositional phrases
LA.3.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: determine the meaning of a new word when a known affix is added to a known word; use a known root word as a clue to the meaning of an unknown word	LA.4.L.4 Determine the meaning of unknown and multiple-meaning words and phrases, choosing from a range of strategies: use grade-appropriate Greek and Latin affixes and roots (e.g., telegraph, photograph, autograph) as clues to the meaning of a word or phrase
<i>Note to Teacher:</i> Choose standards for the unit that have been designated in the <i>English Language Arts Standards Map</i> for this particular theme and grade level(s).	

Reading Foundations (RF)	Reading—Informational Text (RI)
Speaking and Listening (SL)	Writing (W)
Language (L)	

Grades 3-4 ELA Overarching Standards

3	<p>LA.3.RF.4 Use silent reading strategies</p> <p>LA.3.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing</p> <p>LA.3.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing) and decipher cursive writing</p> <p>LA.3.W.11 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>LA.3.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical text(s) of appropriate complexity independently and proficiently</p> <p>LA.3.RI.13 Read informational texts for personal growth and spiritual development</p> <p>LA.3.SL.7 Demonstrate reverence to God when speaking and listening</p> <p>LA.3.RI.12 Self-monitor reading strategies and make modifications as needed</p>
4	<p>LA.4.RF.4 Use silent reading strategies</p> <p>LA.4.W.6 With adult and peer support, develop and strengthen writing by planning, revising, and editing</p> <p>LA.4.W.8 Apply common conventions of handwriting (e.g., margins, headings, legible manuscript and cursive writing)</p> <p>LA.4.W.12 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p> <p>LA.4.RI.11 Read and comprehend informational texts (e.g., history/social studies, science, technical text(s) of appropriate complexity independently and proficiently</p> <p>LA.4.RI.13 Read informational texts for personal growth and spiritual development</p> <p>LA.4.SL.7 Demonstrate reverence to God when speaking and listening</p> <p>LA.4.RI.12 Self-monitor reading strategies and make modifications as needed</p>

Note to Teacher:

Choose overarching standards for the unit that have been designated in the *Overarching English Language Arts Standards Map* for this particular theme and grade level(s). These are standards that are addressed in multiple *Pathways* units.

Pre-Assessments, Formative and Summative Assessments

Spelling

- Collect a sample of each student's first-draft writing and analyze the errors as a pre-assessment. Differentiate instruction as needed.
- See the Bibliography for free online spelling inventories.
- Weekly Assessments

Vocabulary

- *Basic Reading Inventory* by Jerry L. Johns

Reading

- *Basic Reading Inventory* by Jerry L. Johns
- *Reading A-Z Assessments*
- Close Reading Rubric (such as <http://www.inclusiveclassrooms.org/inquiries/differentiation-supports-and-assessments>) to be used with whole group reading instruction

Writing

- Collect a sample of each student's first-draft writing and use the Informative Writing Rubric (<https://www.teacherspayteachers.com/FreeDownload/Common-Core-Writing-Rubrics-FREE-Grades-1-4-023557200-1378573608>) to score as a pre-assessment. Differentiate instruction as needed.
- Informative Writing Rubric to also be used for the Informative Writing Assignment

Week 1 At-a-Glance		
	Grade 3	Grade 4
Word Study—30 minutes		
<i>Whole or Small Group Instruction</i>	<i>Spelling/Phonics</i> —Regular/Irregular Verbs	<i>Spelling/Phonics</i> —Verbs with -ing
<i>ELA Standards</i> — LA.3.L.1, LA.3.L.4 LA.4.L.1, LA.4.L.4	<i>Vocabulary</i> —Content Words from <i>Where the Waves Break</i>	<i>Vocabulary</i> —Content Words from <i>Where the Waves Break</i>
Reading—90 minutes		
<i>Whole Group Instruction</i>	<i>Interactive Read-aloud of Paired Texts</i>	<i>Interactive Read-aloud of Paired Texts</i>
<i>ELA Standards</i> — LA.3.RI.2, LA.3.SL.2 LA.4.RI.2, LA.4.SL.2 LA.3.SL.7, LA.4.SL.7	<i>Comprehension Mini-lesson</i> —Main Idea and Key Details	<i>Comprehension Mini-lesson</i> —Main Idea and Key Details, Summarization
<i>Small Group Instruction</i>	<i>Guided Reading</i> —Select texts according to the students’ instructional levels, using the Teacher’s Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the <i>Pathways Teacher Manual 3+</i> and <i>Reading A-Z</i> resources for guidelines. <i>Literature Discussion</i> —Students choose, read, and discuss texts. See the <i>Pathways Teacher Manual 3+</i> for guidelines.	<i>Guided Reading</i> —Select texts according to the students’ instructional level, using the Teacher’s Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the <i>Pathways Teacher Manual 3+</i> and <i>Reading A-Z</i> resources for guidelines. <i>Literature Discussion</i> —Students choose, read, and discuss texts. See the <i>Pathways Teacher Manual 3+</i> for guidelines.
<i>Independent Work</i> (May schedule Small Group Instruction and Independent Work simultaneously; as teacher is working with small groups, other students are involved in independent work.)	<i>Reading of Self-selected Texts</i>	<i>Reading of Self-selected Texts</i>
<i>ELA Standards</i> — LA.3.RF.4, LA.4.RF.4 LA.3.RI.11, LA.4.RI.11 LA.3.RI.13, LA.4.RI.13	<i>Literacy Centers</i> —Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 <i>Where the Waves Break DLG</i> for ideas.	<i>Literacy Centers</i> —Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 <i>Where the Waves Break DLG</i> for ideas.
Writing—40 minutes		
<i>Whole Group Instruction/Independent Work</i>	<i>Writing Mini-lesson</i> —Note Taking	<i>Writing Mini-lesson</i> —Note Taking
<i>ELA Standards</i> — LA.3.W.6, LA.3.W.9, LA.3.W.10, LA.3.W.11 LA.4.W.6, LA.4.W.9, LA.4.W.10, LA.4.W.11 LA.3.L.1, LA.4.L.1	<i>Grammar Mini-lesson</i> —Regular Verb Tenses	<i>Grammar Mini-lesson</i> —Progressive Verb Tenses
<i>Handwriting</i>	<i>Handwriting</i> —Use Adopted Program	<i>Handwriting</i> —Use Adopted Program
<i>ELA Standards</i> — LA.3.W.8, LA.4.W.8		

Week 1—Grade 3 Spelling

Spelling List—shut, speak, save, invite, erase, break, lie, leave, open, tell, soak, follow, sell, pay, throw
(Challenge Words—past tense of each word)

<p>Day 1 <i>Model the Sort— Students will work with the teacher to sort words as either regular or irregular verbs.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week are regular and irregular verbs. A regular verb is any verb that follows a pattern of adding -d or -ed to form the past or past participle (<i>has, have, or had + verb</i>) tense. An irregular verb follows a different pattern. ✓ Tell students that you will sort the words by whether they are a regular or irregular verb. Use the Spelling Word Cards <i>save</i> and <i>speak</i> as column headings. ✓ As you model the sort, read each word and say its present and past tense forms (<i>shut/shut, speak/spoke, save/saved, invite/invited, erase/erased, break/broke, lie/lay, leave/left, open/opened, tell/told, soak/soaked, follow/followed, sell/sold, pay/paid, throw/threw</i>). Discuss why the verb is regular or irregular. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort— Students will independently sort the words as either regular or irregular verbs.</i></p>	<ul style="list-style-type: none"> ✓ Review the difference between a regular and an irregular verb. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>invite</i> and <i>shut</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as either a regular or an irregular verb. They can check to see if it sounds right to add a -d or -ed to the word. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have students record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt— Students will sort verbs they find in their reading as either regular or irregular verbs.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>erase</i> and <i>break</i> as column headings. ✓ Tell students they will look for verbs in their reading and then sort these words by whether they are regular or irregular verbs. ✓ Have students look at p. 5 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a verb to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim p. 8 in <i>Where the Waves Break</i> and look for verbs to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.

<p>Day 4 <i>Open Sort— Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebook to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.
<p>Day 5 <i>Assess— Students will demonstrate their ability to spell each word correctly.</i></p>	<ul style="list-style-type: none"> ✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word. <ol style="list-style-type: none"> 1. Tom shut the door behind him as he left the room. 2. The children speak very softly as they enter the church. 3. The neighbors save their money so they can take a vacation. 4. Invite all of your friends to the party. 5. Please erase the mistake on your paper. 6. Some students always break their pencils in half! 7. The toddlers lie on pads to take their nap . 8. Leave the books on the table in the library. 9. Why does Carla always open the windows? 10. The teachers tell Ryan he might get hurt if he doesn't follow the rules. 11. Soak the fire with the water hose! 12. Can you follow the directions for the experiment? 13. Her grandmother may sell the vegetables she grows in her garden to the store. 14. My parents always pay their bills on time. 15. Throw the ball to the person that is on third base.
<p>Note to Teacher:</p> <ul style="list-style-type: none"> • Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing. • The Bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction. • Spelling Word Cards are in Appendix A. • Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons. 	

Week 1—Grade 4 Spelling

Spelling List—rising, winning, snapping, bragging, hitting, spinning, pleasing, putting, seeking, visiting, phoning, smelling, hiking, checking, becoming, wandering, tracing, racing, begging, skipping (Challenge Words—base word of each word)

<p>Day 1 <i>Model the Sort—Students will work with the teacher to sort -ing verbs according to their base words.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week are -ing verbs (the present participle). ✓ Tell students that you will sort the words by whether they have a base word that ends in –e which is dropped before adding –ing, a base word that ends in a short vowel and one consonant which is doubled before adding –ing, or a base word that just adds -ing. Use the Spelling Word Cards <i>rising</i>, <i>winning</i>, and <i>visiting</i> as column headings. ✓ As you model the sort, read each word and identify its base word (<i>rise</i>, <i>win</i>, <i>snap</i>, <i>brag</i>, <i>hit</i>, <i>spin</i>, <i>please</i>, <i>put</i>, <i>seek</i>, <i>visit</i>, <i>phone</i>, <i>smell</i>, <i>hike</i>, <i>check</i>, <i>become</i>, <i>wander</i>, <i>trace</i>, <i>race</i>, <i>beg</i>, <i>skip</i>). Discuss whether the base word ends in –e which is dropped before adding –ing, a base word that ends in a short vowel and one consonant which is doubled before adding –ing, or a base word that just adds -ing. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort—Students will independently sort the verbs according to their base words.</i></p>	<ul style="list-style-type: none"> ✓ Review how –ing verbs are formed. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a three-column chart on a page in their Word Study Notebooks and use the Spelling Word Cards <i>pleasing</i>, <i>hitting</i>, and <i>wandering</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words by whether the base word ends in –e, a short vowel and one consonant, or other. They can write the base words and do a visual check to see how the words end. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt—Students will sort -ing verbs they find in their reading according to their base words.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a three-column chart on a page in their Word Study Notebooks and use the Spelling Word Cards <i>hiking</i>, <i>checking</i>, and <i>checking</i> as column headings. ✓ Tell students they will look for –ing verbs in their reading and then sort these words by whether their base word ends in –e, a short vowel and one consonant, or other. ✓ Have students look at p. 10 in <i>Where the Waves Break</i> and model skimming the words on the page and locating an -ing verb to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim pages in <i>Where the Waves Break</i> and look for -ing verbs to write in the correct column on their chart; then, have them check their work. They can also add other –ing verbs they think of that fit the headings. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 4 <i>Open Sort—Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebooks to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.

<p>Day 5 <i>Assess— Students will demonstrate their ability to spell each word correctly.</i></p>	<p>✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word.</p> <ol style="list-style-type: none"> 1. The sun is rising in the east at 5:25 a.m. tomorrow. 2. Who do you predict will be winning the game at half time? 3. The teacher is snapping her fingers to get our attention. 4. The new father was bragging to friends about his son. 5. The two children got into an argument and were soon hitting each other. 6. Kim got sick as the carnival ride was spinning her around. 7. The son knows he is pleasing his mother when he takes out the trash. 8. The dog is putting his paw on my knee to get my attention. 9. The mother was seeking the truth as she talked to her daughter. 10. A fireman will be visiting our classroom this week. 11. The teacher will be phoning our parents to schedule a meeting. 12. What is smelling in your lunch bag? 13. I will be hiking in Zion National Park next week. 14. The nurse was checking on the patient in the examining room. 15. Anthony is becoming a nuisance! 16. The dog was wandering along the busy highway. 17. The preschooler is tracing his name with a crayon. 18. The two cars were racing each other when one driver lost control and crashed. 19. The man had no job and was begging for money from people passing on the sidewalk. 20. Who is skipping dessert today?
<p>Note to Teacher:</p> <ul style="list-style-type: none"> • Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing. • The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction. • Spelling Word Cards are in Appendix A. • Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons. 	

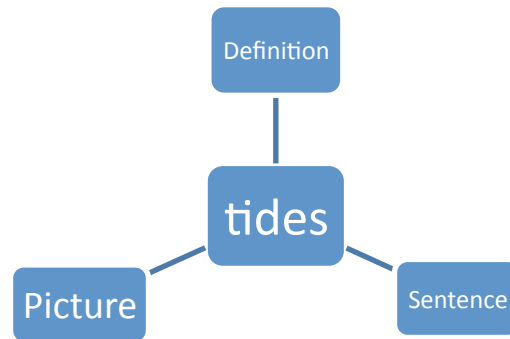
Grades 3 & 4 Vocabulary—Week 1

Vocabulary—tides, tide pool, probiscus, propodium, siphon, mantle, gill, gravitational

Day 1 <i>Introduce Vocabulary</i>	<ul style="list-style-type: none"> ✓ Write the vocabulary words on the board; read each word aloud; and have students repeat the words. Discuss the definitions below with students: <ol style="list-style-type: none"> 1. Tides—Rise and fall of the waters of the ocean on the shore. 2. Tide Pool—Small pool filled with ocean water that was left behind when the tide went out. 3. Probiscus—Tube between a snail’s tentacles where its mouth is located. 4. Propodium—Fleshy mass at the base of the snail is an enlargement of the front part of its foot. 5. Siphon—Part of a snail that draws water over gill. 6. Gill—Takes oxygen from water so snail can breathe. 7. Mantle—Fold of tissue over a snail’s shell. 8. Gravitational—Force of attraction between two physical objects. ✓ Have students work with partners to locate the words on pp. 5-13 in <i>Where the Waves Break</i> and discuss their meanings. Ask them to write the words in their Word Study Notebooks.
Day 2 <i>I Spy Game</i>	<ul style="list-style-type: none"> ✓ Give each student a set of Vocabulary Word Cards, and review the vocabulary. ✓ Tell students they will play I Spy with a partner. They will take turns providing clues about a word while their partner guesses the word. ✓ Model giving some clues and having students guess the word, such as “I spy a word that helps snails breathe. What is the word?” (gill) ✓ Have partners place the Vocabulary Word Cards face up on their desks. Ask one partner to begin the game by giving clues about the meaning of one word. ✓ When the other partner has correctly guessed the word, have students switch roles. Repeat until all words have been used.
Day 3 <i>Word Associations</i>	<ul style="list-style-type: none"> ✓ Have students place the Vocabulary Word Cards on top of their desks. ✓ Explain that you will read several questions, and they will hold up the Vocabulary Word Card that best answers each question. ✓ As students hold up their Vocabulary Word Cards, share the answers below and ask students to explain their reasoning. <ol style="list-style-type: none"> 1. Which word goes with pull? (gravitational) 2. Which word goes with shell? (mantle) 3. Which word goes with oxygen? (gill) 4. Which word goes with draws? (siphon) 5. Which word goes with foot? (propodium) 6. Which word goes with mouth? (probiscus) 7. Which word goes with small? (tide pool) 8. Which word goes with rise and fall? (tides)
Day 4 <i>Glossary Entries</i>	<ul style="list-style-type: none"> ✓ Have students locate a glossary in the back of one of their textbooks. Point out that the vocabulary words appear in alphabetical order, followed by a definition or meaning. ✓ Explain to students that they will create their own glossary entries for this week’s vocabulary words. ✓ Have students use one page for each entry in their Word Study Notebooks, writing the word at the top of the page in alphabetical order. They should include a definition, an example sentence, and a picture to support the meaning of each word. ✓ Ask students to share their glossary entries with a partner.

Day 5**Vocabulary
Web**

- ✓ Work with students to complete a Vocabulary Web for the word *tides*.
- ✓ Draw a web on the board as shown below. Complete the definition, picture, and sentence squares with students.
- ✓ Have students work independently to draw and complete Vocabulary Webs in their Word Study Notebook (or use the black line master in Appendix C) for the word *probiscus* and another vocabulary word of their choice from the list.
- ✓ Have students work in small groups to compare and discuss their webs.

**Note to teacher:**

- Vocabulary instruction includes a variety of interactive activities that provide students the opportunity to learn the meaning of words in the context of reading and writing.
- The bibliography includes resources that provide background information for the teacher as well as personalized vocabulary activities for students that can be used to differentiate instruction.
- Vocabulary Word Cards are in Appendix B.
- The same Word Study Notebook can be used for both Spelling and Vocabulary lessons.

Week 1—Grades 3 & 4 Reading—Whole Group Instruction

Day 1

Interactive Read-aloud

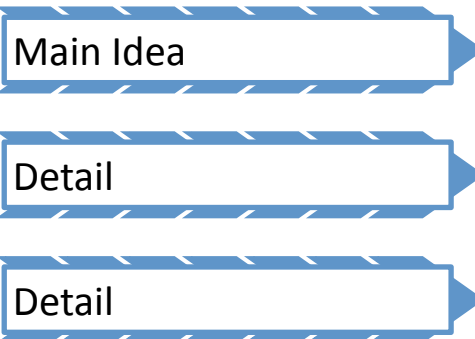
Read aloud pp. 5-13 in *Where the Waves Break* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- Point out the vocabulary for the week as you read, clarifying meaning through discussion and questioning.
- After reading pp. 5-7, ask students, “Have you ever been to the beach? What did you see, hear, or touch?”
- After reading pp. 8-13, ask students to describe creatures they might find at the beach. Discuss why God created sea life. (See Creation quadrant on Adventist Worldview chart—Nature is God’s second book, teaching lessons about Him. God intends that human beings delight in His created works.)

Comprehension Mini-lesson on Main Idea and Details

Teach

- ✓ Explain to students that paragraphs as well as entire books have main ideas and details. In a paragraph, the main idea is often stated at the beginning or end of the paragraph. The other information or details help you understand the main idea better.
- ✓ Read the paragraph on p. 5 of *Where the Waves Break* with students. Ask students what this paragraph is mainly about. Discuss whether the first or last sentence gives clues as to what the paragraph is about. (First Sentence—The edge of the sea is a curious place.) Tell students that this is the main idea of the paragraph. Ask students what are some details in the paragraph that tell about the main idea (i.e., Whole neighborhoods of sea creatures may live under the rocks or burrowed in the sand.). Record their responses in a map such as the following:



- ✓ Repeat the process with another paragraph on pp. 6-13.

Apply

- ✓ Ask students to apply what they know about main idea and details to their independent reading.

Share

Have students share a main idea and a few details from an informational book they have read independently.

Comprehension Mini-lesson on Main Idea and Details

Teach

- ✓ Explain to students that paragraphs as well as entire books have main ideas and details. In a paragraph, the main idea is often stated at the beginning or end of the paragraph. The other information or details help you understand the main idea better.
- ✓ Read the paragraph on p. 5 of *Where the Waves Break* with students. Ask students what this paragraph is mainly about. Discuss whether the first or last sentence gives clues as to what the paragraph is about. (First Sentence—The edge of the sea is a curious place.) Tell students that this is the main idea of the paragraph. Ask students what are some details in the paragraph that tell about the main idea (i.e., Whole neighborhoods of sea creatures may live under the rocks or burrowed in the sand.). Record their responses in a map such as the following:

Day 3**Interactive Read-aloud**

Read aloud pp. 1-7 in *My Visit to the Aquarium* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- After reading pp. 1-3, ask students, “What do you know about coral reefs? How does coral support sea life?”
- After reading pp. 4-7, ask students to describe creatures that live on coral reefs. Discuss how such sea life gives evidence of God’s love. (See Creation quadrant on Adventist Worldview chart—God intends that human beings delight in His created works.)

Comprehension Mini-lesson on Main Ideas and Details

- ✓ Repeat Day 1 Mini-lesson using pp. 1-7 in *My Visit to the Aquarium*, identifying the main ideas and details of several paragraphs.
- ✓ Have students choose a book they have read independently and draw and complete a Main Idea and Details Map in their Reading/Writing Notebook (or use the black line master in Appendix C).

Day 5**Interactive Read-aloud/Shared Reading**

Give students a copy of *The Tides* (Blackline Master 7 from *Where the Waves Break DLG*, 2008). Read the page together, stopping periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- Before reading the text, ask students, “Have you seen the tides come in or go out on the seashore? Describe what you observed.”
- While reading the text, ask students, “How does gravity affect the tides? What causes a high tide? A low tide?”
- After reading the text, ask students, “How do laws that govern the tides demonstrate God’s plan for His creation?” (See Creation quadrant on Adventist Worldview chart.)

Comprehension Mini-lesson on Main Ideas and Details**Teach**

- ✓ Remind students that paragraphs as well as entire books have main ideas and details. In a paragraph, the main idea is often stated at the beginning or end of the paragraph. The other information or details help you understand the main idea better.
- ✓ Tell students that they will mark/annotate the big or main ideas and details on their copy of *The Tides*. Model how they will do this in the first paragraph. Use a colored pencil or crayon to underline the main idea in the first paragraph; use a different colored pencil or crayon to underline the details in the first paragraph. Ask students to work with a partner to do the same for the other paragraphs on the page.
- ✓ Have students share what they underlined for main ideas and discuss how the details support them. Record their responses on the board. Explain that when determining the main idea of an entire text it is helpful to mark the big or main ideas of different parts of the text and then examine them to determine what they have in common. Discuss what all of the responses on the board have in common. Help students generate one main idea for the entire text.
- ✓ Ask students to draw and complete a Main Idea and Details Map in their Reading/Writing Notebook (or use the black line master in Appendix C) for *The Tides*. They will choose some of the important details they underlined to include with the main idea on their map.
- ✓ Ask fourth grade students to also write a short summary of *The Tides* in their own words, using the information on their map to help them.

Apply

- ✓ Ask students to apply what they know about main idea and details to their independent reading.

Share

- ✓ Have students share a main idea and a few details from an informational book they have read independently.
-

Note to Teacher

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of reading proficiency, are provided for the week. They can be extended for the other days of the week or the time can be added to Small Group Instruction and Individual Work.
- An informational text is the common text for the Reading Whole Group Instruction. It is paired with a literary text and an additional informational text. Refer to the bibliography in the *Daily Lesson Guide 2008* for additional texts on the theme. Word Study, Reading, and Writing lessons are tied to the common text.
- Make visible the Adventist worldview during the Interactive Read-aloud discussion. Use the Adventist Worldview chart to support the discussion.
- Use close reading strategies during the Interactive Read-aloud that ask students for evidence for their responses. Use a variety of text-dependent questions, such as QAR question types (Right There, Think and Search, Author and Me, and On My Own) or Depth of Knowledge levels (Recall, Skill/Concept, Strategic Thinking, and Extended Thinking).
- The Comprehension Mini-lesson is focused on a particular reading skill or strategy that is important for students to learn and apply in various contexts.
- Each student will need a designated Reading/Writing Notebook for Reading and Writing lessons.

Week 1—Grades 3 & 4 Writing—Whole Group Instruction/Independent Work

Day 1

Writing Mini-lesson on Selecting a Topic (Pre-writing)

Teach/Model

- ✓ Remind students that during the Interactive Read-aloud this month you will continue reading *Where the Waves Break*. Explain that Anita Malnig wrote this informational or nonfiction book because she was interested in the topic of the sea. However, that topic is too broad to explore in one book, so she chose to focus specifically on life at the seashore.
- ✓ Tell students that authors also develop questions about their topic which help them know what to write about. Questions identify *what*, *how*, or *why* the author wants to write about the topic. Ask students what they think some of the questions were that Anita developed. (What is the seashore like? Why do certain types of animals live along the seashore? How has God made them so they can live in this environment?)

Guided Practice

- ✓ Have students suggest several topics they might like to write about. Write their ideas on the board. As a group, select one of the topics and narrow the topic to several subtopics. Choose one of the subtopics and develop several questions about it. Repeat this process several times with different topics.

Independent Practice

- ✓ Ask students to choose a topic they would like to write about, narrow the topic to several subtopics, choose one of the subtopics, and develop several questions about it. Conference with individual students as necessary.

Day 2

Independent Practice

- ✓ Have students complete the selection of a topic to write about and the development of several questions about the topic. Conference with individual students as necessary.

Day 3

Writing Mini-lesson on Note Taking (Pre-writing)

Teach/Model

- ✓ Ask students to review the questions they wrote yesterday.
- ✓ Tell students that they will need information in order to answer their questions. They will research to find the information. And one way to keep track of the information in an organized way is to take notes.
- ✓ Tell students that they will begin to learn to take notes by using the information in *Where the Waves Break*. Have students turn to p. 5 in *Where the Waves Break*. Briefly discuss the main idea and details of the paragraph as you did during Reading. Explain to students that when a researcher takes notes, they write down the main idea and details they want to remember.
- ✓ Model on the board what this might look like:

Main Idea:	The seashore is an interesting place.
Details:	Sea creatures live under the rocks or in the sand Some sneak out for food at night Some never leave their hiding places
Source:	Malnig, Anita. <i>Where the Waves Break</i> . Minneapolis: Carolrhoda Books, 1985, p. 5.

- ✓ Tell students that when you take notes you don't have to write the complete sentence. You can just write the words that capture the idea. In fact, it is better if you put the ideas in your own words. Sometimes, though, you might want to write the exact words that are used in the text. This is called a quote and has quotation marks around it.

Guided Practice

- ✓ As a whole group, choose another paragraph on pp. 6-13 in *Where the Waves Break* to take notes on. Work with students to help them write the main idea, details, and source on a page in their

Reading/Writing Notebook.

Independent Practice

- ✓ Have students choose a paragraph from pp. 6-13 to take notes on. Have them write on a new page in their Reading /Writing Notebook.

Day 4

Independent Practice

- ✓ Ask students to review the questions they wrote on their topic. Tell them to write each question at the top of a new page in their Reading/Writing Notebook.
 - ✓ Have students find a source on their topic (i.e., book, magazine, online material) and begin to look for answers to their questions. When they find information that answers one of their questions, tell them to write that information on the page with the question. Remind them to take notes in the same way they did yesterday in their Reading/Writing Notebook.
 - ✓ Conference with individual students as necessary.
-

Day 5

Writing Mini-lesson on Regular Verb Tenses—Grade 3

Teach/Model

- ✓ Remind students that their spelling words this week are verbs. Some are regular verbs and some are irregular verbs. Regular verbs form the past tense by adding –ed; the present tense by adding –s or –es; the future tense by adding *will* before the verb.
- ✓ Model the formation of regular verb tenses by completing the chart below for students.

Verb	Past Tense	Present Tense	Future Tense
walk	walked	walks	will walk
play	played	plays	will play
roll	rolled	rolls	will roll

- ✓ Have students copy the chart in their Reading/Writing Notebook.
-

Guided Practice

- ✓ Give students the black line master *Regular Verb Tenses* in Appendix C. Help them complete the first two rows in the chart.

Independent Practice

- ✓ Have students complete the rest of the chart on their own.
 - ✓ Tell students to think about the verbs they use as they write and if it is a regular verb to add an –ed for past tense, an –s or –es for present tense, and *will* for future tense.
-

Writing Mini-lesson on Progressive Verb Tenses—Grade 4**Teach/Model**

- ✓ Remind students that their spelling words for this week are -ing verbs. A form of “to be” is added to an –ing verb (the present participle) to form a progressive verb which shows ongoing action. To form a past progressive verb, add *was* or *were* before the –ing verb. To form a present progressive verb, add *am*, *is*, or *are* before the –ing verb. To form a future progressive verb, add *will be* or *going to be* before the –ing verb.
- ✓ Model the formation of progressive verb tenses by completing the chart below for students.

Verb	Past Progressive Tense	Present Progressive Tense	Future Progressive Tense
walking	was/were walking	am/is/are walking	will be/going to be walking
playing	was/were playing	am/is/are playing	will be/going to be playing
rolling	was/were rolling	am/is/are rolling	will be/going to be rolling

- ✓ Have students copy the chart in their Reading/Writing Notebook.

Guided Practice

- ✓ Give students the black line master *Progressive Verb Tenses* in Appendix C. Help them complete the first two rows in the chart.

Independent Practice

- ✓ Have students complete the rest of the chart on their own.
- ✓ Tell students to think about the verbs they use as they write and if they want to show ongoing action add *was/were* before the –ing verb for past progressive tense; add *am/is/are* before the –ing verb for present progressive tense; add *will be/going to be* before the –ing verb for future progressive tense.

Note to Teacher:

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of writing proficiency, are provided for the week. Two of the lessons are extended to a second day to allow ample time for Independent Work.
- The same Reading/Writing Notebook can be used for both Reading and Writing lessons.

Week 2 At-a-Glance		
	Grade 3	Grade 4
Word Study—30 minutes		
<i>Whole or Small Group Instruction</i>	<i>Spelling/Phonics—Regular/Irregular Verbs</i>	<i>Spelling/Phonics—Prepositions</i>
<i>ELA Standards—</i> LA.3.L.1, LA.3.L.4 LA.4.L.1, LA.4.L.4	<i>Vocabulary—Content Words from</i> <i>Where the Waves Break</i>	<i>Vocabulary—Content Words from</i> <i>Where the Waves Break</i>
Reading—90 minutes		
<i>Whole Group Instruction</i>	<i>Interactive Read-aloud of Paired Texts</i>	<i>Interactive Read-aloud of Paired Texts</i>
<i>ELA Standards—</i> LA.3.RI.5 LA.4.RI.5 LA.3.SL.7, LA.4.SL.7	<i>Comprehension Mini-lesson—Text Features and Search Tools</i>	<i>Comprehension Mini-lesson—Text Structure</i>
<i>Small Group Instruction</i>	<i>Guided Reading—Select texts according to the students' instructional levels, using the Teacher's Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the Pathways Teacher Manual 3+ and Reading A-Z resources for guidelines.</i>	<i>Guided Reading—Select texts according to the students' instructional level, using the Teacher's Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the Pathways Teacher Manual 3+ and Reading A-Z resources for guidelines.</i>
<i>ELA Standards—</i> LA.3.RF.2, LA.3.RF.3 LA.4.RF.2, LA.4.RF.3 LA.3.RI.12, LA.4.RI.12	<i>Literature Discussion—Students choose, read, and discuss texts. See the Pathways Teacher Manual 3+ for guidelines.</i>	<i>Literature Discussion—Students choose, read, and discuss texts. See the Pathways Teacher Manual 3+ for guidelines.</i>
<i>Independent Work</i> (May schedule Small Group Instruction and Independent Work simultaneously; as teacher is working with small groups, other students are involved in independent work.)	<i>Reading of Self-selected Texts</i>	<i>Reading of Self-selected Texts</i>
<i>ELA Standards—</i> LA.3.RF.4, LA.4.RF.4 LA.3.RI.11, LA.4.RI.11 LA.3.RI.13, LA.4.RI.13	<i>Literacy Centers—Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 Where the Waves Break DLG for ideas.</i>	<i>Literacy Centers—Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 Where the Waves Break DLG for ideas.</i>
Writing—40 minutes		
<i>Whole Group Instruction/Independent Work</i>	<i>Writing Mini-lesson—Note Taking, Pre-Writing, Drafting</i>	<i>Writing Mini-lesson—Note Taking, Pre-Writing, Drafting</i>
<i>ELA Standards—</i> LA.3.W.2, LA.3.W.6, LA.3.W.9, LA.3.W.10, LA.3.W.11 LA.4.W.2, LA.4.W.6, LA.4.W.9, LA.4.W.10, LA.4.W.11 LA.3.L.1, LA.4.L.1	<i>Grammar Mini-lesson—Irregular Verb Tenses</i>	<i>Grammar Mini-lesson—Prepositional Phrases</i>
<i>Handwriting</i> <i>ELA Standards—</i> LA.3.W.8, LA.4.W.8	<i>Handwriting—Use Adopted Program</i>	<i>Handwriting—Use Adopted Program</i>

Week 2—Grade 3 Spelling

Spelling List—spoil, join, think, win, teach, serve, turn, stir, wear, share, catch, bounce, squeeze, draw, buy
(Challenge Words—past tense of each word)

<p>Day 1 <i>Model the Sort— Students will work with the teacher to sort words as either regular or irregular verbs.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week are regular and irregular verbs. A regular verb is any verb that follows a pattern of adding -d or -ed to form the past or past participle (<i>has, have, or had + verb</i>) tense. An irregular verb follows a different pattern. ✓ Tell students that you will sort the words by whether they are a regular or irregular verb. Use the Spelling Word Cards <i>join</i> and <i>think</i> as column headings. ✓ As you model the sort, read each word and say its present and past tense forms (<i>spoil/spoiled, join/joined, think/thought, win/won, teach/taught, serve/served, turn/turned, stir/stirred, wear/wore, share/shared, catch/caught, bounce/bounced, squeeze/squeezed, draw/drew, buy/bought</i>). Discuss why the verb is regular or irregular. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort— Students will independently sort the words as either regular or irregular verbs.</i></p>	<ul style="list-style-type: none"> ✓ Review the difference between a regular and an irregular verb. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>spoil</i> and <i>win</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as either a regular or irregular verb. They can check to see if it sounds right to add a -d or -ed to the word. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt— Students will sort verbs they find in their reading as either regular or irregular verbs.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>serve</i> and <i>teach</i> as column headings. ✓ Tell students they will look for verbs in their reading and then sort these words by whether they are regular or irregular verbs. ✓ Have students look at p. 14 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a verb to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim p. 17 in <i>Where the Waves Break</i> and look for verbs to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 4 <i>Open Sort— Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebook to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.

<p>Day 5 Assess— <i>Students will demonstrate their ability to spell each word correctly.</i></p>	<p>✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word.</p> <ol style="list-style-type: none"> 1. Please do not spoil your dinner by eating a snack. 2. Juan, join the group that is working on the puzzle. 3. The teachers think they have counted everyone present. 4. Do the third graders always win the game? 5. Can Sheri teach all of her friends the jump rope rhyme? 6. The waiters serve the ladies first. 7. Hurry and turn right at the second stop light! 8. Ralph, stir the gravy before it burns! 9. The children wear coats while playing in the snow. 10. Can you share the dictionary with the person next to you? 11. Lucy can catch a mouse in the trap! 12. Bounce the ball around the court two times, and then pass it to the person behind you. 13. Squeeze tight so we can all fit in the car. 14. The artists draw beautiful pictures of the landscape. 15. My mother and father buy two apples and give each of us one.
<p>Note to Teacher:</p> <ul style="list-style-type: none"> • Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing. • The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction. • Spelling Word Cards are in Appendix A. • Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons. 	

Week 2—Grade 4 Spelling

Spelling List—above, across, after, against, along, around, before, behind, below, beneath, beside, between, beyond, during, , inside, outside, through, toward, under, until (Challenge Words—additional prepositions)

<p>Day 1 <i>Model the Sort—Students will work with the teacher to sort words by the type of relationship they show.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week are prepositions. Prepositions are connecting words; they connect nouns or pronouns to the rest of the sentence. ✓ Tell students that you will sort the words by the type of connection or relationship they show. Use the Spelling Word Cards <i>above</i> (place/position/direction) and <i>before</i> (time) as column headings. ✓ As you model the sort, read each word and identify the type of relationship it shows (position—<i>above, across, against, along, around, behind, below, beneath, beside, between, beyond, inside, outside, through, toward, under</i>; time—<i>after, before, during, until</i>). Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort—Students will independently sort the words by the type of relationship they show.</i></p>	<ul style="list-style-type: none"> ✓ Review the definition of a preposition. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>between</i> and <i>after</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as showing either a relationship of place/position/direction or time. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt—Students will sort prepositions they find in their reading by the type relationship they show.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>below</i> and <i>until</i> as column headings. ✓ Tell students they will look for prepositions in their reading and then sort these words by whether they show place/position/direction or time relationships. ✓ Have students look at p. 14 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a preposition to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim p. 17 in <i>Where the Waves Break</i> and look for prepositions to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 4 <i>Open Sort—Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebook to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.

<p>Day 5 Assess— <i>Students will demonstrate their ability to spell each word correctly.</i></p>	<p>✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word.</p> <ol style="list-style-type: none"> 1. The eagle soared high above the treetops. 2. Brittney walked timidly across the stage to receive her diploma. 3. What happened to the brick home after the fire? 4. Derek leaned against the wall to rest after the run. 5. The coach shouted, “Stay along the path as you run!” 6. The sailor’s goal was to sail around the world in sixty days. 7. Don’t forget to make the cookies before the party. 8. Tracy walked behind her sister as they made their way to the front of the church. 9. The temperature is five degrees below zero. 10. The larger book was placed beneath the smaller book on the shelf. 11. Rita sat down beside her best friend. 12. He found his backpack between the two desks in the classroom. 13. The tennis courts are beyond the football field. 14. The musician fell sick during the concert and had to leave the hall. 15. A twenty dollar bill was inside the gift box. 16. Mary’s little lamb had to stay outside the school. 17. The sharp knife cut through the butter. 18. Jeff carefully aimed the dart toward the board on the wall. 19. The puppies slept by their mother under the table. 20. Don’t let him drive until he gets glasses!
--	--

Note to Teacher:

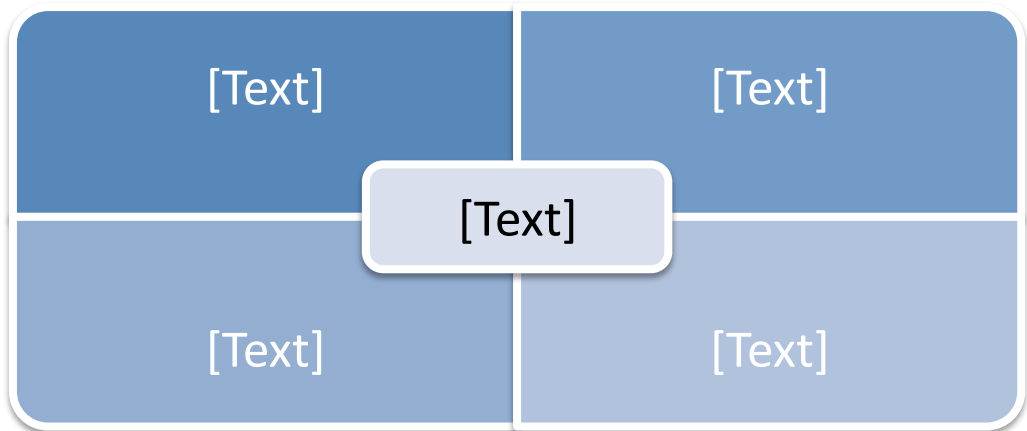
- Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing.
- The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction.
- Spelling Word Cards are in Appendix A.
- Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons.

Grades 3 & 4 Vocabulary—Week 2

Vocabulary—suction cups, eyespot, retracted, regenerates, comet, bivalves, scalloped, flexible

Day 1 <i>Introduce Vocabulary</i>	<ul style="list-style-type: none"> ✓ Write the vocabulary words on the board; read each word aloud; and have students repeat the words. Discuss the definitions below with students: <ol style="list-style-type: none"> 1. Suction Cups—Attached to the ends of a starfish’s feet to help them move around. 2. Eyespot—Found at the end of each arm of a starfish, which cannot see but can tell light from dark. 3. Retracted—To draw back in. 4. Regenerates—A living thing forms a new part from another part. 5. Comet—A broken-off arm of a starfish. 6. Bivalves—A shell with two halves. 7. Scalloped—An edge with a series of curved projections. 8. Flexible—Can adapt to change. ✓ Have students work with partners to locate the words on pp. 14-25 in <i>Where the Waves Break</i> and discuss their meanings. Ask them to write the words in their Word Study Notebooks.
Day 2 <i>Riddles</i>	<ul style="list-style-type: none"> ✓ Give each student a set of Vocabulary Word Cards, and review the vocabulary. ✓ Tell students you will read a riddle that tells about a vocabulary word. Ask them to use their Vocabulary Word Cards to help them choose the word that best answers the riddle. ✓ After you read a riddle, have students record their answer in their Word Study Notebook. Review the answers together. <ol style="list-style-type: none"> 1. It cannot see, but helps the starfish move. (eyespot) 2. This part helps a starfish regenerate its arms and body. (comet) 3. This is a shell with two parts. (bivalve) 4. This means to pull something back in. (retracted) 5. This describes the edges of a giant clam. (scalloped) 6. When a starfish grows new arms and a body, it does this. (regenerates) 7. These help a starfish move around. (suction cups) 8. Brittle stars have this type of arm to help them hold onto things. (flexible)
Day 3 <i>Questions</i>	<ul style="list-style-type: none"> ✓ Display the Vocabulary Word Cards and review the words with students. ✓ Explain that you will read several questions that contain vocabulary words. Tell students to use what they know about the words to answer the questions. Discuss their responses. <ol style="list-style-type: none"> 1. Why do brittle stars need flexible arms? (They need flexible arms to help them hold onto things.) 2. How does a starfish regenerate arms or body? (It regenerates an arm or body from a comet.) 3. Does a clam have a bivalve shell? (Yes, a clam’s shell has two parts.) 4. Does the eyespot of a starfish help it see? (No, it helps the starfish move.) 5. If the feet of a starfish retract, do they move outward? (No, the feet move inward.)
Day 4 <i>Picture Clues</i>	<ul style="list-style-type: none"> ✓ Tell students they will play a matching game with a partner. One partner will choose a Vocabulary Word Card, draw a picture that represents the word, and ask his partner to guess the word based on the picture. ✓ Ask students to place a set of Vocabulary Word Cards face down on their desks. Have a partner pick up a card without revealing the word to the other student. He should draw a picture for the word. The other student will use the picture to guess the correct word. ✓ Have partners shuffle the Vocabulary Word Cards and switch roles. They can repeat the activity several times.

Day 5
Four-square
Map



Note to teacher:

- Vocabulary instruction includes a variety of interactive activities that provide students the opportunity to learn the meaning of words in the context of reading and writing.
- The bibliography includes resources that provide background information for the teacher as well as personalized vocabulary activities for students that can be used to differentiate instruction.
- Vocabulary Word Cards are in Appendix B.
- The same Word Study Notebook can be used for both Spelling and Vocabulary lessons.

Week 2—Grades 3 & 4 Reading—Whole Group Instruction

Day 1

Interactive Read-aloud/Shared Reading

Read aloud pp. 14-25 in *Where the Waves Break* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- Point out the vocabulary for the week as you read, clarifying meaning through discussion and questioning.
- After reading pp. 14-19, ask students, “Have you held a starfish? What did you notice about their feet?”
- After reading pp. 20-25, ask students where they would look for starfish if they went to the beach. Discuss how human choices have affected sea life. (See The Fall quadrant on Adventist Worldview chart—As a consequence of sin, living things engage in a struggle for survival. Original creations have diminished in number, size, form, and beauty.)

Comprehension Mini-lesson on Text Features and Structure

Teach

- ✓ Explain to students that informational texts have different features that help them better understand the information. Have students find these features in *Where the Waves Break*: photographs, captions, diagram, labels.
- ✓ Ask students to look at the photo on p. 17. Have them describe what they see and how the photo helps them understand the topic. Draw attention to the caption under the photo and ask students how it is helpful.
- ✓ Have students look at the diagram on p. 7. Tell them that the diagram gives them information about tides. Ask students what information is provided in the diagram.
- ✓ Create a t-chart with students that lists the text features and their purposes.

Text Feature	Purpose
Photograph	Helps the reader see what the topic looks like.
Caption	Helps the reader understand what they are looking at in a picture.
Diagram	Helps the reader see what the topic looks like.
Label	Helps the reader understand the small parts of a picture.

- ✓ Have students copy the t-chart in their Reading/Writing Notebook.

Apply

- ✓ Have students examine other informational books or websites for these text features. Tell students to look for these features when they read independently to help them understand text.

Share

- ✓ Have students share one text feature that they found and state its purpose.

Extension for Fourth Grade on Text Structure

- ✓ Tell students that informational texts are also structured in specific ways to help the reader understand and remember the information. For example, types of text organization include description, problem/solution, time or chronological, comparison/contrast, and cause/effect.
- ✓ Reexamine several pages in *Where the Waves Break* with students. Ask them what type of text structure is used in *Where the Waves Break*. Discuss how the descriptive details about the characteristics of sea life help organize and make the text more understandable.
- ✓ Have students look for other informational books that use description to organize the text.
- ✓ Ask students to share one book with the class that uses description to organize the text. Have them provide rationale for their choice.

Day 3

Interactive Read-aloud

Read aloud pp. 8-14 in *My Visit to the Aquarium* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- After reading pp. 8-10, ask students, “Which of the sea life that are pictured on p. 8 have you seen at the seashore? Why are different types of sea life kept in separate habitats in an aquarium?”
- After reading pp. 11-14, ask students to describe the feeding behaviors of the sea life pictured on these pages. Discuss why some sea life are dangerous to humans or other sea life (i.e., sharks, jellyfish). (See The Fall quadrant on Adventist Worldview chart—As a consequence of sin, living things engage in a struggle for survival.)

Comprehension Mini-lesson on Text Features

Teach

- ✓ Explain to students that literature sometimes has different text features than informational books to help them better understand the story.
- ✓ Examine the text features in *My Visit to the Aquarium* with students (i.e., illustrations). Compare and contrast the text features for literature and informational text.

Apply

- ✓ Have students examine the text features in other literary texts.

Share

- ✓ Have students share the text features they found in the other literary texts.

Day 5

Interactive Read-aloud/Shared Reading

Give students a copy of *Saltwater Ecosystems* (p. 110 in *By Design Science, Level 3*). Read the page together, stopping periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- Before reading the text, ask students, “If you have been to the ocean, what is the name of the ocean you visited? Describe what it was like.”
- While reading the text, ask students, “What is the intertidal zone? What lives there? Why is this a good place for them to live?”
- After reading the text, ask students, “How did God create the creatures that live in the intertidal zone so they can survive there?” (See the Creation quadrant on Adventist Worldview chart.)

Comprehension Mini-lesson on Text Features

Teach

- ✓ Tell students that an index is another text feature in informational books that help them understand the information. In an index, you will find a list of topics and the page numbers on which they are found in the book. The topics are listed in alphabetical order.
- ✓ Have students turn to p.47 in *Where the Waves Break*. Have them skim the topics in the Index. Ask several questions about the topics such as, “On what page would I find information about _____?”

Apply

- ✓ Have students work in pairs to complete the Text Feature Scavenger Hunt found in Appendix C.
 - On what page would I find information about oysters? **36**
 - What topic in the Index do I look under to find information about tadpoles? **Sea squirt**
 - Where does carrageen come from? **Ireland, France, New England, Canada**
 - What pages in the book have information about starfish? **8, 10, 14-19, 20, 24, 28**
 - On what page would I find information about the classification of snails? **45**
 - Where does a hermit crab live? **empty shell of a dead snail**
 - On what page would I find information about short-spined brittle stars? **21**
 - What is nori? **seaweed**

Share

Have students share their responses to the Scavenger Hunt with the class.

Comprehension Mini-lesson on Text Features**Teach**

- ✓ Tell students that an index is another text feature in informational books that help them understand the information. In an index, you will find a list of topics and the page numbers on which they are found in the book. The topics are listed in alphabetical order.
- ✓ Have students turn to p.47 in *Where the Waves Break*. Have them skim the topics in the Index. Ask several questions about the topics such as, “On what page would I find information about _____?”

Apply

- ✓ Have students work in pairs to complete the Text Feature Scavenger Hunt found in Appendix C.
 - On what page would I find information about oysters? **36**
 - What topic in the Index do I look under to find information about tadpoles? **Sea squirt**
 - Where does carrageen come from? **Ireland, France, New England, Canada**
 - What pages in the book have information about starfish? **8, 10, 14-19, 20, 24, 28**
 - On what page would I find information about the classification of snails? **45**
 - Where does a hermit crab live? **empty shell of a dead snail**
 - On what page would I find information about short-spined brittle stars? **21**
 - What is nori? **seaweed**

Share

- ✓ Have students share their responses to the Scavenger Hunt with the class.

Note to Teacher

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of reading proficiency, are provided for the week. They can be extended for the other days of the week or the time can be added to Small Group Instruction and Individual Work.
- An informational text is the common text for the Reading Whole Group Instruction. It is paired with a literary text and an additional informational text. Refer to the bibliography in the *Daily Lesson Guide 2008* for additional texts on the theme. Word Study, Reading, and Writing lessons are tied to the common text.
- Make visible the Adventist worldview during the Interactive Read-aloud discussion. Use the Adventist Worldview chart to support the discussion.
- Use close reading strategies during the Interactive Read-aloud that ask students for evidence for their responses. Use a variety of text-dependent questions, such as QAR question types (Right There, Think and Search, Author and Me, and On My Own) or Depth of Knowledge levels (Recall, Skill/Concept, Strategic Thinking, and Extended Thinking).
- The Comprehension Mini-lesson is focused on a particular reading skill or strategy that is important for students to learn and apply in various contexts.

Each student will need a designated Reading/Writing Notebook for Reading and Writing lessons.

Week 2—Grades 3 & 4 Writing—Whole Group Instruction/Independent Work

Day 1

Independent Practice

- ✓ Review how to take notes. Ask students to read the notes on their topic from last week in their Reading/Writing Notebooks. Have them select one or two additional sources on which to take notes. Conference with individual students as necessary.

Day 2

Independent Practice

- ✓ Have students complete their note taking.

Day 3

Writing Mini-lesson on Pre-Writing Outline (Pre-writing)

Teach/Model

- ✓ Tell students that after taking notes, the next step in writing is to create an outline that will help them organize their paper. You use your notes to help you create the outline.
- ✓ Share the following example with them.

Topic: Conserving Water

Main Idea:	It is important to conserve water.
Question:	Why is it important to conserve water?
Details:	Help the earth, so we don't run out, save money
Question:	What can you do to save water?
Details:	Use a rain barrel, use an aerating faucet and shower head, play in the sprinklers while watering the lawn
Question:	How can my family save water?
Details:	Turn off water when brushing teeth

Guided Practice

- ✓ Ask for a volunteer to share their notes with the class. Project the notes on the screen so everyone can see them. Work with students to create an outline on the board from the notes.

Independent Practice

- ✓ Have students use their notes to create an outline in their Reading/Writing Notebook that includes a main idea about their topic, questions, and details that relate to their questions. Conference with individual students as necessary.

Day 4

Writing Mini-lesson on Writing a Draft (Drafting)

Teach/Model

- ✓ Ask students to review their pre-writing outline with main idea, questions, and details.
- ✓ Tell students that after pre-writing, the next stage of the writing process is drafting. When you develop a draft, you use the pre-writing plan to guide what you write. This can be thought of as your first draft, because you can make changes to it later.
- ✓ Examine the Sample Outline and Draft in Appendix C with students. Discuss how the author took ideas from their outline and developed sentences and paragraphs on the topic.

Guided Practice

- ✓ Have students take a set of details that go with one of their questions and develop a paragraph, adding more details where necessary. Tell them to make sure all of the sentences are on the same topic. Provide help where needed.

Independent Practice

- ✓ Have students complete their draft by developing paragraphs for the other sets of details in their outline. Conference with individual students as necessary.

Day 5**Writing Mini-lesson on Irregular Verb Tenses—Grade 3***Teach/Model*

- ✓ Remind students that their spelling words this week are verbs. Some are regular verbs and some are irregular verbs. Regular verbs form the past tense by adding *-ed*; the present tense by adding *-s* or *-es*; the future tense by adding *will* before the verb. Irregular verbs do not follow these patterns.
- ✓ Model the formation of irregular verb tenses by completing the chart below for students.

Verb	Past Tense	Present Tense	Future Tense
begin	began	begin	will begin
draw	drew	draw	will draw
eat	ate	eat	will eat

Guided Practice

- ✓ Give students the black line master *Irregular Verb Tenses* in Appendix C. Help them complete the first two rows in the chart.

Independent Practice

- ✓ Have students complete the rest of the chart on their own.
- ✓ Tell students to think about the verbs they use as they write and if it is a regular verb to add an *-ed* for past tense, an *-s* or *-es* for present tense, and *will* for future tense. If it is an irregular verb, it will not follow these patterns. Students will have to use their visual memory to write the verb.

Writing Mini-lesson on Prepositional Phrases—Grade 4*Teach/Model*

- ✓ Remind students that prepositions are connecting words; they connect nouns or pronouns to the rest of the sentence. A prepositional phrase is a group of words that begins with a preposition and ends with an object, which is usually a noun or pronoun.
- ✓ Pass out the black line master in Appendix C that has a list of Common Prepositions. Review the list with the students and have them place it in their Reading/Writing Notebook.
- ✓ Model the identification of prepositional phrases by completing the chart below for students.

Sentence	Prepositional Phrase	Preposition	Object of Preposition
The sun is rising over the ocean.	over the ocean	over	ocean
Sue fell during her lesson.	during her lesson	during	lesson
The book from the library is due today.	from the library	from	library

Guided Practice

- ✓ Give students the black line master *Prepositional Phrases* in Appendix C. Help them complete the first sentence.

Independent Practice

- ✓ Have students complete the rest of the black line master on their own.
- ✓ Tell students to think about using prepositional phrases in their writing to make their writing more interesting.

Note to Teacher:

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of writing proficiency, are provided for the week. Two of the lessons are extended to a second day to allow ample time for Independent Work.
- The same Reading/Writing Notebook can be used for both Reading and Writing lessons.

Week 3 At-a-Glance		
	Grade 3	Grade 4
Word Study—30 minutes		
<i>Whole or Small Group Instruction</i> <i>ELA Standards—</i> LA.3.L.1, LA.3.L.4 LA.4.L.1, LA.4.L.4	<i>Spelling/Phonics—Prefixes</i> <i>Vocabulary—Content Words from</i> <i>Where the Waves Break</i>	<i>Spelling/Phonics—Prefixes</i> <i>Vocabulary—Content Words from</i> <i>Where the Waves Break</i>
Reading—90 minutes		
<i>Whole Group Instruction</i> <i>ELA Standards—</i> LA.3.RI.7 LA.4.RI.7 LA.3.SL.7, LA.4.SL.7	<i>Interactive Read-aloud of Paired Texts</i> <i>Comprehension Mini-lesson—</i> <i>Illustrations and Text</i>	<i>Interactive Read-aloud of Paired Texts</i> <i>Comprehension Mini-lesson—Visual</i> <i>or Oral Information</i>
<i>Small Group Instruction</i> <i>ELA Standards—</i> LA.3.RF.2, LA.3.RF.3 LA.4.RF.2, LA.4.RF.3 LA.3.RI.12, LA.4.RI.12	<i>Guided Reading—</i> Select texts according to the students' instructional levels, using the Teacher's Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the <i>Pathways Teacher Manual 3+</i> and <i>Reading A-Z</i> resources for guidelines. <i>Literature Discussion—</i> Students choose, read, and discuss texts. See the <i>Pathways Teacher Manual 3+</i> for guidelines.	<i>Guided Reading—</i> Select texts according to the students' instructional level, using the Teacher's Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the <i>Pathways Teacher Manual 3+</i> and <i>Reading A-Z</i> resources for guidelines. <i>Literature Discussion—</i> Students choose, read, and discuss texts. See the <i>Pathways Teacher Manual 3+</i> for guidelines.
<i>Independent Work</i> (May schedule Small Group Instruction and Independent Work simultaneously; as teacher is working with small groups, other students are involved in independent work.) <i>ELA Standards—</i> LA.3.RF.4, LA.4.RF.4 LA.3.RI.11, LA.4.RI.11 LA.3.RI.13, LA.4.RI.13	<i>Reading of Self-selected Texts</i> <i>Literacy Centers—</i> Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 <i>Where the Waves Break DLG</i> for ideas.	<i>Reading of Self-selected Texts</i> <i>Literacy Centers—</i> Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 <i>Where the Waves Break DLG</i> for ideas.
Writing—40 minutes		
<i>Whole Group Instruction/Independent Work</i> <i>ELA Standards—</i> LA.3.W.2, LA.3.W.6, LA.3.W.9, LA.3.W.11 LA.4.W.2, LA.4.W.6, LA.4.W.9, LA.4.W.11 LA.3.L.4, LA.4.L.4	<i>Writing Mini-lesson—Revising</i> <i>Grammar Mini-lesson—Prefixes</i>	<i>Writing Mini-lesson—Revising</i> <i>Grammar Mini-lesson—Prefixes</i>
<i>Handwriting</i> <i>ELA Standards—</i> LA.3.W.8, LA.4.W.8	<i>Handwriting—Use Adopted Program</i>	<i>Handwriting—Use Adopted Program</i>

Week 3—Grade 3 Spelling

Spelling List—unfold, rejoin, untie, rehear, unfair, unclear, repaid, rewrite, unhurt, recheck, unlucky, unwrap, reuse, unsure, redo (Challenge Words—additional words with the re- and un- prefixes)

<p>Day 1 <i>Model the Sort—Students will work with the teacher to sort words with the prefix re- or un-.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week have the prefixes re- and un-, or word parts, at the beginning of each word. ✓ Tell students that you will sort the words by whether they have the re- or the un- prefix. Use the Spelling Word Cards <i>rejoin</i> and <i>unfold</i> as column headings. ✓ As you model the sort, read each word and say its prefix. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort—Students will independently sort the words with the prefix re- or un-.</i></p>	<ul style="list-style-type: none"> ✓ Review the prefixes re- and un-. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>reheat</i> and <i>untie</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as having either a re- or un- prefix. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt—Students will sort verbs they find in their reading as having either the prefix re- or un-.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a two-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>repaid</i> and <i>unclear</i> as column headings. ✓ Tell students they will look for words with the prefixes re- and un- in their reading and then sort these words by whether they have a re- or un- prefix. ✓ Have students look at p. 29 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a word with the prefix re- or un- to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim pp. 26-35 in <i>Where the Waves Break</i> and look for words with the prefixes re- and un- to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.

<p>Day 4 <i>Open Sort— Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebook to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.
<p>Day 5 <i>Assess— Students will demonstrate their ability to spell each word correctly.</i></p>	<ul style="list-style-type: none"> ✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word. <ol style="list-style-type: none"> 1. Martha will unfold the map and help us find the road. 2. The runner will rejoin our group after the race. 3. Can you untie the knot and set the dog free? 4. Mom will reheat the food for those who missed lunch. 5. Tom thought the grade was unfair, since he had worked so hard on the paper. 6. Dad had difficulty assembling the parts for the directions were unclear. 7. He repaid the loan to the bank over a period of months. 8. Please rewrite the assignment neatly. 9. It was amazing that he was unhurt after falling from the tree! 10. Teachers often ask you to recheck your answers. 11. Ryan felt he was unlucky to be the last in line. 12. When will we be able to unwrap the birthday gifts? 13. I always save the plastic bags so I can reuse them. 14. Due to the weather, my dad is unsure whether to leave today or tomorrow. 15. Since we didn't listen to directions, we must redo the project.

Note to Teacher:

- Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing.
- The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction.
- Spelling Word Cards are in Appendix A.
- Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons.

Week 3—Grade 4 Spelling

Spelling List—unused, refresh, dislike, replace, unpaid, redo, disorder, unplanned, distrust, rewind, untrue, unload, recall, displease, uneven, rebuild, restart, uncover, untidy, discolor (Challenge Words—additional words with the re-, un-, and dis- prefixes)

<p>Day 1 <i>Model the Sort—Students will work with the teacher to sort words with the prefixes re-, un-, and dis-.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week have the prefixes re-, un-, and dis-, or word parts, at the beginning of each word. ✓ Tell students that you will sort the words by whether they have the re-, un-, or dis- prefix. Use the Spelling Word Cards <i>refresh</i>, <i>unused</i>, and <i>dislike</i> as column headings. ✓ As you model the sort, read each word and say its prefix. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort—Students will independently sort the words with the prefixes re-, un-, and dis-.</i></p>	<ul style="list-style-type: none"> ✓ Review the prefixes re-, un-, and dis-. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a three-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>replace</i>, <i>untrue</i>, and <i>disorder</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as having either a re-, un-, or dis- prefix. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt—Students will sort verbs they find in their reading as having either the prefix re-, un-, or dis-.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a three-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>redo</i>, <i>unload</i>, and <i>distrust</i> as column headings. ✓ Tell students they will look for words with the prefixes re-, un-, and dis- in their reading and then sort these words by whether they have a re-, un-, or dis- prefix. ✓ Have students look at p. 29 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a word with the prefix re-, un-, or dis- to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim pp. 26-35 in <i>Where the Waves Break</i> and look for words with the prefixes re-, un-, and dis- to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 4 <i>Open Sort—Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebook to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.

<p>Day 5 Assess— <i>Students will demonstrate their ability to spell each word correctly.</i></p>	<p>✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word.</p> <ol style="list-style-type: none"> 1. There is an unused towel on the chair that you can use after the swim. 2. Since it's such a hot day, let's buy some lemonade to refresh ourselves. 3. Darla and her friends really dislike spinach! 4. Dad will replace the worn tire. 5. When will you take care of the unpaid bill to the store? 6. The teacher said that I must redo the report. 7. My brother's room is always in disorder. 8. The visit to the dentist was unplanned. 9. Because of their past, we typically distrust thieves. 10. Will you please rewind the tape so we can listen to it again? 11. The rumor was untrue. 12. The truck will unload the gravel for us to spread over the playground. 13. Do you recall how many continents there are? 14. Zack's actions will displease his parents. 15. There were potholes everywhere on the uneven road. 16. The store owners will have to rebuild after the earthquake. 17. The theater will not restart the movie if you are late. 18. The detective worked to uncover the ransom plot. 19. Carla did not clean the house this week, and it is very untidy. 20. Don't use bleach, for it will discolor the clothes.
<p>Note to Teacher:</p> <ul style="list-style-type: none"> • Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing. • The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction. • Spelling Word Cards are in Appendix A. • Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons. 	

Grades 3 & 4 Vocabulary—Week 3

Vocabulary—tentacles, encrusting, synthetic, canals, tropics, siphon, chordates, chamber

<p>Day 1 <i>Introduce Vocabulary</i></p>	<ul style="list-style-type: none"> ✓ Write the vocabulary words on the board; read each word aloud; and have students repeat the words. Discuss the definitions below with students: <ol style="list-style-type: none"> 1. Tentacles—Long, flexible arms of an animal used for grabbing things and moving. 2. Encrusting—To cover or overlap something with a crust. 3. Synthetic—Produced artificially. 4. Canals—A tubular channel. 5. Tropics—The part of the world that is near the equator and the weather is very warm. 6. Siphon—A tubular structure in animals that is used to draw in or eject fluids. 7. Chordates—A group of animals that has a central nervous system and gills. 8. Chamber—Small space inside an animal. ✓ Have students work with partners to locate the words on pp. 26-35 in <i>Where the Waves Break</i> and discuss their meanings. Have students write the words in their Word Study Notebooks.
<p>Day 2 <i>Twenty Questions</i></p>	<ul style="list-style-type: none"> ✓ Give each student a set of Vocabulary Word Cards, and review the vocabulary. ✓ Tell students that they will work in two teams to play the game Twenty Questions. One team will select a vocabulary word and the other team will ask up to 20 questions to try to determine the selected word. The questions need to have a <i>yes</i> or <i>no</i> answer. Teams switch roles when the team guesses the word or fails to guess the word after asking 20 questions. ✓ Model the process with one of the vocabulary words. ✓ Have the teams play the game until all the vocabulary words have been used.
<p>Day 3 <i>Sentence Completion</i></p>	<ul style="list-style-type: none"> ✓ Have the students place the Vocabulary Word Cards on top of their desks. ✓ Explain that students will complete oral sentences using the vocabulary words. As you read the sentences, they will hold up the Vocabulary Word Card that completes each sentence. ✓ Complete the first sentence together. Have students write their responses to the sentences in their Word Study Notebook. Go over the answers after students respond to each sentence. <ol style="list-style-type: none"> 1. Some sea creatures have long arms called _____. (tentacles) 2. An _____ sponge spreads itself over the surface of a rock. (encrusting) 3. Household sponges are made from _____ materials. (synthetic) 4. Water passes through _____ in sponges before it is pumped out. (canals) 5. Some sponges can be found in the _____, an area close to the equator. (tropics) 6. Sea squirts have a _____ to draw in or eject fluids. (siphon) 7. Sea squirts are classified as _____. (chordates) 8. A sea squirt siphons food or water into a _____. (chamber)
<p>Day 4 <i>Vocabulary Charades</i></p>	<ul style="list-style-type: none"> ✓ Display the Vocabulary Word Cards and review the words with students. ✓ Divide the students into small teams and explain that they will be playing a game of charades using the vocabulary words. One team will act out one of the words and the other teams will try to be the first group to guess the word. ✓ Model the process with one of the vocabulary words. ✓ Have the teams play the game until all the vocabulary words have been used.

<p>Day 5 Vocabulary Web</p>	<ul style="list-style-type: none"> ✓ Work with students to complete a Vocabulary Web for the word <i>tentacles</i>. ✓ Draw a web on the board as shown below. Complete the definition, picture, and sentence squares with students. ✓ Have students work independently to draw and complete Vocabulary Webs in their Word Study Notebook (or use the black line master in Appendix C) for the word <i>encrusting</i> and another vocabulary word of their choice from the list. ✓ Have students work in small groups to compare and discuss their webs. <div data-bbox="589 430 1131 926" data-label="Diagram"> <pre> graph TD A[tentacles] --- B[Definition] A --- C[Picture] A --- D[Sentence] </pre> </div>
<p>Note to teacher:</p> <ul style="list-style-type: none"> • Vocabulary instruction includes a variety of interactive activities that provide students the opportunity to learn the meaning of words in the context of reading and writing. • The bibliography includes resources that provide background information for the teacher as well as personalized vocabulary activities for students that can be used to differentiate instruction. • Vocabulary Word Cards are in Appendix B. • The same Word Study Notebook can be used for both Spelling and Vocabulary lessons. 	

Week 3—Grades 3 & 4 Reading—Whole Group Instruction

Day 1

Interactive Read-aloud

Read aloud pp. 26-35 in *Where the Waves Break* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- Point out the vocabulary for the week as you read, clarifying meaning through discussion and questioning.
- After reading pp.26-27, ask students, “Have you ever found a sand dollar on the beach? Why do you think they are called sand dollars?”
- After reading pp. 28-35, ask students, “Have you ever used an animal sponge to clean something? How does it compare with a sponge made from synthetic materials?” Discuss how God wants us to show understanding and appreciation for what He has created. (See Redemption quadrant on Adventist Worldview chart.)

Comprehension Mini-lesson on Illustrations

Teach

- ✓ Remind students that informational texts have different features that help them better understand the information. One of the features they studied last week was illustrations or photographs.
- ✓ Ask students to look at the photo on p. 30 of *Where the Waves Break*. Have them describe what they see and how the photo helps them understand the topic. Draw attention to the caption under the photo and ask students how it is helpful.
- ✓ Ask students how the text would be different without the illustration. Would it be more difficult to understand?
- ✓ Have students find other photographs or illustrations on pp. 26-35 in *Where the Waves Break*. Have them help you complete the chart below.

What the Illustration Shows	What the Caption Tells	How This Helps Me Understand

- ✓ Have students copy the chart in their Reading/Writing Notebook.

Apply

- ✓ Ask students to examine other informational books for illustrations or photographs and think about how they help them understand the text.

Share

- ✓ Have students share an illustration they found with a partner, describing how the illustration helps them understand the text.

Day 3

Interactive Read-aloud/Shared Reading

Read aloud pp. 15-22 in *My Visit to the Aquarium* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- After reading pp. 15-18, ask students, “What do you know about rain forests? Why does the aquarium include a tropical rain forest?”
- After reading pp. 19-22, ask students why they think God created so many different varieties of fish. Discuss ways in which humans have tried to protect the sea life that God has created. (See Redemption quadrant on Adventist Worldview chart.)

Comprehension Mini-lesson on Illustrations**Teach**

- ✓ Remind students that many literary texts also have illustrations to help them better understand the story.
- ✓ Examine the illustrations in *My Visit to the Aquarium* with students. Discuss how the illustrations and labels help them understand the story. Compare how illustrations in both informational and literature texts help with understanding.

Apply

- ✓ Ask students to find three illustrations in *My Visit to the Aquarium*. Have them draw and complete the chart below in their Reading/Writing Notebook.

What the Illustration Shows	How This Helps Me Understand

Share

- ✓ Have students share their chart with a partner.

Day 5**Interactive Read-aloud**

Have students watch the National Geographic video on coral reefs (<http://video.nationalgeographic.com/video/coral-reefs>). After viewing the video, have a brief discussion of the visual text, as a whole group or as partners, in response to the questions below. Have students tell about the part of the video that supports their responses when applicable.

- Before viewing the video, ask students, “What does endangered mean? Why do you think the coral reefs are endangered?”
- After viewing the video, discuss what is being done to save the coral reefs. Ask students to tell of other ways that we can show appreciation for God’s creation. (See Redemption quadrant on Adventist Worldview chart.)

Comprehension Mini-lesson on Illustrations**Teach**

- ✓ Review the purpose of illustrations in narrative and informational texts with students.

Apply

- ✓ Have students choose a narrative or informational book in the classroom or school library that has illustrations. Ask them to complete the black line master *Analyzing Illustrations* in Appendix C.

Share

- ✓ Have students share their responses with a partner.

Note to Teacher

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of reading proficiency, are provided for the week. They can be extended for the other days of the week or the time can be added to Small Group Instruction and Individual Work.
- An informational text is the common text for the Reading Whole Group Instruction. It is paired with a literary text and an additional informational text. Refer to the bibliography in the *Daily Lesson Guide 2008* for additional texts on the theme. Word Study, Reading, and Writing lessons are tied to the common text.
- Make visible the Adventist worldview during the Interactive Read-aloud discussion. Use the Adventist Worldview chart to support the discussion.
- Use close reading strategies during the Interactive Read-aloud that ask students for evidence for their responses. Use a variety of text-dependent questions, such as QAR question types (Right There, Think and Search, Author and Me, and On My Own).
- The Comprehension Mini-lesson is focused on a particular reading skill or strategy that is important for students to learn and apply in various contexts.

Each student will need a designated Reading/Writing Notebook for Reading and Writing lessons.

Week 3—Grades 3 & 4 Writing—Whole Group Instruction

Day 1

Independent Practice

- ✓ Review with students how to take the details from their outlines and write a draft.
- ✓ Ask for one volunteer to share their outline and their draft writing so far. (Choose a student's work that will serve as a good model of the process.) Discuss how the student has taken the details from their outline and developed paragraph(s) on the topic.
- ✓ Have students continue to work on their drafts. Conference with students as necessary.

Day 2

Independent Practice

- ✓ Have student complete their drafts. Conference with students as necessary.

Day 3

Writing Mini-lesson on Revising (Revising)

Teach/Model

- ✓ Ask students to review the draft they wrote last week for an informative/explanatory text.
- ✓ Tell students that the next stage of the writing process is revising. When you revise a draft, you improve it by making it clearer and more interesting. You don't need to worry about grammar or spelling when revising.
- ✓ Share the Revising Checklist with the students.

Revising Checklist

1. Did I introduce my topic in the first paragraph?
2. Did I stay on the topic? Do the details support the main ideas?
3. Are my ideas clearly organized? Does the order make sense?
4. Did I use linking words and phrases to connect the ideas?
5. Did I provide a summary or conclusion in the last paragraph?

- ✓ Show students how to make changes to their draft by modeling the revising process with the draft that you shared with the students last week.

- Add or change words, sentences, or paragraphs

It is very important for us to conserve water. Without water, plants, animals,
^ or save
and humans would not be able to live on the earth. We might also run out of water if
we don't use it wisely. And conserving water will lower our water bills so we have
^ In addition,
money for other things

- Delete information.

One way to save water is by using a rain barrel. my mother collects rain water to water her house
plants. ~~She does it every time it rains.~~ Another way to save water is to use an aerating faucet and shower
head because they use less water. It feels the same as regular shower because of more pressure. A final
way to save water is to play in the sprinklers while watering the lawn in the summer.

- Move information.

My family can save waters by turning off the water when we brush our teeth. And

I can remember to spend less time in the shower each morning. We can also Recycle rain

water as my mother does when she waters her house plants. There are many ways for

each of us to conserve water.

Guided Practice

- ✓ Ask students to revise one paragraph of their draft in their Writers Notebook. Remind them to refer to the Revising Checklist as they revise. Provide help as needed.

Independent Practice

- ✓ Have students share their revised paragraph with a writing buddy for peer feedback.

Day 4

Independent Practice

- ✓ Review with students the Revising Checklist and how to make changes to their draft.
- ✓ Have them finish revising their draft in their Writing Notebooks. Conference with students as necessary.

Day 5

Writing Mini-lesson on Prefixes—Grade 3

Teach/Model

- ✓ Remind students that their spelling words this week are words with prefixes. A prefix is a word part of one or more letters that is added to the beginning of a word to change its meaning.
- ✓ Tell students that the prefix re- means *again* and the prefix un- means *not*.
- ✓ Complete the following chart for students.

Word	Prefix	Base Word	Meaning/Definition
unfold	un	fold	not fold
rejoin	re	join	join again
untie	un	tie	not tie
reheat	re	heat	heat again
unfair	un	fair	not fair
unclear	un	clear	not clear
repaid	re	paid	paid again
rewrite	re	write	write again
unhurt	un	hurt	not hurt
recheck	re	check	check again
unlucky	un	lucky	not lucky
unwrap	un	wrap	not wrap
reuse	re	use	use again
unsure	un	sure	not sure
redo	re	do	do again

Guided Practice

- ✓ Give students the black line master *Divide and Conquer*. Help them complete the first two rows in the chart.

Independent Practice

- ✓ Have students complete the rest of the chart and sentences on their own.
 - ✓ Tell students to think about the meaning of words with the prefixes re- and un- when they write. Make sure they select the word that has the correct meaning for what they want to say.
-

Writing Mini-lesson on Prefixes—Grade 4

Teach/Model

- ✓ Remind students that their spelling words this week are words with prefixes. A prefix is a word part of one or more letters that is added to the beginning of a word to change its meaning.
- ✓ Tell students that the prefix re- means *again*, the prefix un- means *not*, and the prefix dis- means *apart*.
- ✓ Complete the following chart for students.

Word	Prefix	Base Word	Meaning/Definition
unused	un	used	not used
refresh	re	fresh	make fresh again
dislike	dis	like	not like
replace	re	place	place again
unpaid	un	paid	not paid
redo	re	do	do again
disorder	dis	order	not in order
unplanned	un	planned	not planned
distrust	dis	trust	not trust
rewind	re	wind	wind again
untrue	un	true	not true
unload	un	load	not load
recall	re	call	call again
displease	dis	please	not please
uneven	un	even	not even
rebuild	re	build	build again
restart	re	start	start again
uncover	un	cover	not cover
untidy	un	tidy	not tidy
discolor	dis	color	not color

Guided Practice

- ✓ Give students the blackline master *Divide and Conquer*. Help them complete the first two rows in the chart.

Independent Practice

- ✓ Have students complete the rest of the chart and sentences on their own.
- ✓ Tell students to think about the meaning of words with the prefixes re-, un-, and dis- when they write. Make sure they select the word that has the correct meaning for what they want to say.

Note to Teacher:

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of writing proficiency, are provided for the week. Two of the lessons are extended to a second day to allow ample time for Independent Work.
 - The same Reading/Writing Notebook can be used for both Reading and Writing lessons.
-

Week 4 At-a-Glance		
	Grade 3	Grade 4
Word Study—30 minutes		
<i>Whole or Small Group Instruction</i>	<i>Spelling/Phonics—Suffixes</i>	<i>Spelling/Phonics—Suffixes</i>
<i>ELA Standards—</i> LA.3.L.4 LA.4.L.4	<i>Vocabulary—Content Words from <i>Where the Waves Break</i></i>	<i>Vocabulary—Content Words from <i>Where the Waves Break</i></i>
Reading—90 minutes		
<i>Whole Group Instruction</i>	<i>Interactive Read-aloud of Paired Texts</i>	<i>Interactive Read-aloud of Paired Texts</i>
<i>ELA Standards—</i> LA.3.SL.4, LA.4.SL.4 LA.3.SL.7, LA.4.SL.7	<i>Comprehension Mini-lesson—Oral Presentation</i>	<i>Comprehension Mini-lesson—Oral Presentation</i>
<i>Small Group Instruction</i>	<i>Guided Reading—Select texts according to the students’ instructional levels, using the Teacher’s Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the <i>Pathways Teacher Manual 3+</i> and <i>Reading A-Z</i> resources for guidelines.</i>	<i>Guided Reading—Select texts according to the students’ instructional level, using the Teacher’s Guides for instructional support. In addition to the Reading Foundations standards, apply strategies taught in Whole Group Instruction to Guided Reading texts. See the <i>Pathways Teacher Manual 3+</i> and <i>Reading A-Z</i> resources for guidelines.</i>
<i>ELA Standards—</i> LA.3.RF.2, LA.3.RF.3 LA.4.RF.2, LA.4.RF.3 LA.3.RI.12, LA.4.RI.12	<i>Literature Discussion—Students choose, read, and discuss texts. See the <i>Pathways Teacher Manual 3+</i> for guidelines.</i>	<i>Literature Discussion—Students choose, read, and discuss texts. See the <i>Pathways Teacher Manual 3+</i> for guidelines.</i>
<i>Independent Work</i> (May schedule Small Group Instruction and Independent Work simultaneously; as teacher is working with small groups, other students are involved in independent work.)	<i>Reading of Self-selected Texts</i>	<i>Reading of Self-selected Texts</i>
<i>ELA Standards—</i> LA.3.RF.4, LA.4.RF.4 LA.3.RI.11, LA.4.RI.11 LA.3.RI.13, LA.4.RI.13	<i>Literacy Centers—Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 <i>Where the Waves Break DLG</i> for ideas.</i>	<i>Literacy Centers—Include activities in centers that reinforce the skills and concepts taught during the language arts block. See the Bibliography and the 2008 <i>Where the Waves Break DLG</i> for ideas.</i>
Writing—40 minutes		
<i>Whole Group Instruction/Independent Work</i>	<i>Writing Mini-lesson—Editing, Publishing</i>	<i>Writing Mini-lesson—Editing, Publishing</i>
<i>ELA Standards—</i> LA.3.W.2, LA.3.W.6, LA.3.W.9, LA.3.W.11 LA.4.W.2, LA.4.W.6, LA.4.W.9, LA.4.W.11 LA.3.L.4, LA.4.L.1	<i>Grammar Mini-lesson—Suffixes</i>	<i>Grammar Mini-lesson—Relative Adverbs</i>
<i>Handwriting</i>	<i>Handwriting—Use Adopted Program</i>	<i>Handwriting—Use Adopted Program</i>
<i>ELA Standards—</i> LA.3.W.8, LA.4.W.8		

Week 4—Grade 3 Spelling

Spelling List—singer, loudly, joyful, teacher, fighter, closely, powerful, farmer, quickly, careful, friendly, speaker, wonderful, truly, worker (Challenge Words—additional words with the –ful, –ly, and –er suffixes)

<p>Day 1 <i>Model the Sort—Students will work with the teacher to sort words with the suffixes –ful, –ly, and –er.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week have the suffixes –ful, –ly, and –er, or word parts, at the end of each word. ✓ Tell students that you will sort the words by whether they have the –ful, –ly, or –er suffix. Use the Spelling Word Cards <i>joyful</i>, <i>loudly</i>, and <i>singer</i> as column headings. ✓ As you model the sort, read each word and say its suffix. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort—Students will independently sort the words with the suffixes –ful, –ly, and –er.</i></p>	<ul style="list-style-type: none"> ✓ Review the suffixes –ful, –ly, and –er. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a three-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>powerful</i>, <i>closely</i>, and <i>teacher</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as having either a –ful, –ly, or –er suffix. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt—Students will sort verbs they find in their reading as having either the suffix –ful, –ly, or –er.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a three-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>careful</i>, <i>quickly</i>, and <i>farmer</i> as column headings. ✓ Tell students they will look for words with the suffixes –ful, –ly, and –er in their reading and then sort these words by whether they have a –ful, –ly, or –er suffix. ✓ Have students look at p. 36 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a word with the suffix –ful, –ly, or –er to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim pp. 37-46 in <i>Where the Waves Break</i> and look for words with the suffixes –ful, –ly, and –er to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 4 <i>Open Sort—Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebooks to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.

<p>Day 5 Assess— <i>Students will demonstrate their ability to spell each word correctly.</i></p>	<p>✓ Say each boldfaced word, read the sentence, and repeat the word. Have students write the word.</p> <ol style="list-style-type: none"> 1. The singer is part of the trio that will perform tonight. 2. Who was talking so loudly during the program? 3. We felt so joyful after the dog was rescued. 4. Mrs. Turquoise is my favorite teacher! 5. Seth was a fighter during World War II and won many medals for his bravery. 6. The little girl walked closely beside her dad as they passed the gorilla cage. 7. The man has powerful muscles from lifting weights each day. 8. What kind of crops does the farmer raise? 9. She hurried quickly to the door so she wouldn't be late to school. 10. Be careful on the slippery floor! 11. The friendly lady said hello to us. 12. There was a great speaker for chapel today. 13. He is a wonderful storyteller. 14. Myra is truly the best friend a person could have. 15. My sister is such a hard worker.
--	--

Note to Teacher:

- Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing.
- The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction.
- Spelling Word Cards are in Appendix A.
- Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons.

Week 4—Grade 4 Spelling

Spelling List—colorful, weakness, movement, endless, truthful, illness, cheerful, useless, beautiful, restless, clumsiness, pavement, peaceful, fondness, neatness, speechless, statement, wasteful, penniless, treatment (Challenge Words—additional words with the –ful, –less, –ness, and –ment suffixes)

<p>Day 1 <i>Model the Sort—Students will work with the teacher to sort words with the suffixes –ful, –less, –ness, and –ment.</i></p>	<ul style="list-style-type: none"> ✓ Display the Spelling Word Cards for this lesson; read each word aloud; and discuss their meanings. ✓ Tell students that the words for this week have the suffixes –ful, –less, –ness, and –ment, or word parts, at the end of each word. ✓ Tell students that you will sort the words by whether they have the –ful, –less, –ness or –ment suffix. Use the Spelling Word Cards <i>colorful</i>, <i>endless</i>, <i>weakness</i>, and <i>movement</i> as column headings. ✓ As you model the sort, read each word and say its suffix. Have students help you complete the sort, and then read together the words in each column to check that they were sorted correctly. ✓ Give each student a set of Spelling Word Cards, and have them repeat the sort independently.
<p>Day 2 <i>Repeat the Sort—Students will independently sort the words with the suffixes –ful, –less, –ness, and –ment.</i></p>	<ul style="list-style-type: none"> ✓ Review the suffixes –ful, –less, –ness, and –ment. ✓ Have students take out their Spelling Word Cards and read them aloud. ✓ Tell students to draw a four-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>truthful</i>, <i>useless</i>, <i>illness</i>, and <i>pavement</i> as column headings. ✓ Ask students to work with a partner to sort the remaining words as having either a –ful, –less, –ness, or –ment suffix. ✓ Check to see if they have sorted the words correctly, helping them correct any errors. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 3 <i>Word Hunt—Students will sort verbs they find in their reading as having either the suffix –ful, –less, –ness, or –ment.</i></p>	<ul style="list-style-type: none"> ✓ Ask students to draw a four-column chart on a page in their Word Study Notebook and use the Spelling Word Cards <i>wasteful</i>, <i>penniless</i>, <i>neatness</i>, and <i>treatment</i> as column headings. ✓ Tell students they will look for words with the suffixes –ful, –less, –ness, and –ment in their reading and then sort these words by whether they have a –ful, –less, –ness, or –ment suffix. ✓ Have students look at p. 36 in <i>Where the Waves Break</i> and model skimming the words on the page and locating a word with the suffix –ful, –less, –ness, or –ment to write under the correct heading on their chart. ✓ Ask students to work with a partner to skim pp. 37-46 in <i>Where the Waves Break</i> and look for words with the suffixes –ful, –less, –ness, and –ment to write in the correct column on their chart; then, have them check their work. ✓ Have them record their sorts in their Word Study Notebook.
<p>Day 4 <i>Open Sort—Students will sort the words according to categories of their choice.</i></p>	<ul style="list-style-type: none"> ✓ Have students lay out their Spelling Word Cards. ✓ Explain that students can come up with their own categories when sorting words. ✓ Demonstrate another way that the words might be sorted. For example, by spelling patterns or meaning. ✓ Have students read the Spelling Word Cards aloud and think about their similarities and differences, selecting the categories for their sorts. ✓ Ask students to write column headings in their Word Study Notebook to represent the categories and sort the words into the correct columns. ✓ Have them work in small groups to discuss their sorts.

<p>Day 5 <i>Assess— Students will demonstrate their ability to spell each word correctly.</i></p>	<p>Say each boldfaced word, read the sentence, and repeat the word. Have students write the word.</p> <ol style="list-style-type: none"> 1. Sarah wore a colorful dress for the pageant. 2. The runner felt a weakness in his leg after the marathon. 3. Martin Luther King was part of the civil rights movement. 4. It was a long day; it seemed endless. 5. The witness gave a truthful response to the question. 6. Did you feel weak after your illness? 7. The bird sang a cheerful song. 8. The canoe was useless without oars. 9. The bride looked beautiful in her beaded gown! 10. Tom was restless to get started on the adventure through the jungle. 11. The awkward teenager's clumsiness caused him to fall into the water. 12. Earthquakes can cause pavement to buckle and crack. 13. It was quiet and peaceful in the woods. 14. She has a fondness for cats and dogs, but owns more cats than dogs. 15. Roy was given the award for neatness, because his papers are always written with care. 16. My friend was speechless after winning the prize. 17. A declarative sentence is a statement. 18. Eat all your food and don't be wasteful. 19. He was penniless after spending all of his inheritance. 20. When will she receive treatment for her injury?
<p>Note to Teacher:</p> <ul style="list-style-type: none"> • Spelling instruction includes a variety of interactive word sort activities that provide students the opportunity to analyze words and apply the knowledge in their reading and writing. • The bibliography includes resources that provide background information for the teacher as well as personalized word sort activities for students that can be used to differentiate instruction. • Spelling Word Cards are in Appendix A. • Each student will need a designated Word Study Notebook for Spelling and Vocabulary lessons. 	

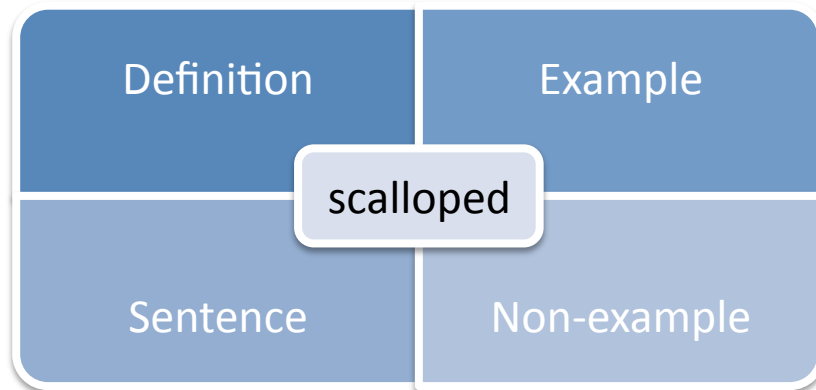
Grades 3 & 4 Vocabulary—Week 4

Vocabulary—mantle, propulsion, temperate, iodine, algin, carrageen, nori, phylum

<p>Day 1 <i>Introduce Vocabulary</i></p>	<ul style="list-style-type: none"> ✓ Write the vocabulary words on the board; read each word aloud; and have students repeat the words. Discuss the definitions below with students: <ol style="list-style-type: none"> 1. Mantle—Tissue on the inside of a shell. 2. Propulsion—Pushing forward. 3. Temperate—A region with mild temperatures. 4. Iodine—A chemical used to make an antiseptic. 5. Algin—A thickener derived from algae. 6. Carrageen—An edible seaweed. 7. Nori—An edible seaweed eaten by the Japanese. 8. Phylum—Scientific classification group. ✓ Have students work with partners to locate the words on pp. 36-46 in <i>Where the Waves Break</i> and discuss their meanings. Have students write the words in their Word Study Notebook.
<p>Day 2 <i>Riddles</i></p>	<ul style="list-style-type: none"> ✓ Give each student a set of Vocabulary Word Cards, and review the vocabulary. ✓ Tell students you will read a riddle that tells about a vocabulary word. Ask them to use their Vocabulary Word Cards to help them choose the word that best answers the riddle. ✓ After you read a riddle, have students record their answer in their Word Study Notebook. Review the answers together. <ol style="list-style-type: none"> 1. This is one of the seven groups of scientific classification. (phylum) 2. This tissue secretes new shell. (mantle) 3. A food that is a Japanese delicacy. (Nori) 4. An action that propels a jellyfish upward or forward. (propulsion) 5. A moss that comes from Ireland. (carrageen) 6. Moon jellies live in these regions of the world. (temperate) 7. This is added to ice cream to keep the milk from making ice crystals. (align) 8. A chemical that comes from kelp. (iodine)
<p>Day 3 <i>Questions</i></p>	<ul style="list-style-type: none"> ✓ Display the Vocabulary Word Cards and review the words with students. ✓ Explain that you will read several questions that contain vocabulary words. Tell students to use what they know about the words to answer the questions. Discuss their responses. <ol style="list-style-type: none"> 1. Why is algin added to ice cream, salad dressings, chocolate milk, and aspirin? (Algin is used as a thickener in these products.) 2. What two types of seaweed are used as food? (Nori and Carrageen) 3. How does a jellyfish use jet propulsion to move? (A jellyfish opens its body like an umbrella, then quickly closes it again, thus pushing water out from underneath its body.) 4. What is the purpose of the mantle that lines a shell? (As a creature grows, the mantle secretes new shell.) 5. What is iodine used for? (Iodine is used to make antiseptics.)
<p>Day 4 <i>Picture Clues</i></p>	<ul style="list-style-type: none"> ✓ Tell students they will play a matching game with a partner. One partner will choose a Vocabulary Word Card, draw a picture that represents the word, and ask his partner to guess the word based on the picture. ✓ Ask students to place a set of Vocabulary Word Cards face down on their desks. Have a partner pick up a card without revealing the word to the other student. He should draw a picture for the word. The other student will use the picture to guess the correct word. ✓ Have partners shuffle the Vocabulary Word Cards and switch roles. They can repeat the activity several times.

Day 5**Four-square Map**

- ✓ Work with students to complete a Four-square Map for the word *scalped*.
- ✓ Draw a map on the board as shown below. Write *scalped* in the center of the map. Have students tell the word's meaning. Write their definition in the upper-left corner.
- ✓ Ask students for examples of things that have a *scalped*. Write their responses in the upper-right corner.
- ✓ Have someone use *scalped* in a sentence. Write the sentence in the lower-left corner.
- ✓ Ask students for examples of things that do not have a *scalped*. Write their responses in the lower-right corner.
- ✓ Have students work independently to draw and complete a Four-square Map in their Word Study Notebook (or use the black line master in Appendix C) for a vocabulary word of their choice from the list.
- ✓ Have students work in small groups to compare and discuss their maps.

**Note to teacher:**

- Vocabulary instruction includes a variety of interactive activities that provide students the opportunity to learn the meaning of words in the context of reading and writing.
- The bibliography includes resources that provide background information for the teacher as well as personalized vocabulary activities for students that can be used to differentiate instruction.
- Vocabulary Word Cards are in Appendix B.
- The same Word Study Notebook can be used for both Spelling and Vocabulary lessons.

Week 4—Grades 3 & 4 Reading—Whole Group Instruction

Day 1

Interactive Read-aloud

Read aloud pp. 36-46 in *Where the Waves Break* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- Point out the vocabulary for the week as you read, clarifying meaning through discussion and questioning.
- After reading pp. 36-39, ask students, “Based on what you know and read, how are clams and crabs alike? How are they different?”
- After reading pp. 40-46, ask students why they should not touch jellyfish if they find them on the beach. Discuss how sea life will differ when God re-creates the earth. (See Re-creation quadrant on Adventist Worldview chart—All created things will live in harmony. Sin, suffering, and death will be no more.)

Comprehension Mini-lesson on Oral Presentation

Teach

- ✓ Explain to students that it is important for them to be able to communicate what they learn to others. One way to communicate is through an oral presentation or report.
- ✓ Have students view the Dalton Sherman Keynote Speech (<http://www.youtube.com/watch?v=hMe8Nil2i20>). Ask students what made his presentation interesting. List their responses on the board.
- ✓ Work with students to narrow the list to several criteria that they can focus on when giving presentations.
 1. *Speak clearly in complete sentences.*
 2. *Present information in a logical sequence.*
 3. *Include interesting details.*
 4. *Maintain eye contact throughout the presentation.*
 5. *Answer 2-3 questions at the end.*
- ✓ Have students copy the list in their Reading/Writing Notebook.

Apply

- ✓ Ask students to record several main ideas, along with some interesting details, from *Where the Waves Break*. Have them practice sharing their ideas with a partner, focusing on the criteria above. Ask the partner to give them feedback.

Share

- ✓ Have students present several main ideas from *Where the Waves Break* to a small group, focusing on the criteria above.

Day 3

Interactive Read-aloud/Shared Reading

Read aloud pp. 23-30 in *My Visit to the Aquarium* to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses when applicable.

- After reading pp. 23-29, ask students “How will life change for these sea creatures when God re-creates the earth? Will they be living in aquariums? Will they be endangered?” (See Re-creation quadrant on Adventist worldview chart.)
- After reading p. 30, discuss how we can help change things so sea life is treated as God intended. (See Redemption quadrant on Adventist worldview chart.)

Comprehension Mini-lesson on Oral Presentations**Teach**

- ✓ Review with students the criteria for a good oral presentation.

Apply

- ✓ Ask students to record several main ideas, along with some interesting details, from *My Visit to the Aquarium*. Have them practice sharing their ideas with a partner, focusing on the criteria from Day 1. Ask the partner to give them feedback.

Share

- ✓ Have students present several main ideas from *My Visit to the Aquarium* to a small group, focusing on the criteria from Day 1.

Day 5**Interactive Read-aloud/Shared Reading**

Read aloud the Creation (Genesis 1 and 2) and Re-creation (Rev. 21:1-5) Bible verses to students. Stop periodically for a brief discussion of the text, as a whole group or as partners, in response to the questions below. Have students point to the part of the text that supports their responses.

- Before reading the verses, ask students, “How do living things reflect the character of our Creator?”
- After reading the verses, discuss the big idea for this theme—Creation displays the wonder of God’s creativity.

Reading Mini-lesson on Oral Reports**Teach**

- ✓ Review with students the criteria for a good oral presentation.

Apply

- ✓ Ask students to record several main ideas, along with some interesting details, from their writing research project. Ask them to practice sharing their ideas with a partner, focusing on the criteria above.

Share

- ✓ Have students present several main ideas from their writing research project to a small group, focusing on the criteria above.

Note to Teacher

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of reading proficiency, are provided for the week. They can be extended for the other days of the week or the time can be added to Small Group Instruction and Individual Work.
- An informational text is the common text for the Reading Whole Group Instruction. It is paired with a literary text and an additional informational text. Refer to the bibliography in the *Daily Lesson Guide 2008* for additional texts on the theme. Word Study, Reading, and Writing lessons are tied to the common text.
- Make visible the Adventist worldview during the Interactive Read-aloud discussion. Use the Adventist Worldview chart to support the discussion.
- Use close reading strategies during the Interactive Read-aloud that ask students for evidence for their responses. Use a variety of text-dependent questions, such as QAR question types (Right There, Think and Search, Author and Me, and On My Own).
- The Comprehension Mini-lesson is focused on a particular reading skill or strategy that is important for students to learn and apply in various contexts.

Each student will need a designated Reading/Writing Notebook for Reading and Writing lessons.

Week 4—Grades 3 & 4 Writing—Whole Group Instruction

Day 1

Writing Mini-lesson on Editing (Editing)

Teach/Model

- ✓ Ask students to review the final draft they wrote last week for an informative/explanatory essay.
- ✓ Tell students that the next stage of the writing process is editing. When you edit, you find and correct errors.
- ✓ Share the Editing Checklist and Editor's Marks with the students.

Editing Checklist

1. Check for mistakes in punctuation, capitalization, spelling, and grammar.
2. Make sure your paragraphs are indented.
3. Use the spelling and grammar checker if you are working on a computer.

Editor's Marks

- ≡ Make a capital
- ^ Insert
- Delete
- Make a period
- / Make lowercase

- ✓ Model the editing process with the draft that you shared with the students last week.

It is very important for us to conserve water. Without water, plants, animals, and humans would not be able to live on the earth. We might also run out of water if we don't use it wisely. And conserving water will lower our water bills so we have money for other things □

One way to save water is by using a rain barrel. my mother collects rain water to
≡
water her house plants. She does it every time it rains. Another way to save water is to use an aerating faucet and shower head because they use less water. It feels the same as regular shower because of more
^ a
pressure. A final way to save water is to play in the sprinklers while watering the lawn in the summer.

My family can save water~~s~~ by turning off the water when we brush our teeth. And I can remember to spend less time in the shower each morning. We can also Recycle rain water as my mother does when
/
she waters her house plants. There are many ways for each of us to conserve water.

Guided Practice

- ✓ Ask students to edit the final draft in their Writers Notebook. Remind them to refer to the Editing Checklist and the Editor's Marks as they revise. Provide help as needed.

Independent Practice

- ✓ Have students share their edited draft with a writing buddy for peer feedback.

Day 2**Teach/Model (Publishing)**

- ✓ Tell students that the final stage of the writing process is publishing. When you publish, you share your writing with others.
- ✓ Ask students for ideas about how they would like to publish their writing (i.e., written piece or presentation). As a class, decide how the writing will be published.

Guided Practice

- ✓ Have students write or type a clean copy of their edited drafts.

Day 3**Independent Practice**

- ✓ Publish the final drafts.

Day 4**Independent Practice**

- ✓ Publish the final drafts.

Day 5**Writing Mini-lesson on Suffixes—Grade 3****Teach/Model**

- ✓ Remind students that their spelling words this week are words with suffixes. A suffix is a word part of one or more letters that is added to the end of a word to change its meaning.
- ✓ Tell students that the suffix *-ful* means *notable for*, the suffix *-ly* means *characteristic of*, and the suffix *-er* means *one who*.
- ✓ Complete the following chart for students.

Word	Suffix	Base Word	Meaning/Definition
singer	er	sing	one who sings
loudly	ly	loud	loud like
joyful	ful	joy	noted for joy
teacher	er	teach	one who teaches
fighter	er	fight	one who fights
closely	ly	close	close like
powerful	ful	power	noted for power
farmer	er	farm	one who farms
quickly	ly	quick	quick like
careful	ful	care	noted for care
friendly	ly	friend	friend like
speaker	er	speak	one who speaks
wonderful	ful	wonder	noted for wonder
truly	ly	true	friend like
worker	er	work	one who works

Guided Practice

- ✓ Give students the black line master *Divide and Conquer with Suffixes*. Help them complete the first two rows in the chart.

Independent Practice

- ✓ Have students complete the rest of the chart and sentences on their own.

Tell students to think about the meaning of words with the suffixes -ful, -ly, and er- when they write. Make sure they select the word that has the correct meaning for what they want to say.

Writing Mini-lesson on Relative Adverbs—Grade 4

Teach/Model

- ✓ Tell students that an adverb that introduces a relative clause is called a relative adverb. Examples are *when, where, why, how, whatever, and wherever*.
- ✓ Complete the sentences below for students.

1. August or September are the months _____ **when** _____ most children start school.
2. That's the place _____ **where** _____ the car accident took place.
3. This is the bus station _____ **where** _____ Ronnie met Susie.
4. My dad will never forget the day _____ **when** _____ he first met my mom.
5. _____ **Whatever** _____ you do, don't forget to do your homework!
6. Can you tell me _____ **when** _____ the cake is ready to take out of the oven?
7. Tell me _____ **why** _____ you forgot to lock the door.
8. When I take my dog for a walk, I follow _____ **wherever** _____ he leads.
9. There must be a reason _____ **why** _____ she can't come with us.
10. Can you explain to him _____ **how** _____ to do the math problem?

Guided Practice

- ✓ Give students the blackline master *Relative Adverbs*. Help them complete the first two sentences.

Independent Practice

- ✓ Have students complete the rest of the sentences on their own.
- ✓ Tell students to think about the use of relative adverbs when they write. Make sure they select the word that has the correct meaning for what they want to say.

Note to Teacher:

- Three Whole Group Instruction lessons, which provide a common foundation for students at various levels of writing proficiency, are provided for the week. Two of the lessons are extended to a second day to allow ample time for Independent Work.
 - The same Reading/Writing Notebook can be used for both Reading and Writing lessons.
-

APPENDIX A

Grade 3 Spelling Word Cards—Week 1

shut	spoke
save	invite
erase	broke
lay	leave
open	told
soak	follow
sold	paid
throw	

Grade 3 Spelling Word Cards—Week 2

spoil	join
thought	won
taught	serve
turn	stir
wear	share
caught	bounce
squeeze	drew
bought	

Grade 3 Spelling Word Cards—Week 3

unfold	rejoin
untie	reheat
unfair	unclear
repaid	rewrite
unhurt	recheck
unlucky	unwrap
reuse	unsure
redo	

singer	loudly
joyful	teacher
fighter	closely
powerful	farmer
quickly	careful
friendly	speaker
wonderful	truly
worker	

rising	winning
snapping	bragging
hitting	spinning
pleasing	putting
seeking	visiting
phoning	smelling
hiking	checking
becoming	wandering
tracing	racing
begging	skipping

above	across
after	against
along	around
before	behind
below	beneath
beside	between
beyond	during
inside	outside
through	toward
under	until

Grade 4 Spelling Word Cards—Week 3

unused	refresh
dislike	replace
unpaid	redo
disorder	unplanned
distrust	rewind
untrue	unload
recall	displease
uneven	rebuild
restart	uncover
untidy	discolor

colorful	weakness
movement	endless
truthful	illness
cheerful	useless
beautiful	restless
clumsiness	pavement
peaceful	fondness
neatness	speechless
statement	wasteful
penniless	treatment

APPENDIX B

Grades 3 and 4 Vocabulary Word Cards—Week 1

tides	tide pool
probiscus	propodium
siphon	mantle
gill	gravitational

Grades 3 and 4 Vocabulary Word Cards—Week 2

suction cups	eyespot
retracted	comet
regenerates	bivalves
scalloped	flexible

Grades 3 and 4 Vocabulary Word Cards—Week 3

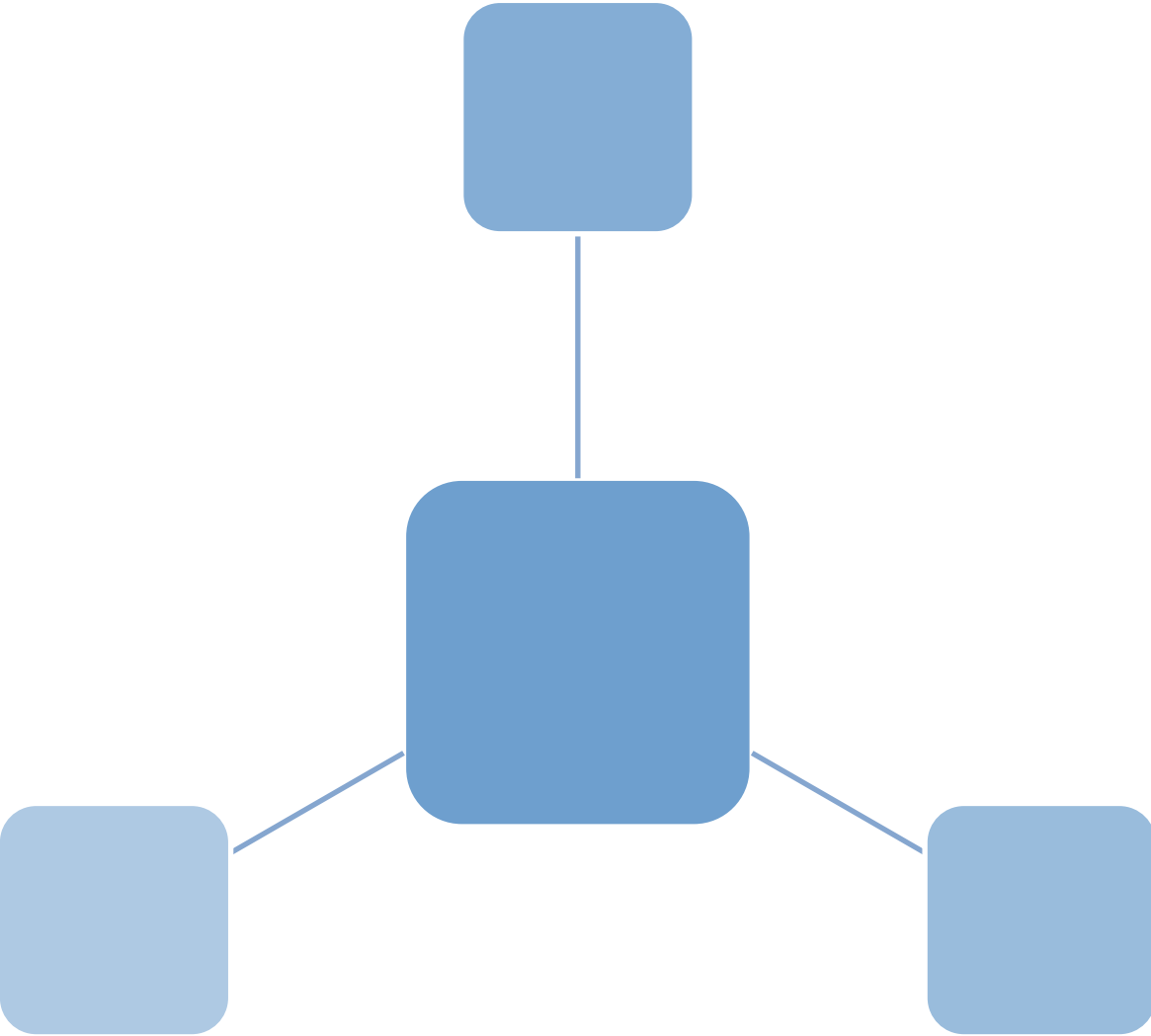
tentacles	encrusting
synthetic	canals
tropics	siphon
chordates	chamber

Grades 3 and 4 Vocabulary Word Cards—Week 4

mantle	propulsion
temperate	iodine
algin	carrageen
nori	phylum

APPENDIX C

VOCABULARY WEB



MAIN IDEA MAP



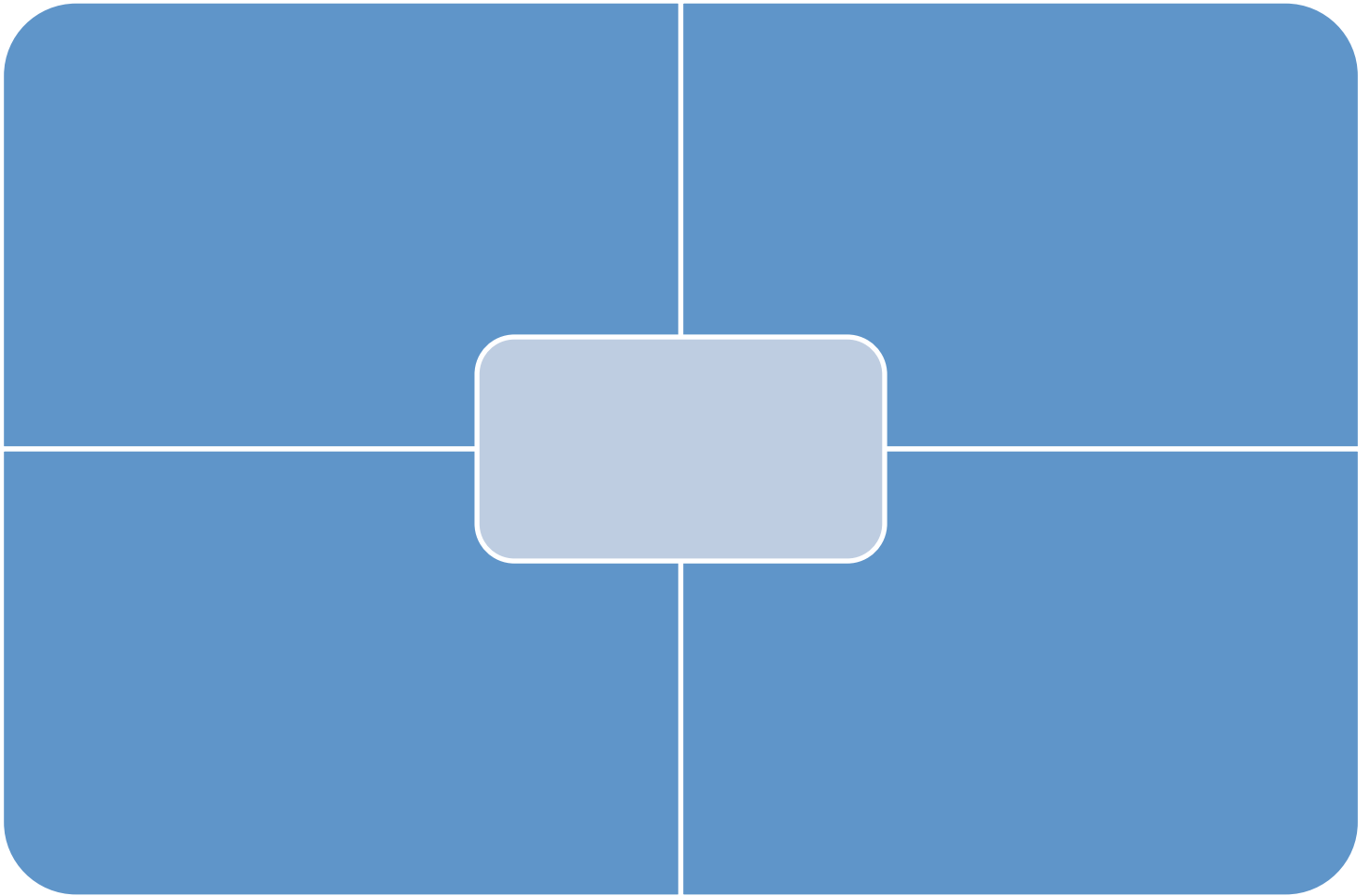
The diagram consists of three horizontal bars stacked vertically. Each bar has a blue border with a white diagonal hatched pattern on the left and right sides. The top bar is labeled 'Main Idea', the middle bar is labeled 'Detail', and the bottom bar is labeled 'Detail'. Each bar has a blue arrow pointing to the right on its right end.

Main Idea

Detail

Detail

SQUARE MAP



TEXT FEATURE SCAVENGER HUNT

Use the Index on pp. 47-48 in *Where the Waves Break* to answer the following questions.

1. On what page would I find information about oysters?

2. What topic in the Index do I look under to find information about tadpoles?

3. Where does carrageen come from?

4. What pages in the book have information about starfish?

5. On what page would I find information about the classification of snails?

6. Where does a hermit crab live?

7. On what page would I find information about short-spined brittle stars?

8. What is nori?

ANALYZING ILLUSTRATIONS

Choose a book from your school or classroom library. After examining the illustrations, respond to the questions below.

Title of Book _____

1. Why are the illustrations in the book appealing?

How do they add meaning to the narrative or information?

2. What do we understand from the illustrations that we might not understand from just reading the words?

REGULAR VERB TENSES—Grade 3

Verb	Past Tense	Present Tense	Future Tense
allow			
believe			
chase			
demand			
earn			
fill			
growl			
help			
invent			
laugh			
melt			
need			
open			
practice			
rejoice			
smell			
talk			
warn			
visit			
unlock			

Write a sentence with one of the words from the Past Tense column.

Write a sentence with one of the words from the Present Tense column.

Write a sentence with one of the words from the Future Tense column.

REGULAR VERB TENSES—Grade 3—KEY

Verb	Past Tense	Present Tense	Future Tense
allow	allowed	allows	will allow
believe	believed	believes	will believe
chase	chased	chases	will chase
demand	demanded	demands	will demand
earn	earned	earns	will earn
fill	filled	fills	will fill
growl	growled	growls	will growl
help	helped	helps	will help
invent	invented	invents	will invent
laugh	laughed	laughs	will laugh
melt	melted	melts	will melt
need	needed	needs	will need
open	opened	opens	will open
practice	practiced	practices	will practice
rejoice	rejoiced	rejoices	will rejoice
smell	smelled	smells	will smell
talk	talked	talks	will talk
warn	warned	warns	will warn
visit	visited	visits	will visit
unlock	unlocked	unlocks	unlock

Write a sentence with one of the words from the Present Tense column.

Write a sentence with one of the words from the Past Tense column.

Write a sentence with one of the words from the Future Tense column.

PROGRESSIVE VERB TENSES—Grade 4

Verb	Past Progressive Tense	Present Progressive Tense	Future Progressive Tense
allowing			
chasing			
demanding			
helping			
laughing			
needing			
practicing			
smelling			
warning			
unlocking			

Write a sentence with a past progressive tense verb.

Write a sentence with a present progressive tense verb.

Write a sentence with a future progressive tense verb.

PROGRESSIVE VERB TENSES—Grade 4—KEY

Verb	Past Progressive Tense	Present Progressive Tense	Future Progressive Tense
allowing	was/were allowing	am/is/are allowing	will be/going to be allowing
chasing	was/were chasing	am/is/are chasing	will be/going to be chasing
demanding	was/were demanding	am/is/are demanding	will be/going to be demanding
helping	was/were helping	am/is/are helping	will be/going to be helping
laughing	was/were laughing	am/is/are laughing	will be/going to be laughing
needing	was/were needing	am/is/are needing	will be/going to be needing
practicing	was/were practicing	am/is/are practicing	will be/going to be practicing
smelling	was/were smelling	am/is/are smelling	will be/going to be smelling
warning	was/were warning	am/is/are warning	will be/going to be warning
unlocking	was/were unlocking	am/is/are unlocking	will be/going to be unlocking

Write a sentence with a past progressive tense verb.

Write a sentence with a present progressive tense verb.

Write a sentence with a future progressive tense verb.

IRREGULAR VERB TENSES—Grade 3

Verb	Present Tense	PastTense	Future Tense
say			
make			
go			
take			
come			
see			
know			
get			
give			
find			
think			
tell			
become			
show			
leave			
feel			
put			
bring			
begin			
keep			

Write a sentence with one of the words from the Present Tense column.

Write a sentence with one of the words from the Past Tense column.

Write a sentence with one of the words from the Future Tense column.

IRREGULAR VERB TENSES—Grade 3—KEY

Base Form	Present Tense	PastTense	Future Tense
say	says	said	will say
make	makes	made	will make
go	goes	went	will go
take	takes	took	will take
come	comes	came	will come
see	sees	saw	will see
know	knows	knew	will know
get	gets	got	will get
give	gives	gave	will give
find	finds	found	will find
think	thinks	thought	will think
tell	tells	told	will tell
become	becomes	became	will become
show	shows	showed	will show
leave	leaves	left	will leave
feel	feels	felt	will feel
put	puts	put	will put
bring	brings	brought	will bring
begin	begins	began	will begin
keep	keeps	kept	will keep

Write a sentence with one of the words from the Present Tense column.

Write a sentence with one of the words from the Past Tense column.

Write a sentence with one of the words from the Future Tense column.

COMMON PREPOSITIONS

above	in
above	inside
across	into
after	near
against	of
along	off
around	on
at	out
before	outside
behind	over
below	Past
beneath	through
beside	throughout
between	to
by	toward
down	under
during	until
except	Up
for	with
from	without

PREPOSITIONAL PHRASES

Complete the chart below by writing the prepositional phrase, preposition, and object of preposition for each sentence.

Sentence	Prepositional Phrase	Preposition	Object of Preposition
1. Jeff rode the motorcycle home after the program.			
2. The cat was caught between the branches.			
3. Everyone will attend the concert except her brother.			
4. After the lesson, Tina walked home alone.			
5. Father used the mower from his garage.			
6. Lacy found three buttons under the cushion.			
7. The symphony played the song throughout the evening.			
8. Before school, Dan packed a snack and a lunch.			

Write two sentences with prepositional phrases.

9. _____

10. _____

PREPOSITIONAL PHRASES—KEY

Complete the chart below by writing the prepositional phrase, preposition, and object of preposition for each sentence.

Sentence	Prepositional Phrase	Preposition	Object of Preposition
1. Jeff rode the motorcycle home after the program.	after the program	after	program
2. The cat was caught between the branches.	between the branches	between	branches
3. Everyone will attend the concert except her brother.	except her brother	except	brother
4. After the lesson, Tina walked home alone.	after the lesson	after	lesson
5. Father used the mower from his garage.	from his garage	from	garage
6. Lacy found three buttons under the cushion.	under the cushion	under	cushion
7. The symphony played the song throughout the evening.	throughout the evening	throughout	evening
8. Before school, Dan packed a snack and a lunch.	before school	before	school

Write two sentences with prepositional phrases.

11. _____

12. _____

DIVIDE AND CONQUER WITH PREFIXES—Grade 3

Complete the chart below.

Word	Prefix	Base Word	Meaning/Definition
repaved			
refurnish			
unsafe			
refuel			
unharmed			
relocate			
unable			
renamed			
unlock			
resell			
unsure			
redecorate			

Use the words from the chart to complete the sentences below.

1. The boy fell from the top rung of the ladder but was _____.
2. She will _____ the old house with new furniture.
3. The city voted to _____ the main street of the town.
4. Todd was _____ of how to complete the page of math problems.
5. Dad decided to _____ the boat when we moved away from the lake.
6. The rain had damaged the roads, so it was _____ to drive on them.
7. In order to get his bike out of the garage, Timmy had to _____ the door.
8. The plane had to _____ before it could continue its transatlantic flight.
9. Sue decided to _____ her doll because her friend had one with the same name.
10. The bear kept breaking into cabins, so the park rangers had to _____ it to another areas of the park.
11. Do you know why he is _____ to complete the assignment?
12. Mom will _____ the kitchen with an apple theme.

DIVIDE AND CONQUER WITH PREFIXES—Grade 3—KEY

Complete the chart below.

Word	Prefix	Base Word	Meaning/Definition
repaved	re	pave	pave again
refurnish	re	furnish	furnish again
unsafe	un	safe	not safe
refuel	re	fuel	fuel again
unharmed	un	harmed	not harmed
relocate	re	locate	locate again
unable	un	able	not able
renamed	re	named	named again
unlock	un	lock	not lock
resell	re	sell	sell again
unsure	un	sure	not sure
redecorate	re	decorate	decorate again

Use the words from the chart to complete the sentences below.

- The boy fell from the top rung of the ladder but was unhurt.
- She will refurnish the old house with new furniture.
- The city voted to repave the main street of the town.
- Todd was unsure of how to complete the page of math problems.
- Dad decided to resell the boat when we moved away from the lake.
- The rain had damaged the roads, so it was unsafe to drive on them.
- In order to get his bike out of the garage, Timmy had to unlock the door.
- The plane had to refuel before it could continue its transatlantic flight.
- Sue decided to rename her doll because her friend had one with the same name.
- The bear kept breaking into cabins, so the park rangers had to relocate it to another areas of the park.
- Do you know why he is unable to complete the assignment?
- Mom will redecorate the kitchen with an apple theme.

DIVIDE AND CONQUER WITH PREFIXES—Grade 4

Complete the chart below.

Word	Prefix	Base Word	Meaning/Definition
rewrite			
unhappy			
disappear			
refill			
unfriendly			
dislike			
rebuild			
untidy			
disorder			
recount			
unpack			
disobey			

Use the words from the chart to complete the sentences below.

- The naughty child must learn not to _____ his parents.
- The teacher asked the student to _____ the paper with more clarity.
- After the earthquake, the city had to _____ many of the brick structures.
- Sarah will _____ her suitcase when she returns from her trip to India.
- Luke's mom asked him to clean his _____ room.
- She is _____ about her low grade in the class and work harder in the future.
- The mayor asked that the officials to _____ the votes after the election.
- Your errors will _____ when you erase them.
- The main is very _____ to us and will not speak when we pass him.
- Will dad _____ refill the perscription after work today?
- There was a lot of chaos and _____ in the classroom while we had a substitute teacher.
- I think she will _____ the seat that we have chosen for her at the concert.

DIVIDE AND CONQUER WITH PREFIXES—Grade 4—KEY

Complete the chart below.

Word	Prefix	Base Word	Meaning/Definition
rewrite	re	write	write again
unhappy	un	happy	not happy
disappear	dis	appear	not appear
refill	re	fill	fill again
unfriendly	un	friendly	not friendly
dislike	dis	like	not like
rebuild	re	build	build again
untidy	un	tidy	not tidy
disorder	dis	order	not in order
recount	re	count	count again
unpack	un	pack	pack again
disobey	dis	obey	not obey

Use the words from the chart to complete the sentences below.

1. The naughty child must learn not to disobey his parents.
2. The teacher asked the student to rewrite the paper with more clarity.
3. After the earthquake, the city had to rebuild many of the brick structures.
4. Sarah will unpack her suitcase when she returns from her trip to India.
5. Luke's mom asked him to clean his untidy room.
6. She is unhappy about her low grade in the class and will work harder in the future.
7. The mayor asked that the officials recount the votes after the election.
8. Your errors will disappear when you erase them.
9. The man is very unfriendly to us and will not speak when we pass him.
10. Will dad refill the perscription after work today?
11. There was a lot of chaos and disorder in the classroom while we had a substitute teacher.
12. I think she will dislike the seat that we have chosen for her at the concert.

DIVIDE AND CONQUER with SUFFIXES—Grade 3

Complete the chart below.

Word	Suffix	Base Word	Meaning/Definition
catcher			
armful			
badly			
commander			
cheerful			
bravely			
driver			
colorful			
fairly			
dryer			
helpful			
gladly			

Use the words from the chart to complete the sentences below.

1. Rico was _____ as he did his chores, for he knew he could play with his friend when they were done.
2. Who will be the _____ for our softball game?
3. The clothes will be _____ if you leave them in the sun.
4. She had an _____ of books to take home and study.
5. The taxi _____ will take us from the airport to our hotel.
6. What a _____ dress you have on!
7. Mr. Brown felt _____ about the damage to the car he hit.
8. My teacher is very _____ when I have a question about an assignment.
9. The army _____ gave orders to his unit as they prepared for battle.
10. Samantha is _____ sure that everyone will want to go to the zoo.
11. If he knows he will win a prize, Tom will _____ work on the project.
12. The divers _____ searched for the missing swimmers.

DIVIDE AND CONQUER with SUFFIXES—Grade 3—KEY

Complete the chart below.

Word	Suffix	Base Word	Meaning/Definition
catcher	er	catch	one who catches
armful	ful	arm	full of
badly	ly	bad	noted for being bad
commander	er	command	one who commands
cheerful	ful	cheer	full of cheer
bravely	ly	brave	noted for being brave
driver	er	drive	one who drives
colorful	ful	color	full of color
fairly	ly	fair	noted for being fair
dryer	er	dry	one who dries
helpful	ful	help	full of help
gladly	ly	glad	noted for being glad

Use the words from the chart to complete the sentences below.

1. Rico was cheerful as he did his chores, for he knew he could play with his friend when they were done.
2. Who will be the catcher for our softball game?
3. The clothes will be dryer if you leave them in the sun.
4. She had an armful of books to take home and study.
5. The taxi driver will take us from the airport to our hotel.
6. What a colorful dress you have on!
7. Mr. Brown felt badly about the damage to the car he hit.
8. My teacher is very helpful when I have a question about an assignment.
9. The army commander gave orders to his unit as they prepared for battle.
10. Samantha is fairly sure that everyone will want to go to the zoo.
11. If he knows he will win a prize, Tom will gladly work on the project.
12. The divers bravely searched for the missing swimmers.

RELATIVE ADVERBS—GRADE 4

Complete the sentences using the relative adverbs *when*, *where*, *why*, *how*, *whatever*, or *wherever*.

1. Plan to take your umbrella _____ you travel to Portland.
2. San Antonio is the town _____ Mary was born.
3. The day _____ our class went to Six Flags was a wonderful day!
4. _____ is left over after we eat lunch can be given to the dogs.
5. This is the place _____ the plane crashed to the ground.
6. A football stadium is _____ you can go to see a game.
7. Do you know the reason _____ Ralph is unable to go with us?
8. An earthquake was the reason _____ so many people were relocated to a different town.
9. The last Thursday in November is the day _____ we celebrate Thanksgiving.
10. A late meal was the reason _____ I couldn't sleep last night.

Choose three of the adverbs above, and include each in a sentence below.

11.

12.

RELATIVE ADVERBS—GRADE 4—KEY

Complete the sentences using the relative adverbs *when*, *where*, *why*, *how*, *whatever*, or *wherever*.

1. Plan to take your umbrella when you travel to Portland.
2. San Antonio is the town where Mary was born.
3. The day when our class went to Six Flags was a wonderful day!
4. Whatever is left over after we eat lunch can be given to the dogs.
5. This is the place where the plane crashed to the ground.
6. A football stadium is where you can go to see a game.
7. Do you know the reason why Ralph is unable to go with us?
8. An earthquake was the reason why so many people were relocated to a different town.
9. The last Thursday in November is the day when we celebrate Thanksgiving.
10. A late meal was the reason why I couldn't sleep last night.

Sample Outline and Draft

Topic: Conserving Water

Main Idea: It is important to conserve water.
Question: Why is it important to conserve water? Details: help the earth, so we don't run out, save money
Question: What can you do to save water? Details: use a rain barrel, use an aerating faucet and shower head, play in the sprinklers while watering the lawn
Question: How can my family save water? Details: turn off water when brushing teeth

Conserving Water

It is very important for us to conserve water. Without water, plants, animals, and humans would not be able to live on the earth. We might also run out of water if we don't use it wisely. And conserving water will lower our water bills so we have money for other things

One way to save water is by using a rain barrel. my mother collects rain water to water her house plants. She does it every time it rains. Another way to save water is to use an aerating faucet and shower head because they use less water. It feels the same as regular shower because of more pressure. A final way to save water is to play in the sprinklers while watering the lawn in the summer.

My family can save waters by turning off the water when we brush our teeth. And I can remember to spend less time in the shower each morning. We can also Recyle rain water as my mother does when she waters her house plants. There are many ways for each of us to conserve water.

BIBLIOGRAPHY

Spelling

Word Sorts— <http://www.youtube.com/watch?v=-eH5KiH9lgw>

A video that provides the teacher an overview of word sorts with links to other videos on developmental spelling stages and spelling assessment.

Create Word Sorts— <http://www.spunkyenglish.com/MagnetMaker/sortMaker.php>

A tool for the teacher to create their own word sort activity.

Spelling Assessments— <http://thisreadingmama.com/resources-links/informal-readingspelling-assessments/>

Links to informal spelling inventories that can be used across the grade levels.

Vocabulary Spellingcity—NAD Subscription Resource—
http://adventisteducation.org/technology/subscription_resources

A variety of interactive spelling and vocabulary activities for students to complete individually.

Interactive Word Sort Games— <http://www.tonikinsey.com/interactive-word-study-review-games.html>

A variety of interactive word sort games for students to complete individually.

Vocabulary

Building Academic Vocabulary--http://www.youtube.com/watch?v=0oVQjt_H2SQ

A Marzano video that provides the teacher an overview of vocabulary learning.

Academic Vocabulary Lists— <http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf>

A list of academic vocabulary that students will encounter in their reading across all content areas.

Johns, J. L. (2005). *Basic Reading Inventory*. Dubuque, IO: Kendall/Hunt Publishing Company.

Informal reading inventories that assess vocabulary growth.

Vocabulary A-Z and Vocabulary Spellingcity—NAD Subscription Resources—
http://adventisteducation.org/technology/subscription_resources

A variety of interactive vocabulary and spelling activities for students to complete individually.

Interactive Vocabulary Games— <http://www.vocabulary.co.il/word-play/hig-pig-word-game/>

A variety of interactive vocabulary games for students to complete individually.

Reading

Balance of Informational and Literary Texts—<http://www.youtube.com/watch?v=k7yQk6a501s>

A video that provides the teacher with an overview of balancing informational and literary texts during reading instruction.

Text Complexity—<http://www.youtube.com/watch?v=fnYH1AQy8PA>

A video that provides the teacher with an overview of the concept of text complexity.

Close Reading—<http://www.youtube.com/watch?v=pZIQcwbHRKY>

A video that provides the teacher with an overview of the concept of close reading.

Questions to Promote Critical Thinking—

http://www.ascd.org/ASCD/pdf/journals/ed_lead/el201409_BoylesChart.pdf

Standards-based questions to promote critical thinking about texts.

Text-Dependent Questions—<http://www.youtube.com/watch?v=iCd7IfXL5IY>

A video that provides the teacher with an overview of the concept of text-dependent questions.

QAR Question Types—

http://www.sde.com/downloads/teacherresources/di_text/question_answer_relationships.pdf

An explanation of Question Answer Relationship (QAR) question types.

LearnZillion—<https://learnzillion.com/>

Lesson plans and videos for the teacher on reading skills.

Johns, J. L. (2005). *Basic Reading Inventory*. Dubuque, IO: Kendall/Hunt Publishing Company.

Informal reading inventories that assess reading behaviors.

Reading A-Z and RAZ-Kids—NAD Subscription Resources—

http://adventisteducation.org/technology/subscription_resources

A source of levelled readers and a rich variety of reading activities.

Headsprout Early Reading and Headsprout Reading Comprehension—NAD Subscription Resources http://adventisteducation.org/technology/subscription_resources

Individualized online reading instruction.

ReadWriteThink—<http://www.readwritethink.org/classroom-resources/>

A variety of interactive and online reading activities for students to complete individually.

Student Center Activities—http://www.fcrr.org/studentactivities/3_5.htm

A variety of literacy center activities aligned with the Common Core State Standards.

Achieve the Core—<http://achievethecore.org/>

Resources for both teachers and students, including professional learning videos on implementing the Common Core English Language Arts Standards, lesson plans, and student activities.

Webquests on Sea Life—<http://public.sd38.bc.ca/~kleung/sealife/task2.html>,

<http://grants.coehd.utsa.edu/crest/WebQuest/CREST%20WebQuests/Grade%204/2-4-1/teacherspage.html>,

<http://www.schenectady.k12.ny.us/users/title3/Future%20Grant%20Projects/Projects/ocean/ocean.html>,

A variety of webquests on sea life for students to complete individually.

Fountas, I. and Pinnell, G. S. (2010). *The Continuum of Literacy Learning, Grades PreK-8, Second Edition: A Guide to Teaching*. Portsmouth, NH: Heinemann.

An overview of literacy instruction across the grade levels.

Edutopia—<http://www.edutopia.org/common-core-state-standards-resources#graph4>

Resources for teachers, including lesson plans, for teaching the Common Core English Language Arts Standards.

Teach Thought—<http://teachthought.com/category/common-core-2/>

Common Core reading resources for teachers and students.

Blauman, L. and Burke, J. (2014). *The Common Core Companion: The Standards Decoded, Grades 3-5*. Thousand Oaks, CA: Corwin.

An overview of the Common Core State Standards with instructional suggestions.

Wyland Art, Music, and Foundation—<http://www.wyland.com/>

Marine life art, music, and conservation projects of Wyland that can be linked to across-the-curriculum projects.

Writing

LearnZillion—<https://learnzillion.com/>

Lesson plans and videos for the teacher on writing informational texts.

Writing A-Z—NAD Subscription Resources—

http://adventisteducation.org/technology/subscription_resources

A source of writing mini-lessons.

ReadWriteThink—<http://www.readwritethink.org/classroom-resources/>

A variety of interactive and online writing activities for students to complete individually.

Student Center Activities—http://www.fcrr.org/studentactivities/3_5.htm

A variety of literacy center activities aligned with the Common Core State Standards.

Achieve the Core—<http://achievethecore.org/>

Resources for both teachers and students, including professional learning videos on implementing the Common Core English Language Arts Standards, lesson plans, student writing samples, and student activities.

Fountas, I. and Pinnell, G. S. (2010). *The Continuum of Literacy Learning, Grades PreK-8, Second Edition: A Guide to Teaching*. Heinemann: Portsmouth, NH.

An overview of literacy instruction across the grade levels.

Edutopia—<http://www.edutopia.org/common-core-state-standards-resources#graph4>

Resources for teachers, including lesson plans, for teaching the Common Core English Language Arts Standards.

Blauman, L. and Burke, J. (2014). *The Common Core Companion: The Standards Decoded, Grades 3-5*. Thousand Oaks, CA: Corwin.

An overview of the Common Core State Standards with instructional suggestions.