



Grade 3

Unit 6 | Teacher Guide
The Viking Age

Grade 3

Unit 6

The Viking Age

Teacher Guide

Notice and Disclaimer: The agency has developed these learning resources as a contingency option for school districts. These are optional resources intended to assist in the delivery of instructional materials in this time of public health crisis. Feedback will be gathered from educators and organizations across the state and will inform the continuous improvement of subsequent units and editions. School districts and charter schools retain the responsibility to educate their students and should consult with their legal counsel regarding compliance with applicable legal and constitutional requirements and prohibitions.

Given the timeline for development, errors are to be expected. If you find an error, please email us at texashomelearning@tea.texas.gov.

ISBN 978-1-68391-963-6

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:

to Share—to copy, distribute, and transmit the work
to Remix—to adapt the work

Under the following conditions:

Attribution—You must attribute any adaptations of the work in the following manner:

This work is based on original works of Amplify Education, Inc. (amplify.com) and the Core Knowledge Foundation (coreknowledge.org) made available under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply endorsement by those authors of this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—if you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

© 2020 Amplify Education, Inc.
amplify.com

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.

Printed in Mexico
01 XXX 2021

Contents

THE VIKING AGE

Introduction	1
--------------	---

Lesson 1 Norse Mythology	8
---------------------------------	----------

Mid-Year Assessment (30 min.)	Language (15 min.)	Reading (30 min.)
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Introduce Spelling Words 	<ul style="list-style-type: none"> Introducing the Reader Making Predictions

Lesson 2 “Sif’s Golden Hair”	20
-------------------------------------	-----------

Mid-Year Assessment (30 min.)	Language (15 min.)	Reading (30 min.)
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Grammar: Conjunction <i>because</i> 	<ul style="list-style-type: none"> Introducing the Chapter Partner Reading: Chapter 1 Wrap-Up

Lesson 3 “Loki and the Dwarves”	46
--	-----------

Mid-Year Assessment (30 min.)	Language (15 min.)	Reading (30 min.)
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Morphology: Suffixes <i>-ive</i> and <i>-ly</i> 	<ul style="list-style-type: none"> Introducing the Chapter Whole Group Reading: Chapter 2 Wrap-Up

Lesson 4 “Stolen Thunder”	62
----------------------------------	-----------

Mid-Year Assessment (30 min.)	Language (15 min.)	Reading (30 min.)
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Grammar: Conjunction <i>because</i> 	<ul style="list-style-type: none"> Introducing the Reading Whole Group Reading: Chapter 3 Wrap-Up

Lesson 5 “A Plan Is Made”	76
----------------------------------	-----------

Mid-Year Assessment (20 min.)	Language (15 min.)	Reading (40 min.)
<ul style="list-style-type: none"> Assessment 	<ul style="list-style-type: none"> Spelling Assessment 	<ul style="list-style-type: none"> Introduction Partner Reading: Chapter 4 Character Description Wrap-Up

Lesson 6 “The Wedding Feast” 92

Reading (60 min.)

- Introducing the Chapter
- Whole Group Reading: Chapter 5
- Wrap-Up

Writing (40 min.)

- Character Comparison
- Planning

Language (20 min.)

- Introducing Spelling Words

Lesson 7 “Balder, the Beautiful” 108

Reading (45 min.)

- Introducing the Chapter
- Partner Reading: Chapter 6
- Wrap-Up

Writing (50 min.)

- Character Actions: Cause and Effect
- Drafting

Language (25 min.)

- Grammar: Conjunction *because*

Lesson 8 “The Death of Balder” 124

Reading (60 min.)

- Introducing the Chapter
- Whole Group Reading: Chapter 7
- Wrap-Up

Writing (40 min.)

- Character Description
- Guess My Character

Language (20 min.)

- Morphology: Suffixes *-ive* and *-ly*

Lesson 9 “Loki’s Punishment” 136

Reading (50 min.)

- Introducing the Chapter
- Partner Reading: Chapter 8
- Wrap-Up

Writing (50 min.)

- Guess My Character
- Revisions

Language (20 min.)

- Grammar: Building Sentences

Lesson 10 Concluding Norse Mythology 148

Language (50 min.)

- Spelling Assessment
- Grammar: Conjunction *because*

Writing (40 min.)

- Final Draft and Illustrations

Reading (30 min.)

- Free Choice Reading

Lesson 11 Presenting Character Descriptions 156

Speaking and Listening (60 min.)

- Character Descriptions

Reading (60 min.)

- Comic Book Organizer

Pausing Point 164

Teacher Resources 171

Introduction

THE VIKING AGE

This introduction includes the necessary background information to teach the Viking Age unit. This unit contains 11 daily lessons, plus one Pausing Point day that may be used for differentiated instruction. Each lesson will require a total of 120 minutes. The first five days of this unit include the Mid-Year Assessment. Please note that this unit is organized differently from other units in Grade 3, as this unit also includes a Quest. A Quest is an interactive learning experience where students learn key content in a problem-based learning environment.

The Quest for Grade 3 is called *Far From Home: A Viking's Journey*. There is a separate teacher's guide for the Quest. The Quest comprises five 45-minute lessons. In each lesson, the class lands in a new place where there was a Viking settlement in history, starting with Vinland, stopping at Greenland, Iceland, and England, and then arriving in Norway.

The chart below will help you understand how to use the Quest in conjunction with The Viking Age Teacher's Guide for the first five lessons of this unit:

Week One					
Min.	Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
75	The Viking Age Teacher's Guide				
45	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide	Far From Home: A Viking's Journey Teacher's Guide

For the remainder of the unit, please use this Teacher's Guide, The Viking Age, for 120 minutes of instruction.

PERFORMANCE TASKS AND ASSESSMENT

Mid-Year Assessment

In this unit, a Mid-Year Assessment is provided during the first week of whole group skills instructional time. There are four main components of the assessment: a written assessment of silent reading comprehension, a written assessment of morphology, a written assessment of grammar, and the oral reading of words in isolation, the last of which is administered one-on-one with students.

The written assessment of silent reading comprehension is meant to be completed over the course of one or two 30-minute blocks of time. This should approximate the extended end-of-year assessments that Grade 3 students may take. There are three passages for students to read and questions after each passage for students to answer.

Students should remain seated and be encouraged to work diligently throughout the time allotted for the assessment. You should circulate throughout the room, giving encouragement to students. You should not, however, provide any assistance in reading or explaining any part of the assessment. If students ask for help, simply say in a kind and encouraging voice, “I just want you to do your very best. If you can’t figure something out, then come back to it later.”

Similarly, the morphology and grammar assessments are meant to be completed in one 30-minute sitting each. Students should again be encouraged to do their very best work and remain seated while all classmates finish.

The oral portion of the assessment evaluates skills in reading words in isolation. Students will be asked to read words one-on-one as you mark their pronunciation on a sheet that lists the phonemes and syllabication of each word. Explicit directions for the administration of this test are included in this Teacher Guide.

In Lessons 2–4, we have supplied independent practice worksheets for students to complete as you work one-on-one to evaluate each student in your classroom individually using the Word Reading in Isolation Assessment. The use of these worksheets at any point during the week is at your discretion.

SKILLS

Reading

The Reader of Unit 6 is *Gods, Giants, and Dwarves*. The content of this Reader focuses on Norse mythology. These Norse myths, which have been passed down through many generations, complement the Quest for this unit, which presents factual information about the Vikings. Norse gods, goddesses, dwarves, and giants occupied nine worlds. The genealogy of these creatures is rather complex, and this instruction only skims the surface of this vast body of literature.

Spelling

During this unit's spelling exercises, students will review words with spelling patterns of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc' and spelling patterns of /s/ spelled 's', 'c', 'ss', 'ce', 'se', 'st', and 'sc'. Students should be familiar with most of these spelling alternatives, as they were taught in Grade 2. Two Challenge Words have been assigned each week. Content Words will continue. Each week, students will have the option of trying to spell a content-related word on the weekly spelling assessment. In this unit, the Content Word will follow the spelling pattern for the week.

Grammar

In grammar, students will continue their study of conjunctions as a part of speech. Students will review the correct usage of the conjunction *because*, which is used to mean "for this reason" and signals the answer to a "why" question. It signals the cause of something. Students will practice identifying and creating sentences using this conjunction.

Morphology

During the morphology portion of the lessons, students will work with the suffixes *-ive* and *-ly*. Students will continue to learn how suffixes change the meaning of root words and how suffixes added to a word can change the part of speech of that word. Students will have opportunities to apply their new knowledge of the changed meanings and parts of speech during workbook practice.

KNOWLEDGE: WHY THE VIKING AGE IS IMPORTANT

This unit will build upon what students have already learned about ancient civilizations. Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the Old Norse language and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Students will learn about the culture, region, and everyday life of the Norse people, who made a living through farming, fishing, and trading. Students will also learn about the Viking explorers who traveled across the ocean to settle in new lands, including Greenland, Iceland, and Newfoundland.

This unit on the Viking Age will provide students opportunities to build content knowledge and draw connections to the Social Studies subject area, but does not explicitly teach the Texas Essential Knowledge and Skills standards for Social Studies. At times throughout the unit, you may wish to build on class discussions to support students in making cross-curricular connections to the strands of Geography, History, and Social Studies Skills from the Social Studies discipline.

Prior Knowledge

Students who have received instruction in the program in Grades K–2 will already have pertinent background knowledge for this unit as listed below:

Early American Civilizations (Grade 1)

- Describe how a civilization evolves and changes over time.
- Describe key components of a civilization.

The Ancient Greek Civilization (Grade 2)

- Define the term *civilization*.
- Explain that the ancient Greeks worshipped many gods and goddesses.
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods.

Stories from Mount Olympus (Grade 2)

- Explain that the ancient Greeks worshipped many gods and goddesses.
- Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers unlike humans.
- Identify the elements of character, plot, and supernatural beings and events in particular Greek myths.

WRITING

Students have many opportunities to write in a variety of ways and for different purposes. The formal writing piece for this unit is a short, informational writing piece that focuses on character descriptions. Students do a variety of activities to help them analyze a character and then create a paragraph that incorporates those activities.

Everyday writing opportunities come in many forms, including short and extended responses requiring evidence from the text. Students will also use graphic organizers to gather and categorize information from reading or from the read-aloud, or to plan for writing. Many lessons provide opportunities for students to collaborate, share ideas, and give feedback on their writing.

FLUENCY SUPPLEMENT

A separate component, the Fluency Supplement, is available on the program's digital components site. This component was created to accompany materials for Grade 3. It consists of selections from a variety of genres, including poetry, folklore, and fables. These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). For more information on implementation, please consult the supplement.

INSTRUCTIONAL COMPONENTS

Teacher Resources

For this unit, you will also use the Teacher Guide for the Quest, *Far From Home: A Viking's Journey*.

At the back of this Teacher Guide, you will find a section titled "Teacher Resources." In this section, you will find the following:

- Glossary
- Activity Book Answer Key

DIGITAL RESOURCES

In the Advance Preparation section of each lesson, you will be directed to prepare to project images associated with the Read-Aloud portion of the lesson. These can be found on the program's digital components site.

ACADEMIC VOCABULARY

Lesson 2

- mead
- veil
- scoundrel
- hideous
- dwarf
- awry
- assembly
- summon

Lesson 3

- realm
- creature
- surly
- craftsman
- flatter
- anvil
- forge
- master
- guardian

Lesson 4

- boomerang
- journey
- villainy
- beast
- wisdom

Lesson 5

- rogue
- maid of honor

- massive
- barrel-chested
- corset
- dainty
- conceal
- adventure

Lesson 6

- belch
- fast

Lesson 7

- disguise
- rumor
- swear
- mistletoe

Lesson 8

- despair
- steed
- mourn

Lesson 9

- patience
- vow
- serpent
- writhe
- prophecy
- triumph
- fate

1

Norse Mythology

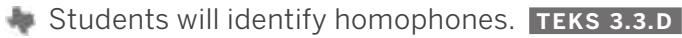
PRIMARY FOCUS OF LESSON

Language

Students will categorize words using different spelling patterns for /k/.



TEKS 3.2.B.iv



Students will identify homophones. **TEKS 3.3.D**

Reading

Students will make predictions about characters from Norse mythology.



TEKS 3.6.C; TEKS 3.8.B; TEKS 3.9.A

FORMATIVE ASSESSMENT

Activity Page 1.1

Mid-Year Assessment



TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A

Journal Entry

Predictions

Make predictions about characters from
Norse mythology. **TEKS 3.6.C**



TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Mid-Year Assessment (30 min.)			
Assessment	Independent	30 min.	<input type="checkbox"/> Activity Page 1.1
Language (15 min.)			
Introduce Spelling Words	Whole Group	15 min.	<input type="checkbox"/> Spelling Chart (Digital Projections)
Reading (30 min.)			
Introducing the Reader	Whole Group	20 min.	<input type="checkbox"/> <i>Gods, Giants, and Dwarves</i> <input type="checkbox"/> world map
Making Predictions	Independent	10 min.	
Take-Home Material			
Family Letter			<input type="checkbox"/> Activity Page 1.2

ADVANCE PREPARATION

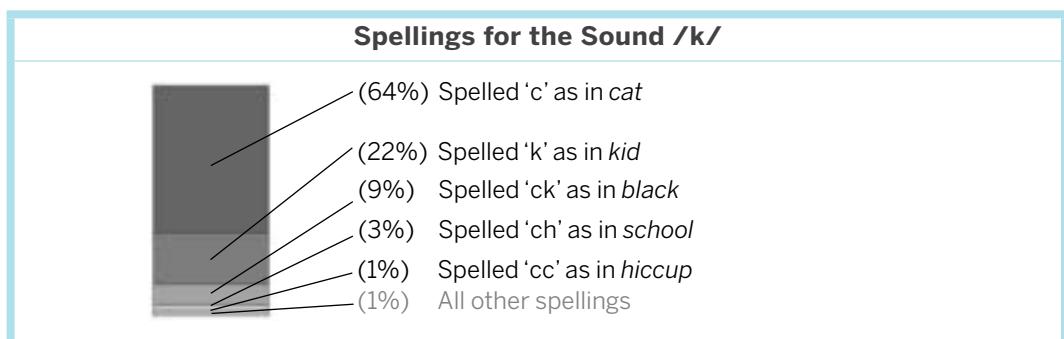
Language

- On chart paper, create the following chart or prepare to display Digital Projection DP.U6.L1.1.

'c' > /k/	'k' > /k/	'ck' > /k/	'ch' > /k/	'cc' > /k/

Note: During this week, you will review spellings of /k/ spelled 'c', 'k', 'ck', 'ch', and 'cc'. Students should be familiar with all of these spellings, as they were taught in Grades 1 and 2.

- The following chart is provided for your review:



- Here are some patterns for you to be aware of:
 - The spelling 'c' is found at the beginning, in the middle, or at the end of syllables (cat, act, attic).
 - The spelling 'k' is found at the beginning, in the middle, or at the end of syllables (kite, skin, cook).
 - The spelling 'ck' is found at the end of syllables, after short vowel sounds (back, slick, rocking).
 - The spelling 'ch' is found at the beginning, in the middle, or at the end of syllables (chaos, anchor, stomach).
 - The spelling 'cc' is always found in the middle of words (raccoon, soccer)
- In this unit, students will focus on three academic vocabulary words: *devise*, *formulate*, and *appropriate*. Academic vocabulary words are ones that support reading comprehension and may appear across a variety of materials, in

language arts and in content areas. Understanding academic vocabulary may contribute to improved performance on assignments and assessments, as these words often appear in directions to students. These words may appear on year-end assessments that Grade 3 students may take. Where applicable, use the words throughout the unit, not just as they might refer to reading selections but also with regard to spelling, grammar, morphology, and comprehension. They may also appear in directions, assessments, spelling lists, and discussion questions, among other places.

- To *devise* means to think of a way to create something.
- We define *formulate* as to devise an idea and then state it in a clear way.
- *Appropriate* means suitable, fitting, or right.
- We encourage you to define these words for students and use all three of these words throughout the school day so that students may experience multiple uses of them.

Reading

- During this unit, students will be writing every day in response to their reading. You may want to have students create a small journal or portfolio, or use a notebook to keep each day's writing.

Universal Access

- Display a world map and locate Scandinavia.
- Locate *Stories of Ancient Rome* from The Ancient Roman Civilization unit to review myths.

~~~~~ Start Lesson ~~~~~

### Lesson 1: Norse Mythology

# Mid-Year Assessment



### ASSESSMENT (30 MIN.)

TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A

- During this week, you will be administering the Mid-Year Assessment to students. This is a valuable time to pause and reflect on the progress that students have made and plan to address any deficiencies that may be appearing at this point in the year.

 **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author's purpose and message within a text.

## Activity Page 1.1



### Support

Circulate throughout the room providing encouragement as students work but do not assist students with the assessment.

- At the end of Lesson 2, you will find a guide that will assist you in determining the areas of concern and success for each student for silent reading comprehension and word reading in isolation.
- Ask students to turn to Activity Page 1.1.
- Tell students this is a long assessment, and it is very important they do their best. Tell students that they will be working for only 30 minutes today, and they will most likely not finish today. Tomorrow they will finish anything they did not finish today.
- Remind students to take their time, work carefully, and check their work.
- Tell students that this assessment consists of three reading selections. Each reading selection is followed by comprehension questions.
- Tell students to silently read the first selection and then answer the comprehension questions. Tell them they should refer back to the reading selection if needed as they answer the questions. When they finish the first selection and set of questions, they should start the second selection and set of questions. When they finish the second selection, they should start the third selection and set of questions.
- Tell students to work until you tell them to stop or until they see the stop sign.
- Collect students' activity pages and staple them together. You will need to give the activity pages back to students during the next lesson if they have not finished.

## Lesson 1: Norse Mythology Language



**Primary Focus:** Students will categorize words using different spelling patterns

for /k/. **TEKS 3.2.B.iv**

Students will identify homophones. **TEKS 3.3.D**

### INTRODUCE SPELLING WORDS (15 MIN.)

- Tell students that this week they will review all the spellings of /k/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

 **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

|              |                                        |
|--------------|----------------------------------------|
| 1. coarse    | 12. quickly                            |
| 2. thickness | 13. candle                             |
| 3. snowflake | 14. attack                             |
| 4. occur     | 15. character                          |
| 5. anchor    | 16. course                             |
| 6. soccer    | 17. kangaroo                           |
| 7. calendar  | 18. accomplish                         |
| 8. kindness  | <b>Challenge Word:</b> <i>example</i>  |
| 9. occupy    | <b>Challenge Word:</b> <i>mountain</i> |
| 10. lookout  | <b>Content Word:</b> <i>Loki</i>       |
| 11. stomach  |                                        |

- Go back through the list of words, having students read the words and tell you what letters to circle for /k/.

|              |                                        |
|--------------|----------------------------------------|
| 1. coarse    | 12. quickly                            |
| 2. thickness | 13. candle                             |
| 3. snowflake | 14. attack                             |
| 4. occur     | 15. character                          |
| 5. anchor    | 16. course                             |
| 6. soccer    | 17. kangaroo                           |
| 7. calendar  | 18. accomplish                         |
| 8. kindness  | <b>Challenge Word:</b> <i>example</i>  |
| 9. occupy    | <b>Challenge Word:</b> <i>mountain</i> |
| 10. lookout  | <b>Content Word:</b> <i>Loki</i>       |
| 11. stomach  |                                        |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *example* and *mountain*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns for this week. Use the Challenge Words in sentences as examples for students: “An *example* of a color is red.” “The athlete climbed the *mountain* for exercise.”
- Remind students that this week they once again have a Content Word. Review with them that the Content Word is a little harder than the other words. (If students try to spell the Content Word on the assessment and don’t get it right, they will not be penalized. Simply correct it as you do the

other words and applaud their effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is that they tried something that was a stretch for them academically.)

- Tell students that the Content Word, *Loki*, does follow the spelling pattern for this week, as the 'k' is pronounced /k/. *Loki* is a content-related word. *Loki* is a character in the Norse myths who is a trickster, or one who is full of mischief. He is a main character in *Gods, Giants, and Dwarves*.
- Point out to students that two of the spelling words sound alike but are spelled differently. (*course, coarse*)
- Tell students that words like these are called homophones.
- Remind students that homophones are words that sound alike but are spelled differently and have different meanings. Students learned the homophones *been* and *bin* in a previous unit.
- Tell students that one definition of *course* is a part of a meal served by itself, and the definition of *coarse* is having a rough surface or texture. Read these sentences to students: "The main *course* was a pasta dish." "Sandpaper has a *coarse* surface."
- If there is time, you might generate a short list of homophones with students. The list may include some of the following. There are certainly many more pairs of homophones that can be generated by your class. Select the ones that best suit students. **TEKS 3.3.D**

1. there/their
  2. two/to/too
  3. pair/pare/pear
  4. hear/here
  5. your/you're
- Draw the following table on the board, or use previously prepared chart DP.U6.L1.1.

#### ► **Projection DP.U6.L1.1**

| 'c' > /k/ | 'k' > /k/ | 'ck' > /k/ | 'ch' > /k/ | 'cc' > /k/ |
|-----------|-----------|------------|------------|------------|
|           |           |            |            |            |
|           |           |            |            |            |
|           |           |            |            |            |
|           |           |            |            |            |

 **TEKS 3.3.D** Identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.

- Ask students to refer to the spellings for /k/ on the Individual Code Chart. Point out that there are five spellings for /k/.
- Point out that this week they have spelling words that use all five of the different spellings for /k/.
- Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word.

| 'c' > /k/ | 'k' > /k/ | 'ck' > /k/ | 'ch' > /k/ | 'cc' > /k/ |
|-----------|-----------|------------|------------|------------|
| coarse    | snowflake | thickness  | anchor     | occur      |
| calendar  | kindness  | quickly    | stomach    | soccer     |
| candle    | lookout   | attack     | character  | occupy     |
| course    | kangaroo  |            |            | accomplish |
|           | Loki      |            |            |            |

- Tell students this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Activity Page 1.2 with this week's spelling words to share with a family member.

## Lesson 1: Norse Mythology Reading



**Primary Focus:** Students will make predictions about characters from Norse mythology. **TEKS 3.6.C; TEKS 3.8.B; TEKS 3.9.A**

### INTRODUCING THE READER (20 MIN.)

- Make sure that each student has a copy of the Reader, *Gods, Giants, and Dwarves*. Explain that this Reader includes myths from the ancient Scandinavian countries.
- Tell students that the word *Norse* comes from the word *north*; the warriors who lived in the north were called Vikings. The Vikings passed down the Norse myths in this Reader through many generations.
- Ask students what they already know about Vikings.

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures;  
**TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Reading  
Reading Closely**Beginning**

Provide students with sentence frames to describe the images such as "Thrym is bigger than \_\_\_\_" or "Sif has hair that is \_\_\_\_."

**Intermediate**

Pair students and have them describe the images.

**Advanced/Advanced High**

Pair students to describe the images and make predictions about one character.

**ELPS 4.F**

- Remind students that, in the earlier unit on Ancient Rome, they read several Roman myths; ask them to name and briefly describe these myths (for example, "Cupid and Psyche" and "Androcles and the Lion").
- Ask students to describe what myths are. (Myths are fictional tales that often include gods and goddesses with supernatural powers. Ancient people often used myths to explain natural events for which they did not have a scientific explanation. The violence often found in myths reflects the harsh realities of ancient times.)
- Have students turn to the table of contents.
- Either read several chapter titles from the table of contents aloud to students or have students read them.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students if they have any predictions about what the Reader might be about.

## Introducing the Kingdoms of Norse Mythology

- Have students turn to **page 7** of *Gods, Giants, and Dwarves*. Point to each of the following kingdoms, or lands, of Norse mythology in the image on **page 7** and introduce them to students using the following explanations.

**Note:** There is a pronunciation key on **page 6** of the Reader that includes information about how to say the names of the kingdoms and the characters in Norse mythology. The first name in the following list is not included in the pronunciation key but does appear in the Reader.

- Yggdrassil [EEG-dro-sil]—A giant tree said to hold up the whole universe. It has three roots—one root stretched to the land of ice; one root to Asgard, the land of the gods; and one to Jotunheim, the land of the giants.
- Asgard—The land of the gods.
- Valhalla—A place where brave men who had died feasted while Valkyries served them; the “Hall of the Slain” where the brave men would be honored as heroes.
- Jotunheim—The land of the giants that was very mountainous.
- Midgard—Earth, which was connected to Asgard by the Rainbow Bridge.
- Hel—The underworld; also the name of the goddess of the underworld.
- Nidavellir—The underground land of the dwarves.

## Introducing the Characters in Norse Mythology

- Have students turn to **pages 8–9** of *Gods, Giants, and Dwarves*. Point to each of the following characters in the image and, using the following explanations, introduce them to students. Tell students to listen carefully to the explanation of each character and decide which character might be their favorite.
  - Odin—Also called Woden and many other names; the ruler of the gods; lived in Asgard; had an eight-legged horse; also had two ravens who flew around the world each day and returned at night to report the happenings of the world; often magically transformed his appearance. One saga says that Odin transformed himself to appear like a wandering traveler in order to drink from the Well of Wisdom. To drink from the Well of Wisdom, Odin had to sacrifice his eye, symbolizing his willingness to gain the knowledge of the past, present, and future. As he drank, he saw all the sorrows and troubles that would fall upon men and the gods. He also saw why the sorrows and troubles had to come to men.
  - Frigga—Odin's wife, queen of Asgard; mother of Balder and Hod; stepmother of Thor; personification of "Mother Earth."
  - Balder—Son of Odin and Frigga and one of the most loved gods in Asgard; he was considered a shining god of light.
  - Hod—Balder's twin brother, who was blind.
  - Valkyries—Maidens who waited on and served Odin at Asgard and the brave, dead men in Valhalla; also said to hover around battlefields during war so that they could transport brave Norsemen killed in battle to Valhalla.
  - Tyr—God of war.
  - Freya—Goddess of love and beauty; had a chariot drawn by two cats; had a beautiful necklace of gold and jewels made by the dwarves; also had a cloak of falcon feathers; loaned feathers from her cloak to the other gods when they needed to travel or fly somewhere quickly.
  - Sif—Thor's wife.
  - Thor—Son of Odin; the strongest god; the thunder god; had a magic hammer and a magic belt that he used to fight the giants, who were enemies of the gods. The hammer could hit any target. After hitting its target, the hammer returned to Thor's right hand all by itself. When Thor put on the magic belt, he became twice as strong. Thor rode in a chariot

pulled by two goats. Whenever Thor rode in his chariot, people could hear the noise from the wheels (thunder) and see the strong sparks the wheels sent out as they sped across the sky (lightning). Others said the mighty sparks came from his hammer. Humans called this thunder and lightning.

- Loki—Son of the giants (who were actually the enemies of the gods), but Odin invited him to live at Asgard as his “blood brother”; a trickster, full of mischief; often got into trouble; could transform his appearance to trick others; in the images in this Reader, Loki appears smaller than other giants and more like the size of gods.
  - Siguna—Loki’s wife.
  - Thrym—A giant who was in love with Freya; stole Thor’s hammer.
- Have students identify which characters would live in each of the realms on the tree, Yggdrassil, on **page 7**. (Valhalla—Valkyries; Asgard—Odin, Frigga, Balder, Hod, Tyr, Freya, Sif, Thor, Loki, Siguna, Heimdall; Jotunheim—Thrym; Nidavellir—dwarves)
  - Tell students that, during the next lesson, they will begin reading the adventures of some of the Norse gods.

#### MAKING PREDICTIONS (10 MIN.)

- Turn and Talk: Have students turn to a partner and tell him or her which of the Norse characters is their favorite and why. Encourage students to predict what they think their favorite character might be like and what they might do in the upcoming stories.
- Have several students share with the whole class.
- Direct students to their notebook, journal, or blank paper.
- Explain to students that for this unit they will be doing various writing activities for each one of the myths in the Reader. Tell students that they will be analyzing characters, settings, and plots of the texts they read.
- Have students record the name of the character that they think will be their favorite.

#### Support

Remind students that the plot of a text is all the events that happen in the story.

#### Journal Entry



- Below the name of their favorite character, students should explain the following using complete sentences:

- This is my favorite character because \_\_\_\_\_.
- I would describe this character as \_\_\_\_\_.
- I think this character will \_\_\_\_\_.

### Challenge

For students that do not need sentence starters, encourage them to write a complete paragraph using a topic sentence and adding details.

~~~~~ End Lesson ~~~~~

Lesson 1: Norse Mythology

Take-Home Material

- Have students take home Activity Page 1.2 to share with a family member.

Activity Page 1.2



“Sif’s Golden Hair”

PRIMARY FOCUS OF LESSON

Language

Students will write sentences using the conjunction *because*.



TEKS 3.11.D.viii

Reading

Students will examine a Norse myth and identify characters, setting, and plot.



TEKS 3.6.C; TEKS 3.6.H; TEKS 3.7.C; TEKS 3.8.C

FORMATIVE ASSESSMENT

Activity Page 1.1

Mid-Year Assessment



TEKS 3.2.A.i; TEKS 3.6.F; TEKS 3.6.G;
TEKS 3.7.C; TEKS 3.10.A

Activity Page 2.3

Cause and Effect: Conjunction *because* Combine simple sentences to form a new sentence.



TEKS 3.11.D.viii

Activity Page 2.2

“Sif’s Golden Hair” Answer questions about the text referring explicitly to the text.



TEKS 3.6.C; TEKS 3.6.H; TEKS 3.7.C; TEKS 3.8.C



TEKS 3.11.D.viii Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.10.A** Explain the author’s purpose and message within a text.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--------------------------------------|-------------|---------|--|
| Mid-Year Assessment (30 min.) | | | |
| Assessment | Independent | 30 min. | <input type="checkbox"/> Activity Page 1.1 |
| Language (15 min.) | | | |
| Grammar: Conjunction because | Whole Group | 15 min. | <input type="checkbox"/> Activity Page 2.3 |
| Reading (30 min.) | | | |
| Introducing the Chapter | Whole Group | 5 min. | <input type="checkbox"/> Gods, Giants, and Dwarves
<input type="checkbox"/> Activity Pages 2.1, 2.2 |
| Partner Reading | Partner | 20 min. | |
| Wrap-Up | Whole Group | 5 min. | |
| Take-Home Material | | | |
| "Sif's Golden Hair" | | | <input type="checkbox"/> Activity Page 2.4 |

ADVANCE PREPARATION

Assessment

- Prepare one copy of the following word list for use during the Word Reading in Isolation Assessment.

| Word Reading in Isolation Assessment | | | | | |
|--------------------------------------|-------------|--------------|--------------|--------------|--------------|
| 1. | twitch | cherry | squid | approve | bruise |
| 2. | align | castle | affirm | waffle | thumb |
| 3. | stabbing | masked | guesses | movies | ghastly |
| 4. | flooring | toughen | snoozed | smidges | confused |
| 5. | fuzzy | butchers | lodging | prewar | jewels |
| 6. | grapple | lawful | formal | twinkle | label |
| 7. | tobacco | parachute | cashew | coupon | neighbor |
| 8. | immense | laughter | scenery | pinafore | Maintain |
| 9. | stewpot | fruitful | ghostlike | earthquake | lightweight |
| 10. | outsource | footloose | rosebush | wristwatch | seafloor |
| 11. | suitcase | foresight | spacewalk | butterscotch | sunbathe |
| 12. | headache | wheelhouse | walkways | rubber band | honeycomb |
| 13. | commonplace | headquarters | spokesperson | grandnephew | thunderstorm |

- Prepare one copy for each student of the Word Reading in Isolation Scoring Sheet.

Word Reading in Isolation Scoring Chart

| | a | b | c | d | e |
|----|---------------------------|--------------------------|------------------------|----------------------------|----------------------------|
| 1. | twitch | cherry | squid | approve | bruise |
| | /t/ /w/ /i/ /ch/ | /ch/ /air/ • /r/ /ee/ | /s/ /k/ /w/ /i/ /d/ | /ə/ /p/ • /p/ /r/ /oo/ /v/ | /b/ /r/ /oo/ /z/ |
| | closed | closed • open/long | closed | closed • sep. digraph | separated digraph |
| 2. | align | castle | affirm | waffle | thumb |
| | /ə/ • /l/ /ie/ /n/ | /c/ /a/ /s/ • /ə/ /l/ | /ə/ • /f/ /er/ /m/ | /w/ /o/ /f/ • /f/ /ə/ /l/ | /th/ /u/ /m/ |
| 3. | open/schwa • closed | closed • -le | open/schwa • r-cont. | closed • -le | closed |
| | stabbing | masked | guesses | movies | ghastly |
| | /s/ /t/ /u/ /b/ • /b/ /i/ | /m/ /a/ /s/ /k/ /t/ | /g/ /e/ /s/ • /e/ /z/ | /m/ /oo/ /v/ • /ee/ /z/ | /g/ /a/ /s/ /t/ • /l/ /ee/ |
| 4. | closed • closed | closed | closed • closed | digraph • closed | closed • open/long |
| | flooring | toughen | snoozed | smidges | confused |
| 5. | /f/ /l/ /or/ • /i/ /ng/ | /t/ /u/ /f/ • /e/ /n/ | /s/ /n/ /oo/ /z/ /d/ | /s/ /m/ /i/ /j/ • /e/ /z/ | /k/ /u/ /n/ • /f/ /ue/ /z/ |
| | r-controlled • closed | closed • closed | separated digraph | closed • closed | closed • sep. digraph |
| 5. | fuzzy | butchers | lodging | prewar | jewels |
| | /f/ /u/ /z/ • /z/ /ee/ | /b/ /oo/ /ch/ • /er/ /z/ | /l/ /o/ /j/ • /i/ /ng/ | /p/ /r/ /ee/ • /w/ /or/ | /j/ /oo/ • /ə/ /l/ /z/ |
| | closed • open/long | digraph • r-controlled | closed • closed | open/long • r-controlled | digraph • -le |

| | | | | | |
|-----|--|--|-------------------------------------|-----------------------------------|-----------------------------|
| 6. | grapple | lawful | formal | twinkle | label |
| | /g/ /r/ /a/ /p/ • /p/ /
ə/ /l/ | /l/ /aw/ • /f/ /ə/ /l/ | /f/ /or/ • /m/ /ə/ /l/ | /t/ /w/ /i/ /ng/ • /k/ /ə/
/l/ | /l/ /ae/ • /b/ /ə/ /l/ |
| | closed • -le | digraph • -le | r-controlled • -le | closed • -le | open/long • -le |
| 7. | tobacco | parachute | cashew | coupon | neighbor |
| | /t/ /u/ • /b/ /a/ /k/ •
/k/ /oe/ /
/l/ /t/ | /p/ /air/ • /ə/ • /sh/
/əʊ/ /t/ | /k/ /a/ /sh/ • /əʊ/ | /k/ /əʊ/ • /p/ /o/ /n/ | /n/ /ae/ • /b/ /er/ |
| | open/short • closed •
open/long | r-cont. • open/schwa •
sep. digraph | closed • digraph | digraph • closed | digraph • r-controlled |
| 8. | immense | laughter | scenery | pinafore | maintain |
| | /i/ • /m/ /e/ /n/ /s/ | /l/ /a/ /f/ • /t/ /er/ | /s/ /ee/ /h/ • /er/ • /
ee/ | /p/ /l/ /n/ • /ə/ • /f/
or/ | /m/ /ae/ /n/ • /t/ /ai/ /n/ |
| | open/short • closed | closed • r-controlled | closed • r-cont. • open/
long | closed • schwa •
r-controlled | digraph • digraph |
| 9. | stewpot | fruitfly | ghostlike | earthquake | lightweight |
| | /s/ /t/ /əʊ/ • /p/ /o/
/t/ /ie/ | /f/ /r/ /əʊ/ /t/ • /f/ /l/
/ie/ /k/ | /g/ /oe/ /s/ /t/ • /l/ /
ie/ /k/ | /er/ /th/ • /k/ /w/ /ae/
/k/ | /l/ /ie/ /t/ • /n/ /ae/ / |
| | digraph • closed | digraph • open/long | closed • sep. digraph | r-cont. • sep. digraph | digraph • digraph |
| 10. | outsource | footloose | rosebush | wristwatch | seafloor |
| | /ou/ /t/ • /s/ /or/ /s/ | /f/ /oo/ /t/ • /l/ /əʊ/ /s/
/sh/ | /r/ /oe/ /z/ • /b/ /əʊ/
/sh/ | /r/ /i/ /s/ /t/ • /w/ /o/
/ch/ | /s/ /ee/ • /f/ /l/ /or/ |
| | digraph • r-controlled | digraph • sep. digraph | sep. digraph • digraph | closed • closed | open/long • r-controlled |

| | | | | | |
|-----|--|---|---|--|--|
| 11. | suitcase | foresight | spacewalk | butterscotch | sunbathe |
| | /s/ /əʊ/ /t/ • /k/ /ae/ /s/ | /f/ /or/ • /s/ /ie/ /t/ /aw/ /k/ | /s/ /p/ /ae/ /s/ • /w/ /s/ /k/ /o/ /ch/ | /b/ /u/ /t/ • /t/ /er/ • /s/ /u/ /n/ • /b/ /ae/ /th/ | |
| | digraph • sep. digraph | r-controlled • digraph | sep. digraph • digraph | closed • r-controlled • closed | closed • sep. digraph |
| 12. | headache | wheelhouse | walkways | rubberband | honeycomb |
| | /h/ /e/ /d/ • /ae/ /k/ /s/ | /w/ /ee/ /l/ • /h/ /ou/ /z/ | /w/ /aw/ /k/ • /w/ /ae/ /b/ /a/ n/ /d/ | /r/ /u/ /b/ • /b/ /er/ • /h/ /u/ /n/ • /ee/ • /c/ /oe/ /m/ | |
| | closed • separated digraph | closed • sep. digraph | digraph • digraph | closed • r-controlled • closed | closed • digraph • closed |
| 13. | commonplace | headquarters | spokesperson | grandnephew | thunderstorm |
| | /k/ /o/ /m/ • /m/ /u/ /n/ • /p/ /l/ /ae/ /s/ | /h/ /e/ /d/ • /k/ /w/ /or/ /t/ • /er/ /z/ | /s/ /p/ /oe/ /k/ /s/ • /p/ /er/ • /s/ /u/ /n/ | /g/ /r/ /a/ /n/ /d/ • /n/ /e/ /t/ • /ue/ | /th/ /u/ /n/ • /d/ /er/ • /s/ /t/ /or/ /m/ |
| | closed • closed • separated digraph | digraph • r-controlled • r-controlled | separated digraph • r-controlled • closed | closed • closed • digraph | closed • r-controlled • r-controlled |

- Create and display a poster entitled “Conjunctions” for use during the Grammar lesson, or use the Conjunctions Poster created in Unit 5.

Conjunctions

Conjunctions are words that **connect** other words or groups of words.

- The conjunction *and* connects words or groups of words. It means plus, along with, or also.
- Add this to the conjunctions poster:
 - The **conjunction because** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Write these sentences on the board or chart paper for use during the Language lesson:

She stayed warm outside because she remembered to put on her heavy coat.

School was cancelled because it was snowing.

Because I practiced my words each night, I got a good grade on my spelling assessment.

Reading

- Today students will be reading with a partner. You may wish to pre-arrange partners.
- Prepare the following fiction chart to be used during each lesson in this unit:

| Chapter | Characters | Setting | Plot |
|-------------------------|-------------------|----------------|-------------|
| “Sif’s Golden Hair” | | | |
| “Loki and the Dwarves” | | | |
| “Stolen Thunder” | | | |
| “A Plan Is Made” | | | |
| “The Wedding Feast” | | | |
| “Balder, the Beautiful” | | | |
| “The Death of Balder” | | | |
| “Loki’s Punishment” | | | |

Universal Access

- For the reading segment, you may choose to lead a small group.
- Since this unit contains many difficult names and locations to pronounce, you may want to review pronunciations prior to reading the story.

Lesson 2: “Sif’s Golden Hair”

Mid-Year Assessment



ASSESSMENT (30 MIN.) **TEKS 3.2.A.i; TEKS 3.6.F; TEKS 3.6.G; TEKS 3.7.C; TEKS 3.10.A**

- Tell students that today they will continue to work on the Mid-Year Assessment. Pass out Activity Page 1.1 that you collected during the previous lesson for students who need to finish it.
- Ask them to resume their work at this time. Once again, urge them to take their time and do their very best.
- For students who have finished, encourage them to check over every single question before turning in the assessment.
- If there are students who have finished the written portion, today you will begin to administer the Word Reading in Isolation portion of the Mid-Year Assessment.
- Students who have finished the assessment and are waiting for you to administer the Word Reading in Isolation Assessment may work on Activity Page E.1 or E.2.

Note: At the end of this lesson is an analysis sheet for your use as you check Activity Page 1.1.

Directions for Word Reading in Isolation Assessment **TEKS 3.2.A.i**

- Turn to the word list for the Mid-Year Word Reading in Isolation Assessment that you prepared in advance.
- Cover all of the words before calling a student back to you.
- Call on one student and ask him or her to join you in the assessment area.
- Tell the student that today he or she will read some words aloud to you.
- Tell the student that it is important to do his or her very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads the word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Scoring Sheet you prepared in advance. Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark by the word.

Activity Page 1.1



Activity Page E.1 or E.2



TEKS 3.2.A.i Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en; **TEKS 3.6.F** Make inferences and use evidence to support understanding; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.10.A** Explain the author’s purpose and message within a text.

- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
 - When the student has finished reading the word list, look over the chart to note any patterns that might appear to indicate gaps in phoneme knowledge or syllabication difficulties.
 - Refer to the end of this lesson for analysis directions.
-

Lesson 2: “Sif’s Golden Hair” Language



Primary Focus: Students will write sentences using the conjunction *because*.



TEKS 3.11.D.viii

GRAMMAR: CONJUNCTION BECAUSE (15 MIN.)

Introduce Conjunction *because*

- Remind students that conjunctions are words that connect other words or groups of words.
 - The **conjunction and** means plus, along with, or also.
 - The **conjunction but** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
 - The **conjunction because** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Tell students that the conjunction *because* joins two simple sentences.
- Read the first sentence you placed on the board in advance. Draw two lines under the word *because* to show that it is a conjunction.

She stayed warm outside because she remembered to put on her heavy coat.

- Point out that the groups of words on either side of the conjunction are simple sentences, each with a subject and a verb.
- Read the first part of the sentence. (She stayed warm outside.)



TEKS 3.11.D.viii Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

- Ask students to replace the word *because* with the words *for this reason*.

She stayed warm outside **for this reason**: She remembered to put on her heavy coat.

- Ask students to look at the sentence and tell “why” she stayed warm outside.
- Point out the answer to the “why” question is that she remembered to put on her heavy coat and that it is signaled by the word *because*.
- Point out that if students were asked, “Why did she stay warm outside?” the answer to the question would be: She stayed warm outside *because she remembered to put on her coat*.
- Ask students which happened first, *staying warm* or *putting on her coat*.
- Point out that, in order for her to stay warm, she would have had to put on the coat first. Therefore, she put on the coat first, and that caused her to stay warm.
- Point out that whatever happens first is the *cause*.
- Tell students the words *cause* and *effect* are terms used to describe when one event made a second event happen. Point out to students that the word *cause* is a part of the word *because*.
- Tell students that in order to find which event is the cause, they should look for the word *because*. The part of the sentence that is the cause will come after the word *because*.
- Draw a circle around the word *cause* that is part of the word *because*.
- Ask students what the cause is in the sentence. (she remembered to put on her coat) Write the word *Cause* above this part of the sentence.
- Ask students what the effect is in the sentence. (she stayed warm outside) Write the word *Effect* above this part of the sentence.

Effect

Cause

She stayed warm outside because she remembered to put on her heavy coat.

- Tell students that simple sentences can be written in reverse order without changing the meaning. Share the following example with students:

Cause

Effect

Because she remembered to put on her heavy coat, she stayed warm outside.

- Be certain that students understand that the cause always happens first and the effect happens after the cause, regardless of the order in which these events or sentence parts are presented. Reiterate that the cause is always signaled or introduced by the word *because*.

Support

Ask students to think about a time when the weather kept them from doing something they planned. Encourage them to describe using the word *because*. Example: We couldn’t go to the park today because it was raining.



ENGLISH
LANGUAGE
LEARNERS

Language Connection Ideas

Beginning

Draw simple illustrations to support each sentence.

Intermediate

Have students draw illustrations to show cause and effect.

Advanced/Advanced High

Encourage students to ask questions about the cause or effect.

**ELPS 1.E; ELPS 1.C;
ELPS 4.J**

- Point out the next two sentences you placed on the board in advance. Draw two lines under the word *because* in each sentence. Ask students to decide which event (or simple sentence) happened first and caused the other event (or simple sentence) to happen next.

School was cancelled because it was snowing.

Because I practiced my words each night, I got a good grade on my spelling assessment.

- Ask which happened first, *school was cancelled* or *it was snowing*.
(It was snowing.)
- Ask which happened first, *I practiced my words each night* or *I got a good grade on my spelling assessment*. (I practiced my words each night.)
- Write the words *Cause* and *Effect* over the correct parts of the two sentences.

Effect

Cause

School was cancelled because it was snowing.

Cause

Effect

Because I practiced my words each night, I got a good grade on my spelling assessment.

- Ask students to answer the following question in a complete sentence, “Why was school cancelled?” (Students should answer, “School was cancelled because it was snowing.”)
- Ask students to answer the following question in a complete sentence, “Why did I get a good grade on my spelling assessment?” (Students should answer, “I got a good grade on my spelling test because I practiced my words each night.”)
- Point out that the cause (or event that happened first) always begins with the word *because*.
- Point out that for comprehension questions that ask a “why,” students should always look for the word *because* in the text.
- Turn to Activity Page 2.3 and complete it as a teacher-guided activity.

Activity Page 2.3



Challenge

Have students complete Activity Page 2.3 independently.

Lesson 2: “Sif’s Golden Hair”

Reading



Primary Focus: Students will examine a Norse myth and identify characters, setting, and plot. **TEKS 3.6.C; TEKS 3.6.H; TEKS 3.7.C; TEKS 3.8.C**

VOCABULARY FOR “SIF’S GOLDEN HAIR”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Student Reader.

mead, a drink made by mixing water, honey, malt, and yeast

veil, material worn on the head to cover the face

scoundrel, a cruel, dishonest person

hideous, very ugly

dwarf, a mythical, human-like creature that lives underground (**dwarves**)

awry, wrong, happening in an unexpected way

assembly, a meeting

summon, to call for (**summoned**)

Vocabulary Chart for “Sif’s Golden Hair” Read-Aloud

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|--|---------------------------------|--|
| Vocabulary | mead
veil
dwarf | scoundrel
hideous
awry
assembly
summon |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures;
TEKS 3.6.H Synthesize information to create new understanding; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.



INTRODUCING THE CHAPTER (5 MIN.)

TEKS 3.6.C

Pages 8–9

- Have students turn to **pages 8–9** in *Gods, Giants, and Dwarves* and review the characters in Norse mythology that were discussed in the previous lesson.
- Tell students that the title of today's chapter (Chapter 1) is "Sif's Golden Hair."
- Ask students if anyone chose Sif as their favorite character. If yes, have students share why and what their predictions were about Sif's actions.
- Have students locate Sif on **page 9** and describe her appearance.
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.



TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Chapter
1 **Sif's
Golden Hair**

Odin, the father of the Norse gods, sat at the dinner table. By his side sat two **ravens**. Their names were Thought and Memory. They were Odin's flying spies. Each day, they left Asgard, the home of the gods, and flew around the world. Each night, they flew back to Asgard to tell Odin what was happening in the world.

On this day, the **ravens** did not have much to report. Things were quiet on Earth.

Odin tossed the **ravens** some crumbs. He cut off pieces of meat and fed them to two wolves who sat at his feet.

Odin himself did not eat. He never ate. He sipped some **mead** from a goblet. Then, he pushed the goblet away and scanned the room with his one good eye. He spotted two of the Valkyries who worked for him as serving maids. He nodded to them. The Valkyries began to clear the table.



Odin, the father of the Norse gods, was also known as Woden. Many years ago, the Norse people named one of the days of the week for Odin. They called it "Wodensday." Today, we call it Wednesday.

10

11

PARTNER READING: CHAPTER 1 (20 MIN.)

TEKS 3.6.C

Pages 10–17

- Tell students that today they will read the story with a partner.
- Have students locate Activity Page 2.2.
- Tell students that, after they have read the chapter, they should complete Activity Page 2.2 with their partner.
- After students have completed reading the story and Activity Page 2.2, ask them if any of their favorite characters were part of today's story. If they were, encourage students to return to their prediction from Lesson 1 and add new information they learned from today's reading.

Activity Page 2.2



Support

This is a good opportunity to work with a small group of students.

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Odin stood up to leave, but just then, he heard a clap of thunder, the snorting of goats, and the skidding of a cart. He knew that could only mean one thing: his son Thor was arriving in his goat-drawn cart.

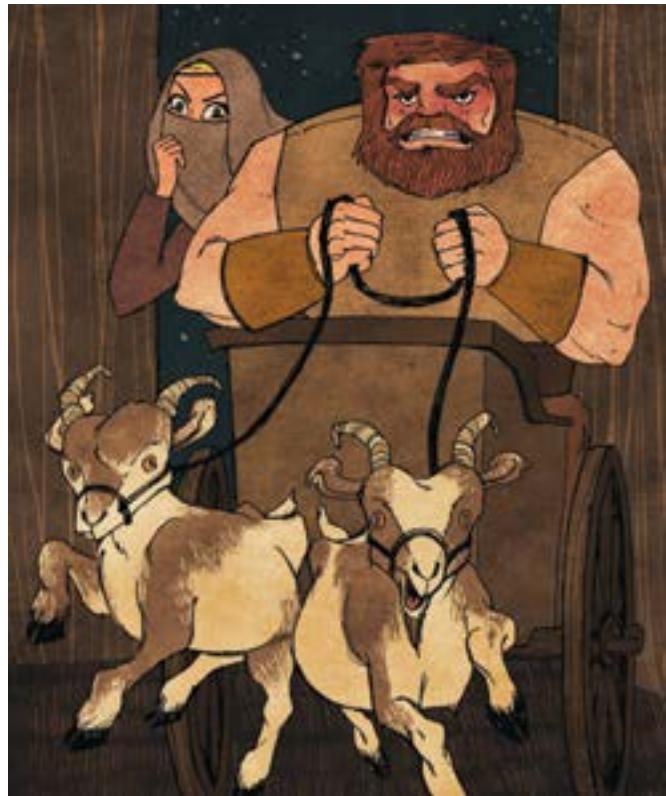
Sure enough, Thor, the mighty god of thunder, burst into the room. His wife Sif trailed behind him, her head covered with a **veil**. Thor was enraged. The **veins** on his forehead bulged. There was fire in his eyes.

"It's an outrage!" said Thor. "An outrage! This time Loki has gone too far!"

"What's the matter?" Odin asked.

"Her hair!" shouted Thor. "That **scoundrel** has cut off her hair!"

"Whose hair?" Odin asked.



Odin's son Thor was the god of thunder. The Norse people named one of the days of the week "Thor's day." Today, we call it Thursday.

As he said this, Sif let her **veil** fall to her shoulders. Odin looked at Sif and blinked. Her hair—her long, golden hair, which every goddess in Asgard admired—was gone. It had been cut off. There was nothing left but a few tufts of yellow stubble.

"Look at me!" shrieked Sif. "I am **hideous**! I will go live with the **dwarves**! Without my hair, I am as ugly as the ugliest **dwarf**!"

Odin frowned. He turned to Thor and said, "Are you sure it was Loki who did this?"

Odin asked the question, but even as he did so, he felt there was no need to ask. It had to be Loki. It was always Loki. Whenever something was stolen, whenever things went **awry**, whenever any bad deed was done, it was always Loki who was behind it.



*"Look at me! I am **hideous** without my hair," shrieked Sif.*

Odin blamed himself. It was he who had invited Loki to join the gods in Asgard. Loki was not a god. He was a giant who could change his appearance. Loki had been a constant source of problems ever since.

"I will kill him!" shouted Thor. "I will—"

"Be calm," said Odin. "I will deal with Loki."

Odin called an **assembly** of the gods. He **summoned** Loki as well.

When Loki arrived, he saw the stern look on Odin's face. He saw that Thor was steaming mad, clutching at his hammer, barely holding back his temper. Loki saw that lies would do him no good this time. He knew he would have to admit what he had done. He bowed his head.

"You will restore Sif's hair!" said Odin, in a booming voice. "I know not how it is to be done, but you will do it. I require it of you!"

Loki nodded.



Loki was not a god. He was giant whom Odin had invited to live at Asgard with the gods.

WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What is the big problem in this chapter? Why is Thor so angry?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading Closely

Beginning

Have students complete Activity Page 2.2 as a teacher-guided activity.

Intermediate

Encourage students to return to the text to complete Activity Page 2.2.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.F;
ELPS 4.I

Activity Page 2.1



- Remind students that, in this chapter, they learned where the name of two days of the week came from.
- Ask students to turn to Activity Page 2.1 and find the row that says "Wednesday."
- Direct students to write *Odin* in the column under "Named for." Under the header "Origin," students should write *Norse*.
- Ask students to turn to **page 13** and silently read the caption under the picture to find out who another day of the week is named for.
- Allow students time to read the caption and ask them to answer the question: "Which day of the week is named for Thor?" (Thursday)
- Direct students to write *Thor* in the column under "Named for" for Thursday. Under the header "Origin," students should write *Norse*.

Note: Students will complete the remaining rows of this chart in future lessons, so you may wish to have students leave Activity Page 2.1 in their workbook for future lessons.

~~~~~ End Lesson ~~~~~

Activity Pages  
2.4 and PP.55



### Lesson 2: "Sif's Golden Hair"

# Take-Home Material

- Have students take home Activity Page 2.4 to read to a family member and Activity Page PP.55 to use as a reference during this unit.

# Silent Reading Assessment Scoring Sheet

## Silent Reading Assessment Remediation Guide

After you have entered all student scores into the Silent Reading Assessment Scoring Sheet, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the benchmark for each sub-assessment on the lines.

| Comprehension                                     |                                             |
|---------------------------------------------------|---------------------------------------------|
| <b>Author's Purpose (#9, 16, 27)</b>              | <b>Inference (#4, 18, 23, 24, 26)</b>       |
| 1.                                                | 1.                                          |
| 2.                                                | 2.                                          |
| 3.                                                | 3.                                          |
| <b>Literal (#3, 5, 8, 12, 13, 14, 20, 21, 25)</b> | <b>Sequencing (#7, 10, 19)</b>              |
| 1.                                                | 1.                                          |
| 2.                                                | 2.                                          |
| 3.                                                | 3.                                          |
| <b>Setting (#1, 15)</b>                           | <b>Words in Context (#2, 6, 11, 17, 22)</b> |
| 1.                                                | 1.                                          |
| 2.                                                | 2.                                          |
| 3.                                                | 3.                                          |
| Other Silent Reading Topics                       |                                             |
| <b>Dictionary Skills (#28, 29, 30)</b>            |                                             |
| 1.                                                |                                             |
| 2.                                                |                                             |
| 3.                                                |                                             |

## Word Reading in Isolation Analysis TEKS 3.2.A.i

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

| Score Required to Meet Benchmark of 80%                                                                  |  |  |  |  |         |
|----------------------------------------------------------------------------------------------------------|--|--|--|--|---------|
| Phonemes                                                                                                 |  |  |  |  |         |
| Consonants                                                                                               |  |  |  |  | 173/215 |
| /b/ /d/ /f/ /g/ /h/<br>/j/ /k/ /l/ /m/ /n/<br>/p/ /r/ /s/ /t/ /v/<br>/w/ /z/ /ch/ /sh/ /th/<br>/th/ /ng/ |  |  |  |  |         |
| Vowels                                                                                                   |  |  |  |  | 107/133 |
| /a/ /e/ /i/ /o/ /u/<br>/ae/ /ee/ /ie/ /oe/ /ue/<br>/ə/ /oo/ /oo/ /aw/ /ou/<br>/er/ /or/ /air/ /ə/ + /ɪ/  |  |  |  |  |         |
| Syllabication                                                                                            |  |  |  |  |         |
| Closed                                                                                                   |  |  |  |  | 33/41   |
| Open/short                                                                                               |  |  |  |  | 2/2     |
| Open/long                                                                                                |  |  |  |  | 8/9     |
| Open/ə                                                                                                   |  |  |  |  | 4/4     |
| -le                                                                                                      |  |  |  |  | 6/8     |
| R-controlled                                                                                             |  |  |  |  | 15/19   |
| Digraph                                                                                                  |  |  |  |  | 27/33   |

The following sheets are provided for your use in directing remediation.  
Prepare a copy of each page.

Write the names of students who missed particular sounds under each header. This will help you determine what kind of remediation is needed.



**TEKS 3.2.A.i** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en.

## Word Reading in Isolation Remediation Guide

| Phonemes—Consonants                                                                                                          |                                                                                                             |                                                                             |
|------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>/b/ (1e, 3a, 5b, 6e, 7a, 7e, 10c, 11d, 11e, 12d)</b>                                                                      | <b>/d/ (1c, 4c, 4e, 12a, 12d, 13b, 13d, 13e)</b>                                                            | <b>/f/ (2c, 2d, 4a, 4b, 4e, 5a, 6b, 6c, 8b, 8d, 9b, 10b, 10e, 11b, 13d)</b> |
| 1.                                                                                                                           | 1.                                                                                                          | 1.                                                                          |
| 2.                                                                                                                           | 2.                                                                                                          | 2.                                                                          |
| 3.                                                                                                                           | 3.                                                                                                          | 3.                                                                          |
| <b>/g/ (3c, 3e, 6a, 9c, 13d)</b>                                                                                             | <b>/h/ (12a, 12b, 12e, 13b)</b>                                                                             | <b>/j/ (4d, 5c, 5e)</b>                                                     |
| 1.                                                                                                                           | 1.                                                                                                          | 1.                                                                          |
| 2.                                                                                                                           | 2.                                                                                                          | 2.                                                                          |
| 3.                                                                                                                           | 3.                                                                                                          | 3.                                                                          |
| <b>/k/ (1c, 2b, 3b, 4e, 6d, 7a, 7c, 7d, 9c, 9d, 11a, 11c, 11d, 12a, 12c, 12e, 13a, 13b, 13c)</b>                             | <b>/l/ (2a, 3e, 4a, 5c, 6b, 6e, 8b, 9b, 9c, 9e, 10b, 10e, 12b, 13a)</b>                                     | <b>/m/ (2c, 2e, 3b, 3d, 4d, 6c, 8a, 8e, 12e, 13a, 13e)</b>                  |
| 1.                                                                                                                           | 1.                                                                                                          | 1.                                                                          |
| 2.                                                                                                                           | 2.                                                                                                          | 2.                                                                          |
| 3.                                                                                                                           | 3.                                                                                                          | 3.                                                                          |
| <b>/n/ (2a, 4b, 4c, 4e, 7d, 7e, 8a, 8c, 8d, 8e, 11e, 12d, 12e, 13a, 13c, 13d, 13e)</b>                                       | <b>/p/ (1d, 5d, 6a, 7b, 7d, 8d, 9a, 11c, 13a, 13c)</b>                                                      | <b>/r/ (1b, 1d, 1e, 5d, 6a, 9b, 10c, 10d, 12d, 13d)</b>                     |
| 1.                                                                                                                           | 1.                                                                                                          | 1.                                                                          |
| 2.                                                                                                                           | 2.                                                                                                          | 2.                                                                          |
| 3.                                                                                                                           | 3.                                                                                                          | 3.                                                                          |
| <b>/s/ (1c, 2b, 3a, 3b, 3c, 3e, 4c, 4d, 8a, 8c, 9a, 9c, 10a, 10b, 10d, 10e, 11a, 11b, 11c, 11d, 11e, 12b, 13a, 13c, 13e)</b> | <b>/t/ (1a, 3a, 3b, 3e, 4b, 6d, 7a, 7b, 8b, 8e, 9a, 9b, 9c, 9e, 10a, 10b, 10d, 11a, 11b, 11d, 13b, 13e)</b> | <b>/v/ (1d, 3d)</b>                                                         |
| 1.                                                                                                                           | 1.                                                                                                          | 1.                                                                          |
| 2.                                                                                                                           | 2.                                                                                                          | 2.                                                                          |
| 3.                                                                                                                           | 3.                                                                                                          | 3.                                                                          |

## Word Reading in Isolation Remediation Guide

|                                                                  |                                                                |                                    |
|------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------|
| <b>/w/ (1a, 1c, 2d, 5d, 6d, 9d, 9e, 10d, 11c, 12b, 12c, 13b)</b> | <b>/z/ (1e, 3c, 3d, 4c, 4d, 4e, 5a, 5b, 5e, 10c, 12c, 13b)</b> | <b>/ch/ (1a, 1b, 5b, 10d, 11d)</b> |
| 1.                                                               | 1.                                                             | 1.                                 |
| 2.                                                               | 2.                                                             | 2.                                 |
| 3.                                                               | 3.                                                             | 3.                                 |
| <b>/sh/ (7b, 7c, 10c)</b>                                        | <b>/th/ (2e, 9d, 13e)</b>                                      | <b>/th/ (11e)</b>                  |
| 1.                                                               | 1.                                                             | 1.                                 |
| 2.                                                               | 2.                                                             | 2.                                 |
| 3.                                                               | 3.                                                             | 3.                                 |
| <b>/ng/ (3a, 4a, 5c, 6d)</b>                                     |                                                                |                                    |
| 1.                                                               |                                                                |                                    |
| 2.                                                               |                                                                |                                    |
| 3.                                                               |                                                                |                                    |

## Phonemes—Vowels

|                                                     |                                                                        |                                                                |
|-----------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>/a/ (2b, 3b, 3e, 6a, 7a, 7c, 8b, 12d, 13d)</b>   | <b>/e/ (3c, 4b, 4d, 8a, 12a, 13b, 13d)</b>                             | <b>/i/ (1a, 1c, 3a, 4a, 4d, 5c, 6d, 8a, 8d, 10d)</b>           |
| 1.                                                  | 1.                                                                     | 1.                                                             |
| 2.                                                  | 2.                                                                     | 2.                                                             |
| 3.                                                  | 3.                                                                     | 3.                                                             |
| <b>/o/ (2d, 5c, 7d, 9a, 10d, 11d, 13a)</b>          | <b>/u/ (2e, 3a, 4b, 4e, 5a, 7a, 11d, 11e, 12d, 12e, 13a, 13c, 13e)</b> | <b>/ae/ (6e, 7e, 8e, 9d, 9e, 11a, 11c, 11e, 12a, 12c, 13a)</b> |
| 1.                                                  | 1.                                                                     | 1.                                                             |
| 2.                                                  | 2.                                                                     | 2.                                                             |
| 3.                                                  | 3.                                                                     | 3.                                                             |
| <b>/ee/ (1b, 3d, 3e, 5a, 5d, 8c, 10e, 12b, 12e)</b> | <b>/ie/ (2a, 9b, 9c, 9e, 11b)</b>                                      | <b>/oe/ (7a, 9c, 10c, 12e, 13c)</b>                            |
| 1.                                                  | 1.                                                                     | 1.                                                             |
| 2.                                                  | 2.                                                                     | 2.                                                             |
| 3.                                                  | 3.                                                                     | 3.                                                             |

## Word Reading in Isolation Remediation Guide

| <b>/ue/ (4e, 13d)</b>                                         | <b>/ə/ (1d, 2a, 2c, 7b, 8d)</b>                       | <b>/oo/ (1d, 1e, 3d, 4c, 5e, 7b, 7c, 7d, 9a, 9b, 10b, 11a)</b> |
|---------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------|
| 1.                                                            | 1.                                                    | 1.                                                             |
| 2.                                                            | 2.                                                    | 2.                                                             |
| 3.                                                            | 3.                                                    | 3.                                                             |
| <b>/oo/ (5b, 10b, 10c)</b>                                    | <b>/aw/ (6b, 11c, 12c)</b>                            | <b>/ou/ (10a, 12b)</b>                                         |
| 1.                                                            | 1.                                                    | 1.                                                             |
| 2.                                                            | 2.                                                    | 2.                                                             |
| 3.                                                            | 3.                                                    | 3.                                                             |
| <b>/er/ (2c, 5b, 7e, 8b, 8c, 9d, 11d, 12d, 13b, 13c, 13e)</b> | <b>/or/ (4a, 5d, 6c, 8d, 10a, 10e, 11b, 13b, 13e)</b> | <b>/air/ (1b, 7b)</b>                                          |
| 1.                                                            | 1.                                                    | 1.                                                             |
| 2.                                                            | 2.                                                    | 2.                                                             |
| 3.                                                            | 3.                                                    | 3.                                                             |
| <b>/ə/ + /l/ (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)</b>             |                                                       |                                                                |
| 1.                                                            |                                                       |                                                                |
| 2.                                                            |                                                       |                                                                |
| 3.                                                            |                                                       |                                                                |

## Word Reading in Isolation Remediation Guide

| Syllabication                                                                                                                                                                                           |                                                                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Closed</b><br><b>(1a, 1b, 1c, 1d, 2a, 2b, 2d, 2e, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 5a, 5c, 6a, 6d, 7a, 7c, 7d, 8a, 8b, 8c, 8d, 9a, 9c, 10d, 11d, 11e, 12a, 12b, 12d, 12e, 13a, 13c, 13d, 13e)</b> | <b>Open/Short (7a, 8a)</b>                                                                               |
| 1.                                                                                                                                                                                                      | 1.                                                                                                       |
| 2.                                                                                                                                                                                                      | 2.                                                                                                       |
| 3.                                                                                                                                                                                                      | 3.                                                                                                       |
| <b>Open/Long (1b, 3e, 5a, 5d, 6e, 7a, 8c, 9b, 10e)</b>                                                                                                                                                  | <b>Open /ə/ (2a, 2c, 7b, 8d)</b>                                                                         |
| 1.                                                                                                                                                                                                      | 1.                                                                                                       |
| 2.                                                                                                                                                                                                      | 2.                                                                                                       |
| 3.                                                                                                                                                                                                      | 3.                                                                                                       |
| <b>-le (2b, 2d, 5e, 6a, 6b, 6c, 6d, 6e)</b>                                                                                                                                                             | <b>R-Controlled (2c, 4a, 5b, 5d, 6c, 7b, 7e, 8b, 8c, 8d, 9d, 10a, 10e, 11b, 11d, 12d, 13b, 13c, 13e)</b> |
| 1.                                                                                                                                                                                                      | 1.                                                                                                       |
| 2.                                                                                                                                                                                                      | 2.                                                                                                       |
| 3.                                                                                                                                                                                                      | 3.                                                                                                       |
| <b>Digraph (1d, 1e, 3d, 4c, 4e, 5b, 5e, 6b, 7b, 7c, 7d, 7e, 8e, 9a, 9b, 9c, 9d, 9e, 10a, 10b, 10c, 11a, 11b, 11c, 11e, 12a, 12b, 12c, 12e, 13a, 13b, 13c, 13d)</b>                                      |                                                                                                          |
| 1.                                                                                                                                                                                                      |                                                                                                          |
| 2.                                                                                                                                                                                                      |                                                                                                          |
| 3.                                                                                                                                                                                                      |                                                                                                          |



## 3

# “Loki and the Dwarves”

## PRIMARY FOCUS OF LESSON

### Language

Students will determine the meaning of words formed when *-ive* or *-ly* is added to a root word. **TEKS 3.2.A.vi; TEKS 3.3.C**

### Reading

Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.G; TEKS 3.7.C; TEKS 3.8.C**

## FORMATIVE ASSESSMENT

Activity Page 3.1  **Mid-Year Assessment** **TEKS 3.11.D.i–ii, iv–v, x**

Activity Page 3.4 **Suffix *-ive*** Add to root words and determine meanings.  
 **TEKS 3.2.A.vi; TEKS 3.3.C**

Activity Page 3.6 **Suffix *-ly*** Add to root words and determine meanings.  
 **TEKS 3.2.A.vi; TEKS 3.3.C**

Activity Page 3.2 **“Loki and the Dwarves”** Respond to questions about the text. **TEKS 3.6.G; TEKS 3.7.C**

 **TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.11.D** Edit drafts using standard English conventions including (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

## LESSON AT A GLANCE

|                                      | Grouping                | Time    | Materials                                                                                               |
|--------------------------------------|-------------------------|---------|---------------------------------------------------------------------------------------------------------|
| <b>Mid-Year Assessment (30 min.)</b> |                         |         |                                                                                                         |
| Assessment                           | Independent             | 30 min. | <input type="checkbox"/> Activity Pages 3.1, E.1–E.3                                                    |
| <b>Language (15 min.)</b>            |                         |         |                                                                                                         |
| Morphology                           | Whole Group             | 15 min. | <input type="checkbox"/> Activity Pages 3.3, 3.4, 3.5, 3.6<br><input type="checkbox"/> index cards      |
| <b>Reading (30 min.)</b>             |                         |         |                                                                                                         |
| Introducing the Chapter              | Whole Group             | 5 min.  | <input type="checkbox"/> <i>Gods, Giants, and Dwarves</i><br><input type="checkbox"/> Activity Page 3.2 |
| Whole Group Reading: Chapter 2       | Whole Group             | 20 min. | <input type="checkbox"/> blank paper<br><input type="checkbox"/> Fiction Chart                          |
| Wrap-Up                              | Whole Group/<br>Partner | 5 min.  |                                                                                                         |
| <b>Take-Home Material</b>            |                         |         |                                                                                                         |
| "Loki and the Dwarves"               |                         |         | <input type="checkbox"/> Activity Page 3.7                                                              |

## ADVANCE PREPARATION

### Language

- Prepare the following sentence strips in advance for the Morphology lesson; alternatively, you may write the sentences on the board or chart paper and cover them.

Sam can act like a monkey.

He is an active boy.

He actively plays with his brother.

### Universal Access

- Prior to reading, preview the pronunciations for today's story.
- Provide blank paper for students to illustrate key events from the story.

Start Lesson

### Lesson 3: “Loki and the Dwarves”

# Mid-Year Assessment



### ASSESSMENT (30 MIN.)

TEKS 3.11.D.i–ii, iv–v, x

- Although the majority of students should have completed the Silent Reading Assessment in the previously allotted 60 minutes, there may be a few who have not finished. If this is the case, ask them to finish it today. You may also want to pay particular attention to these students to find out why it may be taking them longer than their peers. For students who were absent, have them complete the assessment during this time.
  - Ask students to turn to Activity Page 3.1.
- Tell students that today they will take an assessment on all of the grammar that they have learned so far in Grade 3.
- Remind them that they should do their very best work and work quietly so that others may do their best as well.
- When students finish, they may work on additional activity pages provided (Activity Pages E.1–E.3).
- As other students work on the additional activity pages, continue to assess students one-on-one, using the Word Reading in Isolation Assessment.

**Note:** Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

### Activity Page 3.1



### Activity Pages E.1–E.3



**TEKS 3.11.D** Edit drafts using standard English conventions including (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

---

## Lesson 3: “Loki and the Dwarves”



# Language

**Primary Focus:** Students will determine the meaning of words formed when *-ive* or *-ly* is added to a root word. **TEKS 3.2.A.vi; TEKS 3.3.C**

### MORPHOLOGY: SUFFIXES *-IVE* AND *-LY* (15 MIN.)

**TEKS 3.2.A.vi; TEKS 3.3.C**

- Remind students that suffixes are added to the end of a root word.
- Tell students that the two suffixes they will study this week are *-ive* and *-ly*. Students previously learned about adding *-ly* to words with the suffix *-ous*.
- Write the suffixes on the board and point out that the suffix *-ive* is pronounced /iv/, even though it is spelled ‘ive’. Students know that *-ly* is pronounced /lee/.

#### Adding Suffix *-ive*

- Explain to students that *-ive* means “relating to.”
- Tell students that, in this part of the lesson, they will add the suffix *-ive* to root words that are verbs. When *-ive* is added to a verb, the new word is an adjective.
- Write the word *act* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (to do or behave; Mom told us that we had to *act* appropriately at the reception.)
- Add the suffix *-ive* to *act* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (relating to doing or behaving)
- Ask students to provide sentences using the word *active*. (Answers may vary.)
- Ask students for synonyms of *active*. (energetic, lively)
- Continue in this manner for the remaining *-ive* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

- Point out to students that for the words *produce*, *cooperate*, *create*, *appreciate*, and *decorate*, the ‘e’ must first be dropped before adding *-ive*. Also, when adding *-ive* to *produce*, the sound that ‘u’ makes changes from /oo/ to /u/, a ‘t’ is added, and the sound that ‘c’ makes changes from /s/ to /k/.

**TEKS 3.2.A.vi** Demonstrate and apply phonetic knowledge by decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

#### Support

Provide students with index cards. Have them write the root word on one side, and the affixed word on the other. Have them work with partners to create sentences for words on both sides of the index card.

| <b>Root Word</b> | <b>Meaning</b>                                              | <b>Affixed Word</b> | <b>Meaning and Synonyms</b>                                                                                              | <b>Sentence</b>                                                                                                            |
|------------------|-------------------------------------------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| produce          | (verb) to make something                                    | productive          | (adjective) relating to making something<br>Synonyms: fruitful, efficient                                                | I had a <i>productive</i> afternoon and finished my history project.                                                       |
| invent           | (verb) to make something new that no one else has ever made | inventive           | (adjective) relating to making something new that no one else has ever made<br>Synonyms: creative, imaginative, original | Derek came up with an <i>inventive</i> way to display the results of his science experiment.                               |
| cooperate        | (verb) to work with others toward a common goal             | cooperative         | (adjective) relating to working with others toward a common goal<br>Synonyms: helpful, willing                           | Our group worked in such a <i>cooperative</i> way that our teacher said we were a good example for other groups to follow. |
| create           | (verb) to make or invent                                    | creative            | (adjective) relating to making or inventing something<br>Synonyms: inventive, imaginative, inspired                      | My mother is very <i>creative</i> and makes her own greeting cards.                                                        |
| express          | (verb) to show what you think or feel                       | expressive          | (adjective) relating to showing what you think or feel<br>Synonyms: open, revealing                                      | Some artists communicate in an <i>expressive</i> way through their artwork.                                                |
| appreciate       | (verb) to be thankful                                       | appreciative        | (adjective) relating to being thankful<br>Synonyms: grateful, thankful                                                   | My grandma was <i>appreciative</i> that I mowed her lawn.                                                                  |
| decorate         | (verb) to make beautiful                                    | decorative          | (adjective) relating to making something beautiful<br>Synonyms: pretty, pleasing                                         | My dad hung <i>decorative</i> lights on the house for the holidays.                                                        |

**Beginning**

Create a simple illustration of each sentence to show differences between root words and affixed words.

**Intermediate**

Allow students to create simple illustrations.

**Advanced/Advanced High**

Have students explain the difference between root words and affixed words.

**ELPS 1.C; ELPS 4.A**

## Adding Suffix *-ly*

- Remind students that *-ly* means “in a \_\_\_\_\_ way,” with the blank being the word that *-ly* is added to.
- Tell students that they will now add the suffix *-ly* to the words they previously added *-ive* to. When *-ly* is added to an adjective, the new word is an adverb.
- Remind students that adverbs with *-ly* describe verbs, specifically *how* a verb happens.
- Write the word *active* on the board. Briefly discuss the meaning of the word and then use it in a sentence. (relating to doing or moving; Robert was an active member of the book club, hosting meetings and making book suggestions.)
- Add the suffix *-ly* to *active* and have students read the suffix, read the new word, and then discuss the meaning of the new word. (in an active way)
- Ask students to provide sentences using the word *actively*.
  - Answers may vary.
- Continue in this manner for the remaining *-ly* words, using the following chart as a guide.

**Note:** You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

| Root Word   | Meaning                                                                     | Affixed Word  | Meaning                       | Sentence                                                                                                                   |
|-------------|-----------------------------------------------------------------------------|---------------|-------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| productive  | (adjective) relating to making something                                    | productively  | (adverb) in a productive way  | I worked <i>productively</i> all afternoon to finish my science project.                                                   |
| inventive   | (adjective) relating to making something new that no one else has ever made | inventively   | (adverb) in an inventive way  | Sam <i>inventively</i> arranged things on his desk so he could have space to work and still be able to reach his supplies. |
| cooperative | (adjective) relating to working with others toward a common goal            | cooperatively | (adverb) in a cooperative way | My brother and I <i>cooperatively</i> worked to rake the leaves to the curb.                                               |
| creative    | (adjective) relating to making or inventing something                       | creatively    | (adverb) in a creative way    | The cast <i>creatively</i> thanked the director during the last show of the play with a short skit.                        |

|              |                                                        |                |                                 |                                                                                                                     |
|--------------|--------------------------------------------------------|----------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------|
| expressive   | (adjective) relating to showing what you think or feel | expressively   | (adverb) in an expressive way   | Monica <i>expressively</i> responded to the contest by submitting a unique entry that represented her taste in art. |
| appreciative | (adjective) relating to being thankful                 | appreciatively | (adverb) in an appreciative way | The woman <i>appreciatively</i> shook hands with the driver who had stopped to help her change a flat tire.         |
| decorative   | (adjective) relating to making something beautiful     | decoratively   | (adverb) in a decorative way    | Allie <i>decoratively</i> hung her framed photographs on the wall.                                                  |

- Direct students' attention to the first sentence you prepared in advance:  
Sam can act like a monkey.
- Ask students, "What can Sam do like a monkey?" They should respond: *act*. Ask them for the part of speech (verb) and draw a wiggly line under *act*.
- Then display the next sentence:  
He is an active boy.
- Ask students, "What kind of boy is he?" (*active*) Draw a box around *active* and then draw an arrow to *boy*, stating that *active* is an adjective that describes *boy*.
- Now display the next sentence:  
He actively plays with his brother.
- Ask students, "What does the boy do?" (*plays*) Draw a wiggly line under *plays* and identify it as a verb.
- Then ask students, "How does the boy play?" (*actively*) Draw a triangle around *actively*, stating that it is an adverb. Remind students that adverbs ending in *-ly* describe verbs, telling *how*. Draw an arrow from *actively* to *plays*.
- Complete Activity Pages 3.3–3.6 in the same manner in which you have completed these activity pages in previous lessons.

## Activity Pages 3.3 and 3.5



## Activity Pages 3.4 and 3.6



## Challenge

Allow students to complete activity pages independently.

---

## Lesson 3: “Loki and the Dwarves”

# Reading



**Primary Focus:** Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.G; TEKS 3.7.C; TEKS 3.8.C**

### VOCABULARY FOR “LOKI AND THE DWARVES”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

**realm**, a kingdom

**creature**, a living thing, specifically an animal (**creatures**)

**surly**, rude, mean, unfriendly

**craftsman**, a person who is skilled in making things, especially by hand  
(**craftsmen**)

**flatter**, to praise too much in a way that is not sincere or genuine  
(**flattered, flattery**)

**anvil**, a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**)

**forge**, the furnace in a blacksmith shop used for heating metal

**master**, an expert (**masters**)

**guardian**, a person who watches and/or protects something or someone

**Vocabulary Chart for “Loki and the Dwarves” Read-Aloud**

| Type                                   | Tier 3<br>Domain-Specific Words                  | Tier 2<br>General Academic Words       |
|----------------------------------------|--------------------------------------------------|----------------------------------------|
| Vocabulary                             | realm<br>creature<br>craftsman<br>anvil<br>forge | surly<br>flatter<br>master<br>guardian |
| Multiple-Meaning Core Vocabulary Words |                                                  |                                        |
| Sayings and Phrases                    |                                                  |                                        |

 **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution.

### INTRODUCING THE CHAPTER (5 MIN.)

- Tell students that the title of today's chapter (Chapter 2) is "Loki and the Dwarves."
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter. Briefly review with students what happened in "Sif's Golden Hair" by referencing the fiction chart you completed together for that chapter.
- Ask students if anyone chose Loki as their favorite character. If yes, have students share why and what their predictions were about Loki's actions.
- Ask students what we know about Loki from the previous story.
- Provide blank paper for students to illustrate key events from the story.

## Chapter 2 Loki and the Dwarves

Loki came up with a plan to replace Sif's hair.

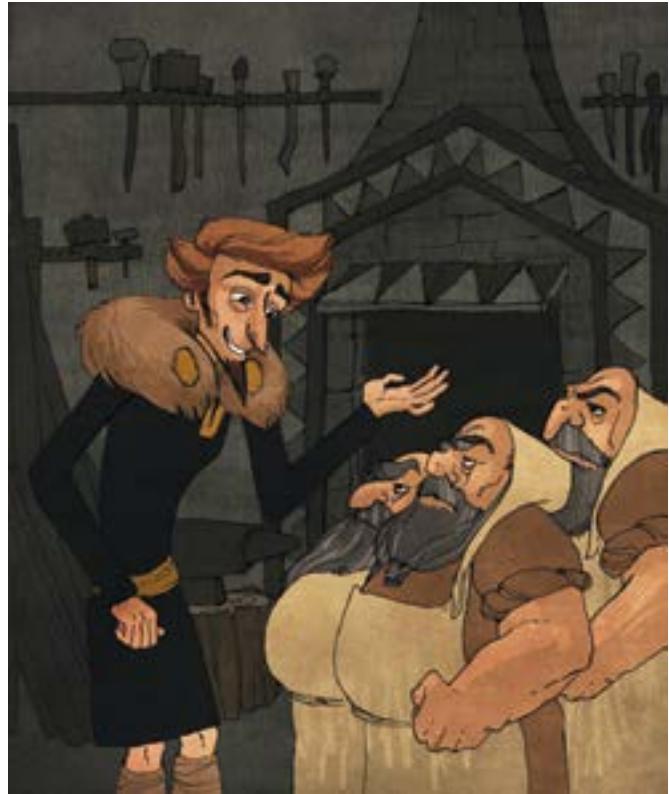
He left Asgard. He went down the Rainbow Bridge to Earth. Then, he went down below Earth to Nidavellir, the **realm** of the dwarves.

The dwarves were short **creatures** who lived deep underground. They were grouchy, **surly**, and unpleasant. However, they were master **craftsmen**. They could make just about anything.

Loki was a smooth talker. He knew how to **flatter** the dwarves. He went to their workshop and watched them work.

"What fine work you do!" Loki said. "Why, I've never seen better **craftsmen**! How do you do it?"

The dwarves smiled. (Who does not like to be praised?)



Loki **flattered** the dwarves.

### WHOLE GROUP READING: CHAPTER 2 (20 MIN.)

#### Pages 18–19

- Direct students' attention to the image on **page 19** and read the caption aloud as a class.
- Have students predict what Loki is doing in the workshop of the dwarves.

Loki went on with his **flattery**.

"You must be the best blacksmiths in the world," he said. "Your work is amazing, but there is only so much blacksmiths can do. I have a task that I fear is too hard even for you."

The dwarves stopped banging on their **anvils** and looked up.

"Too hard for us?" said one of them. "I think not! There is nothing that we cannot make!"

"Could you make golden hair as beautiful and fine as Sif's hair?"

"We can make it!" shouted the dwarves.

Make it they did. They grabbed a bar of gold and heated it in their **forge**. Then, they began banging away at it with their hammers. They stretched the bar into tubes. Then, they stretched the tubes into threads. They beat on the golden threads with tiny hammers until they were as fine as real hair.



*The dwarves beat on the golden threads with tiny hammers.*

## Pages 20–21

- Direct students' attention to the image and caption on **page 21**.
- Ask students to read **pages 18–23** to themselves to find out what the dwarves are making in their workshop.

The dwarves worked day and night for a week. When the hair was finished, it was a wonder to behold. It glittered and shone like gold, but it was soft to the touch, like real hair.

Loki had what he needed. He could have gone straight back to Asgard, but he was very clever. He knew he had angered Odin and Thor. He decided to trick the dwarves into making presents for them.

"This hair is amazing!" he said. "You are truly **masters** of your trade. But surely there are some things that even you cannot make."

"There is nothing we cannot make!" said the dwarves.

"Could you make a spear so fine it never misses its target?"

"We can make it!" shouted the sooty, squinty-eyed little men.



*"This hair is amazing! Could you make a spear that never misses its target?" asked Loki.*

## Pages 22–23

- When students have finished reading, ask what the dwarves are making. (The dwarves are making hair out of gold.) Loki asked the dwarves to make a spear so fine it never misses its target.
- Ask students to think about the dwarves' comment that there is nothing they cannot make.
- Direct students' attention to the image and caption on **page 23**.

Make it they did. A week later, the dwarves handed Loki a silver spear. Loki tested it and found that it never missed its target.

"Astonishing!" said Loki. "You are not tradesmen, really. You are artists! But surely there are some things that even the finest artist cannot create."

"There is nothing we cannot make!" said the dwarves.

"Could you make a boat that can sail in the air as well as on the sea—a boat that can be folded up and carried in a pocket?" Loki asked.

"We can make it!" cried the confident little blacksmiths.

Make it they did. A week later, Loki left Nidavellir with the golden hair, the silver spear, and the magical boat.



Loki was astonished by the silver spear that the dwarves made.

## Pages 24–25

- Ask students to read **pages 24–25** to themselves to find the answer to the question: "What other gift does Loki ask the dwarves to make?"
- When students have finished reading, restate the question and ask students to answer.
  - » Loki asks the dwarves to make a boat that could sail in the air and sea and be folded up and carried in a pocket.
- Direct students' attention to the image and caption on **page 25**.

Loki went up from the underground world of the dwarves. He passed Earth and made his way up the Rainbow Bridge. Heimdall, the **guardian**, saw him and let him pass.

Odin called a meeting of the gods.

Loki placed the golden hair on Sif's head. It was beautiful. Sif was delighted.

Next, Loki gave Odin the silver spear.

Odin was pleased with his present. He convinced himself that Loki was not so bad after all.

Next, Loki gave Thor the magical boat. Thor had never liked Loki. Many times he had longed to pound him to pieces. But even he had to admit that the magic boat was a splendid gift.

So Loki made peace with the gods and all was well in Asgard—at least for the moment.



*Sif, Odin, and Thor were all pleased with the gifts Loki gave them.*

## Pages 26–27

- Ask students to read **pages 26–27** to themselves to find out who Loki gave all of the gifts to.
  - » golden hair to Sif, the silver spear to Odin, the magical boat to Thor.
- Direct students' attention to the image and caption on **page 27**.

## Challenge

Ask students how the plot of today's story is similar to or different from the previous story.

ENGLISH  
LANGUAGE  
LEARNERS



Reading  
Reading Closely

### Beginning

Complete Activity Page 3.2 as a teacher-guided activity.

### Intermediate

Encourage students to return to the text to complete the activity page.

### Advanced/Advanced High

Provide assistance as needed.

**ELPS 1.E; ELPS 4.F;**  
**ELPS 4.J**

## Activity Page 3.2



## WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students' responses may be different.

| Chapter                | Characters    | Setting    | Plot                                                                                                                          |
|------------------------|---------------|------------|-------------------------------------------------------------------------------------------------------------------------------|
| "Loki and the Dwarves" | Loki, dwarves | Nidavellir | <i>Loki went to visit the dwarves to ask them to make golden hair for Sif. He also asked them to make a spear and a boat.</i> |

- Ask students if any of their favorite characters were part of today's story. If they were, encourage students to return to their prediction from Lesson 1 and add new information they learned from today's reading.
- Have students turn to Activity Page 3.2 and complete it with a partner.

**Lesson 3: “Loki and the Dwarves”**

# Take-Home Material

## “LOKI AND THE DWARVES”

- Have students take home Activity Page 3.7 to read to a family member.

## Activity Page 3.7



# “Stolen Thunder”

## PRIMARY FOCUS OF LESSON

### Language

Students will interpret the meaning of sentences that use the conjunction **because**. **TEKS 3.11.D.viii**

### Reading

Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.C**

## FORMATIVE ASSESSMENT

**Activity Page 4.1** **Mid-Year Assessment** **TEKS 3.11.D.i–ii, iv–v, x**

**Activity Page 4.3** **Conjunction: because** Answer comprehension questions using a conjunction. **TEKS 3.11.D.viii**

**Activity Page 4.2** **“Stolen Thunder”** Respond to questions about the text. **TEKS 3.6.G; TEKS 3.7.C**

**TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.D** Edit drafts using standard English conventions including (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

## LESSON AT A GLANCE

|                                                    | Grouping    | Time    | Materials                                                                                        |
|----------------------------------------------------|-------------|---------|--------------------------------------------------------------------------------------------------|
| <b>Mid-Year Assessment (30 min.)</b>               |             |         |                                                                                                  |
| Assessment                                         | Independent | 30 min. | <input type="checkbox"/> Activity Page 4.1                                                       |
| <b>Language (15 min.)</b>                          |             |         |                                                                                                  |
| Grammar: Conjunction because                       | Independent | 15 min. | <input type="checkbox"/> Activity Page 4.3                                                       |
| <b>Reading (30 min.)</b>                           |             |         |                                                                                                  |
| Introducing the Reading                            | Whole Group | 5 min.  | <input type="checkbox"/> Gods, Giants, and Dwarves<br><input type="checkbox"/> Activity Page 4.2 |
| Whole Group Reading: Chapter 3                     | Whole Group | 20 min. |                                                                                                  |
| Wrap-Up                                            | Whole Group | 5 min.  |                                                                                                  |
| <b>Take-Home Material</b>                          |             |         |                                                                                                  |
| Reading                                            |             |         | <input type="checkbox"/> Activity Pages 4.4, 4.5                                                 |
| Practice Conjunctions <i>and, but, and because</i> |             |         |                                                                                                  |

## ADVANCE PREPARATION

### Language

- Make sure the conjunctions poster is displayed.

#### Conjunctions

**Conjunctions** are words that connect other words or groups of words.

- The **conjunction and** connects words or groups of words. It means plus, along with, or also.
- The **conjunction but** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction because** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

### Universal Access

- You may wish to form a small group and provide students with extra assistance as they complete Activity Page 4.3.
- Students may choose to add illustrations to their predictions.

~~~~~ Start Lesson ~~~~~

Lesson 4: “Stolen Thunder”

Mid-Year Assessment



ASSESSMENT (30 MIN.)

TEKS 3.11.D.i–ii, iv–v, x

Activity Page 4.1



- Ask students to turn to Activity Page 4.1, which is the Mid-Year Morphology Assessment.
- Tell students that today they will take an assessment on all of the prefixes and suffixes that they have learned so far in Grade 3.
- Remind them that they should do their very best work and work quietly so that others may do their best as well.
- When students finish, they may work on additional activity pages provided (E.1–E.4).
- As other students work on the additional activity pages, continue to assess students one-on-one using the Word Reading in Isolation Assessment.

Note: Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

TEKS 3.11.D Edit drafts using standard English conventions including (i) complete simple and compound sentences with subject-verb agreement; (ii) past, present, and future verb tense; (iv) adjectives, including their comparative and superlative forms; (v) adverbs that convey time and adverbs that convey manner; (x) punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Lesson 4: “Stolen Thunder”

Language



Primary Focus: Students will interpret the meaning of sentences that use the conjunction *because*. **TEKS 3.11.D.viii**

GRAMMAR: CONJUNCTION BECAUSE (15 MIN.)

Conjunction: **because**

- Draw students' attention to the conjunctions poster you prepared for an earlier lesson.

Conjunctions

Conjunctions are words that connect other words or groups of words.

- The **conjunction and** connects words or groups of words. It means plus, along with, or also.
 - The **conjunction but** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
 - The **conjunction because** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Have students turn to Activity Page 4.3 and read the instructions with them. Students will read a short text and answer the comprehension questions that follow.
 - Have volunteers read the story aloud.
 - Guide students through the process of finding the answers by looking for the word *because* in text. Have students write the answers on the lines that follow each question.



ENGLISH
LANGUAGE
LEARNERS

Language
Connection Ideas

Beginning

Complete Activity Page 4.3 as a teacher-guided activity.

Intermediate

Allow students to complete the activity page with a partner.

Advanced/Advanced High

Provide assistance as needed.

ELPS 4.F; ELPS 5.F

Activity Page 4.3



Lesson 4: “Stolen Thunder”

Reading



Primary Focus: Students will answer questions, orally and in writing, about key ideas and details from a Norse myth. **TEKS 3.6.C; TEKS 3.6.G; TEKS 3.7.C**

TEKS 3.11.D.viii Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.6.G** Evaluate details read to determine key ideas; **TEKS 3.7.C** Use text evidence to support an appropriate response.

VOCABULARY FOR “STOLEN THUNDER”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

boomerang, a curved stick that is thrown and then returns to the person who threw it

journey, a trip

what a pity, that's too bad

mince words, to speak in an indirect and dishonest way

villainy, evil behavior

beast, scoundrel

wisdom, knowledge and good judgment gained over time

Vocabulary Chart for “Stolen Thunder” Read-Aloud

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|--|---------------------------------|----------------------------------|
| Vocabulary | boomerang
villainy
beast | journey
wisdom |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | what a pity
mince words | |

INTRODUCING THE READING (5 MIN.)

- Tell students that the title of today’s chapter (Chapter 3) is “Stolen Thunder.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Tell students that today’s story is about Thor.
- Ask students if anyone chose Thor as their favorite character. If yes, have students share why and what their predictions were about Thor’s actions.

Chapter 3 Stolen Thunder

Thor had a hammer that he carried with him everywhere. It was called Mjöllnir [MYOEL-neer].

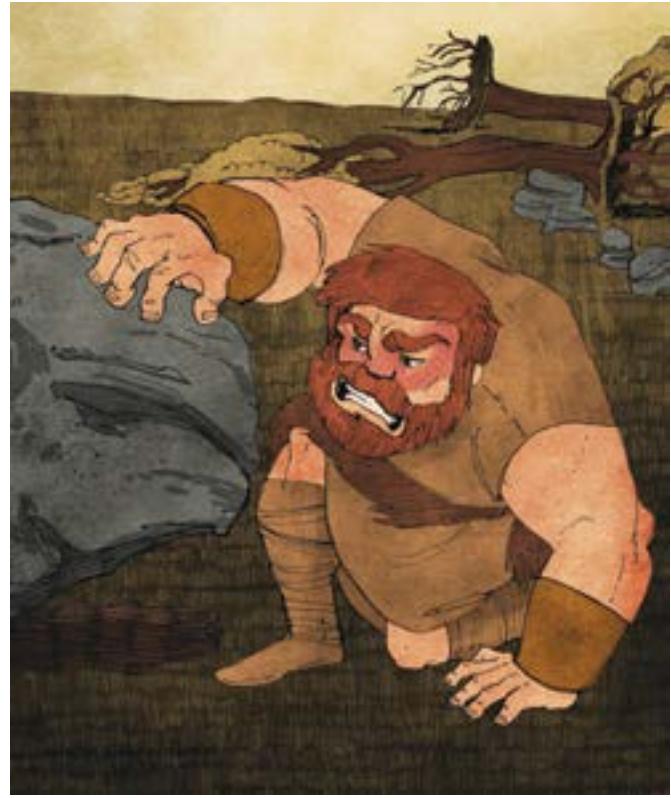


Mjöllnir was a magical weapon. It had been crafted by the dwarves in their underground workshop. When Thor threw the hammer, it would sail through the air and strike its target. There would be a flash of lightning and a boom of thunder. Then, the hammer would fly back to Thor's hand like a **boomerang**.

Thor loved his hammer. He never went anywhere without it. He even slept with it. The first thing he did when he got up in the morning was grab Mjöllnir.

But one morning, Thor woke up and found that Mjöllnir was gone. He looked everywhere but could not find it.

"Loki!" said Thor. "Loki has stolen my hammer!"



Thor looked everywhere for his hammer but could not find it.

WHOLE GROUP READING: CHAPTER 3 (20 MIN.)

Pages 28–29

- Ask students to read **pages 28–29** to themselves to find out what Thor discovered and who he blamed.
- When students have finished reading, restate the question and ask students to answer.
 - » Thor discovered that his hammer was missing, and he blamed Loki.
- Direct students' attention to the images and captions on **page 29**.

Thor found Loki. He took him by the throat and lifted him up so that his legs dangled in the air.

Loki could barely breathe.

"I... did... not... take... it," he stammered.

"Liar!" roared Thor.

Thor glared at Loki and waited for the truth to come out. However, Loki said nothing.

Thor waited a little longer. Still, Loki said nothing.

Thor was puzzled. He began to think maybe Loki was telling the truth this time. (Every so often, Loki did tell the truth.)

Thor set Loki down. He went to speak with Odin.

Odin sent his two ravens out. They flew around the world and came back with a report.



Thor glared at Loki and waited for the truth to come out.

Pages 30–31

- Ask students to read **pages 30–31** to themselves.
- Ask, "What did Thor think about Loki this time?"
 - He thought Loki might be telling the truth this time.
- Direct students' attention to the image and caption on **page 31**.

"It was Thrym, the giant," the ravens said. "He stole the hammer."

Thrym was a giant who was quite ugly but very rich.

Odin sent Loki to speak with Thrym.

Loki made the long **journey** to the world of the giants.

Thrym greeted him with a smile.

"Hello, Loki," he said. "How are the gods today?"

"They are not well," said Loki. "Someone has taken Thor's hammer."

"**What a pity!**" said Thrym, but he did not seem too upset.

Loki did not **mince words**. "Was it you?" he asked.

Loki expected Thrym to deny it, but that is not what happened.



Odin sent Loki to speak with the giant, Thrym.

- Ask students to read **pages 32–35** to themselves to find the answer to the question: "What did Loki find out from Thrym?"

"Yes!" said Thrym. "I stole the hammer! I have buried it six miles underground, where no one can ever find it!"

Thrym paused briefly to cackle and enjoy his own **villainy**. Then, he spoke again.

"Tell Thor he will never see his hammer again—unless..."

"Unless what?" Loki asked.

"Unless Freya will agree to marry me," said Thrym.

"Not likely," said Loki. "She's married already, you know."

"What do I care?" said Thrym.

"It will never happen," said Loki.

"Then, I will keep Thor's hammer," said Thrym. "No Freya, no hammer!"



Thrym said he would return Thor's hammer—but only if Freya would agree to marry him.

Pages 34–35

- When students have finished reading, restate the question and ask students to answer.
 - Loki found out that Thrym took Thor's hammer and admitted doing so. Thrym also said he wouldn't return the hammer unless Freya agreed to marry him.
- Direct students' attention to the images and captions on **pages 33** and **35**.

Loki went back and told the gods that Thrym had stolen the hammer.

"He says he will give it back, on one condition," Loki reported.

"What is that?" Odin asked.

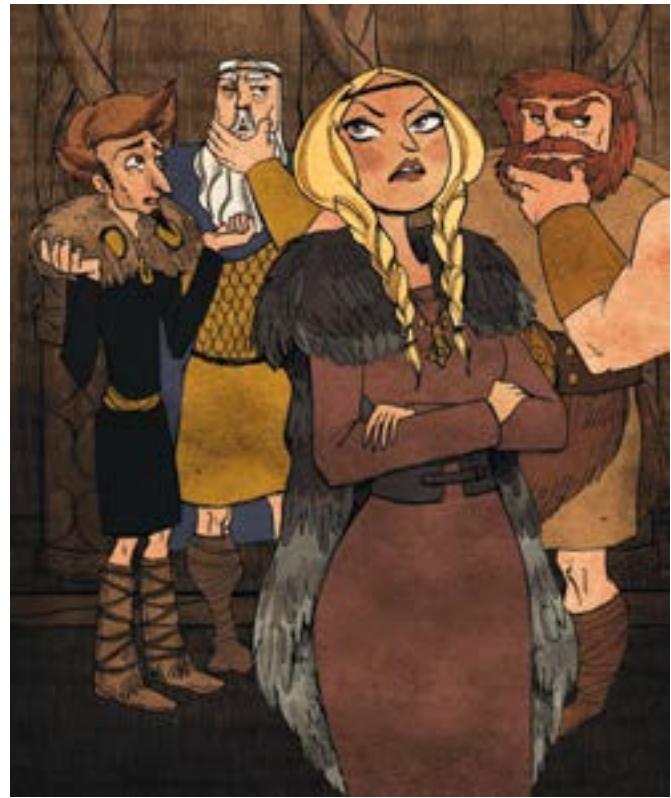
"If Freya will agree to marry him."

"What?" said Freya. "I will never marry that disgusting **beast!** Never!"

Odin was very wise. He had drunk from the famous Well of **Wisdom**. He had even traded one of his eyes in order to get more **wisdom**. But, even with all this **wisdom**, he was not sure how to get Thor's hammer back.

"What shall we do?" Odin asked the other gods.
"How shall we get Thor's hammer back?"

There was a long silence. None of the other gods seemed to know what to do either.



None of the gods seemed to know what to do.

Pages 36–37

- Ask students to read **pages 36–37** to themselves.
- Ask, "What was Freya's response when Loki told her what Thrym said?"
 - She said she would never marry that beast
- Ask students to predict what they think the gods will do to get Thor's hammer back.
- Direct students' attention to the image and caption on **page 37**.

Reading
Reading Closely**Beginning**

Have students illustrate the main events of the story.

Intermediate

Ask students to use the images to describe the main events of the story.

Advanced/Advanced High

Have students retell the main events of the story.

ELPS 4.G**Challenge**

Ask students to describe similarities in the plots of the stories they have read so far.

Activity Page 4.2**Support**

Students may complete Activity Page 4.2 with a partner.

**Activity Pages
4.4 and 4.5****WRAP-UP (5 MIN.)**

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What is the problem in this chapter? How do the characters deal with it?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

| Chapter | Characters | Setting | Plot |
|------------------|--|-------------------|--|
| "Stolen Thunder" | Thor, Loki, Odin, the gods, Thrym, Freya | Asgard, Jotunheim | Thor discovered that his hammer was missing. He suspected Loki took it, but it was Thrym who took it. Thrym told Loki he would give the hammer back if Freya married him. The gods didn't know how to get the hammer back. |

- Have students turn to Activity Page 4.2 and complete it independently.
- After students have completed Activity Page 4.2, ask them if any of their favorite characters were part of today's story. If they were, encourage students to return to their prediction from Lesson 1 and add new information they learned from today's reading. **TEKS 3.6.C**

~~~~~ End Lesson ~~~~

**Lesson 4: "Stolen Thunder"****Take-Home Material**

- Have students take home Activity Page 4.4 to read to a family member and Activity Page 4.5 to complete.

**TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

| Benchmarks (number correct out of number given) | Student Name | Question Number | Skill                               |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|-------------------------------------------------|--------------|-----------------|-------------------------------------|---|---|---|----|----|----|---|---|---|---|---|---|----|----|
|                                                 |              |                 |                                     | 1 | 3 | 8 | 10 | 12 | 14 | 2 | 4 | 5 | 6 | 7 | 9 | 11 | 13 |
| 5 of 6                                          |              |                 | Prefix <i>pre-</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
| 7 of 8                                          |              |                 | Prefix <i>mis-</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Prefix <i>un-</i>                   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Prefix <i>non-</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Prefix <i>re-</i>                   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Prefix <i>dis-</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffixes <i>-ous</i> and <i>-ly</i> |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-ist</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-y</i>                    |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-ous</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-al</i>                   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-or</i>                   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-ian</i>                  |   |   |   |    |    |    |   |   |   |   |   |   |    |    |
|                                                 |              |                 | Suffix <i>-er</i>                   |   |   |   |    |    |    |   |   |   |   |   |   |    |    |

## MORPHOLOGY ASSESSMENT ANALYSIS

After scoring the assessment, you might find it helpful to determine what items students missed that caused them to score below the benchmark for morphology.

| Category of Questions | Score Required to Meet Benchmark of 80% | Remediation Pausing Point Pages |
|-----------------------|-----------------------------------------|---------------------------------|
| Prefixes              | 5/6                                     | PP26–PP34                       |
| Suffixes              | 7/8                                     | PP35–PP45                       |

## MORPHOLOGY REMEDIATION GUIDE

After you have entered all student scores into the Morphology Assessment Scoring Sheet, use the following chart to assist you in determining students who need additional instruction.

Write the names of students who did not meet the benchmark for each sub-assessment on the lines.

Refer to the activity pages in the Pausing Point for remediation in the following areas:

| Prefixes | Suffixes |
|----------|----------|
| 1.       | 1.       |
| 2.       | 2.       |
| 3.       | 3.       |
| 4.       | 4.       |
| 5.       | 5.       |
| 6.       | 6.       |



# “A Plan Is Made”

## PRIMARY FOCUS OF LESSON

### Language

Students will write words using spelling patterns and rules for the sound /k/.



**TEKS 3.2.B.iv**

### Reading

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

Students will write a description of a character from a Norse myth.



**TEKS 3.9.A**

## FORMATIVE ASSESSMENT

Activity Page 4.1 Mid-Year Assessment **TEKS 3.3.B; TEKS 3.3.C**

Activity Page 5.1 Spelling Assessment **TEKS 3.2.B.iv**

Activity Page 5.2 “A Plan Is Made” Answer questions and cite evidence in text. **TEKS 3.7.C**

Journal Entry Character Description **TEKS 3.9.A**



**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.3.B** Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

## LESSON AT A GLANCE

|                                      | Grouping    | Time    | Materials                                                                                               |
|--------------------------------------|-------------|---------|---------------------------------------------------------------------------------------------------------|
| <b>Mid-Year Assessment (20 min.)</b> |             |         |                                                                                                         |
| Assessment                           | Independent | 20 min. | <input type="checkbox"/> Activity Pages 4.1, E.1–E.4                                                    |
| <b>Language (15 min.)</b>            |             |         |                                                                                                         |
| Spelling Assessment                  | Independent | 15 min. | <input type="checkbox"/> Activity Page 5.1                                                              |
| <b>Reading (40 min.)</b>             |             |         |                                                                                                         |
| Introduction                         | Whole Group | 5 min.  | <input type="checkbox"/> <i>Gods, Giants, and Dwarves</i><br><input type="checkbox"/> Activity Page 5.2 |
| Partner Reading: Chapter 4           | Partner     | 20 min. | <input type="checkbox"/> Activity Page 2.1<br><input type="checkbox"/> journal                          |
| Character Description                | Independent | 10 min. |                                                                                                         |
| Wrap-Up                              | Whole Group | 5 min.  |                                                                                                         |

## ADVANCE PREPARATION

### Language

- Make sure to erase the spelling table from the board and/or turn the table over so students cannot refer to it during the assessment.

### Reading

- Students will be reading with a partner. You may wish to arrange partners in advance.

### Universal Access

- Students will be writing a descriptive paragraph about a character. For students who need assistance, provide it in a small group with supplemental aids, perhaps similar to “Word Sorts” or activities that give them access and understanding.

~~~~~ Start Lesson ~~~~~

Lesson 5: “A Plan Is Made”

Mid-Year Assessment



ASSESSMENT (20 MIN.)

TEKS 3.3.B; TEKS 3.3.C

- If there are students who have still not finished the written assessment, ask them to finish it.
- Students may still be working on the additional Activity Pages (Activity Pages E.1–E.4). As they do so, continue to assess students one-on-one using the Word Reading in Isolation Assessment.

Note: Administer the Word Reading in Isolation Assessment to every student to determine any phoneme deficiencies or syllabication difficulties.

Activity Pages E.1–E.4



TEKS 3.3.B Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

Lesson 5: “A Plan Is Made”

Language



Primary Focus: Students will write words using spelling patterns and rules for the

 sound /k/. **TEKS 3.2.B.iv**

SPELLING ASSESSMENT (15 MIN.)

- Have students turn to Activity Page 5.1 for the spelling assessment.
- If you would like for students to have pens, pass them out.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word *hook*, they would write that word under the header “‘k’ > /k/.”
- Tell students that, should a spelling word fit under more than one header, they should write the word under only one.
- Tell students that they may not have to use all the lines under each header.
- Using the following chart, call out the word using the following format: say the word, use it in a sentence, and say the word once more.

Activity Page 5.1



| | |
|---------------|--|
| 1. quickly | 12. attack |
| 2. coarse | 13. thickness |
| 3. occur | 14. character |
| 4. soccer | 15. kangaroo |
| 5. calendar | 16. anchor |
| 6. accomplish | 17. occupy |
| 7. stomach | 18. course |
| 8. kindness | Challenge Word: <i>example</i> |
| 9. snowflake | Challenge Word: <i>mountain</i> |
| 10. lookout | Content Word: <i>Loki</i> |
| 11. candle | |

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.

 **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

- Ask students to write the following sentences as you dictate them:

1. The candle flickered and went out.

2. Loki caused a lot of trouble.

- After students have finished, collect pens, if used.

- Follow your established procedures to correct the spelling words.

Note: At a later time, you may find it helpful to use the template provided at the end of this lesson to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 5: “A Plan Is Made”

Reading



Primary Focus: Students will answer questions about a text and explicitly cite the

text as the basis for their answers. **TEKS 3.7.C**

Students will write a description of a character from a Norse myth. **TEKS 3.9.A**

VOCABULARY FOR “A PLAN IS MADE”

- The following are vocabulary words used in this lesson. Preview the words with students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

rogue, a person who causes trouble

maid of honor, an unmarried female attendant of a bride

massive, huge

barrel-chested, having a large, round chest

corset, a tight, stiff undergarment worn to make a woman's waist appear smaller

dainty, small and pretty, delicate

conceal, to hide (**concealed**)

adventure, an exciting or dangerous experience



TEKS 3.7.C Use text evidence to support an appropriate response; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

| Vocabulary Chart for “A Plan Is Made” | | |
|--|---|--|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | maid of honor
barrel-chested
corset | rogue
massive
dainty
conceal
adventure |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

INTRODUCTION (5 MIN.)

- Ask students to retell what happened in the chapter “Stolen Thunder” using the fiction chart. Remind students that they filled in a fiction chart earlier, in Lesson 4, called “A Plan is Made.”
- Tell students that the title of Chapter 4 is “A Plan Is Made.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.

4 A Plan Is Made

The gods sat puzzled. None of them had any idea how to get Thor's hammer back from Thrym.

At last, Loki spoke.

"Perhaps we could trick Thrym," he said.

"Go on," said Odin.

"We can't send the real Freya," Loki said. "That's clear. But maybe we could send a fake Freya."

"A fake Freya?" said Odin. "What do you mean?"

"I mean one of us could dress up as Freya."

"I see," said Odin. "Who did you have in mind?"

"Well," said Loki, with a grin, "it's Thor's hammer. Maybe he should go get it himself."



"Well," said Loki, with a grin, "it's Thor's hammer. Maybe he should go get it himself."

PARTNER READING: CHAPTER 4 (20 MIN.)

Pages 38–46

- Tell students that they will read the story with a partner.
- As they are reading with their partners, students should refer to their character predictions from Lesson 1 and add any additional notes from the current reading.
- When students have completed the reading, they should complete Activity Page 5.2 with their partners.

Activity Page 5.2



Support

This is a good opportunity to work with a small group of students.

"What?" said Thor. "You want me—the great and mighty Thor—to dress up as a girl? Why, you **rogue!**"

Thor reached out for Loki. He was eager to grab him. Tyr, the god of war, had to hold him back.

"Relax," said Loki. "It will just be for a few hours, until we get your hammer back. I will go with you myself. I will dress up and pretend to be your **maid of honor.**"

But Thor was having none of it.

"Never!" he roared. "I will not do it!"

"Well," Loki said, "has anyone else got a better plan?"

Silence.



"You want me—the great and mighty Thor—to dress up as a girl? Never!" roared Thor.

At last, Odin's wife, Frigga, spoke.

"Loki's plan just might work," she said. "It's our best chance."

Frigga placed a lovely, white hand on Thor's **massive** shoulder.

"Thor," she said. "I know you don't like the plan, but would you do it for me—and for Freya?"

Thor grumbled and groaned, but in the end he agreed.

"It's just for a few hours," Odin said, patting Thor on the back. "A man can stand anything for a few hours."

The gods sent a message to Thrym. Thrym wrote back. He announced that the wedding would take place in eight days.

Eight days later, the gods were hard at work getting Thor ready.



"Loki's plan just might work," said Frigga.

"Pull!" shouted Frigga.

"I'm pulling as hard as I can!" replied Tyr.

Thor was **barrel-chested** and muscular. It was not easy fitting him into Freya's clothing. Tyr and Loki had already spent ten minutes trying to tighten the waist-strings on Freya's **corset**.

"Why did I let you fools talk me into this?" said Thor.

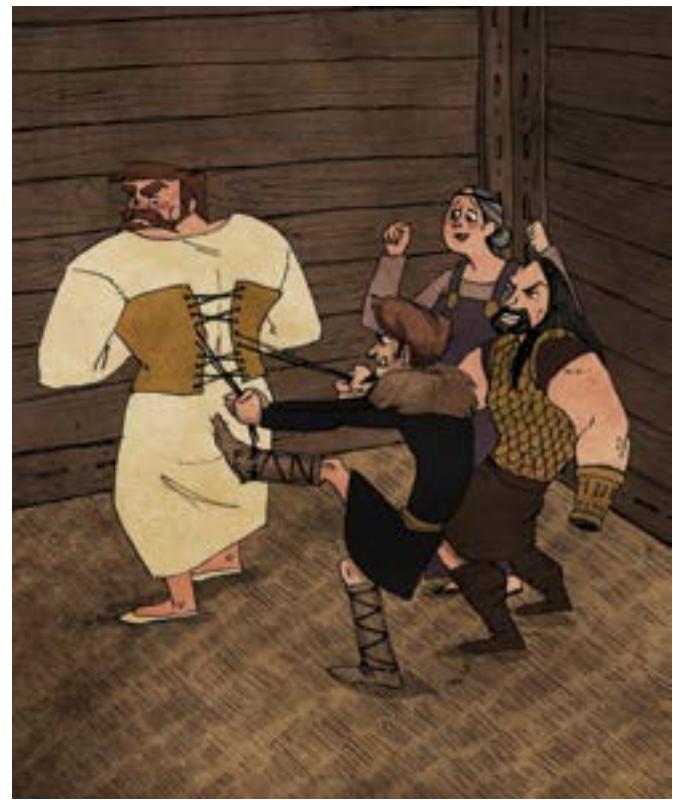
"Take a deep breath," said Loki.

Thor took a breath. Then, Loki and Tyr began yanking on the **corset** strings.

"It's no use," said Tyr. "We'll never make him look thin and **dainty**."

"You're right," said Loki. "Let's hope he's not too large to fit into Freya's dress!"

Eventually the gods got Thor into his **corset**. They brought him a fancy white dress and **dainty** white shoes.



"It's no use," said Tyr. "We'll never make him look thin and dainty."

They fitted him with veils that covered his face and **concealed** his thick, red beard.

Loki got dressed as well.

Freya came to put on the finishing touch. She took off the famous golden necklace she always wore and placed it around Thor's neck.

At last Thor and Loki were ready. Freya called for her chariot, which was pulled by two cats. Thor and Loki stepped in. The cats mewed and the chariot lurched forward. Thor and Loki were off on their excellent **adventure**.



*The cats mewed and the chariot lurched forward. Thor and Loki were off on their excellent **adventure**.*

CHARACTER DESCRIPTION (10 MIN.)

- Have students share new information they have learned about their favorite character.
 - Ask students if any of their predictions about the actions of their chosen characters were correct.
 - Tell students that they will use the information they have added to their predictions to write a short description of their chosen character.
- Note:** If students would prefer to write a description of another character, allow them that option.
- Students should write their description in the journal or notebook for this unit.

WRAP-UP (5 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What is the problem in this chapter? How do the characters deal with it?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

Journal Entry



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading Closely

Beginning

Provide students with short prompts and allow them to use illustrations to describe the character.

Intermediate

Allow students to work with a partner to write a collaborative paragraph.

Advanced/Advanced High

Encourage students to return to the text for specific examples to include in their description.

ELPS 4.G; ELPS 4.I

| Chapter | Characters | Setting | Plot |
|------------------|--|---------|---|
| "A Plan Is Made" | the gods, Odin, Loki, Thor, Frigga, Freya, Tyr | Asgard | Loki suggested Thor dress up as Freya and pretend to marry Thrym to get the hammer back. Finally, Thor agreed, and the gods dressed him as Freya. Loki and Thor set off for the land of the giants. |

Note: The information below directs students in how to complete the chart on Activity Page 2.1. This information is not in the Reader.

- Tell students that they will add two characters to Activity Page 2.1 whose names relate to names for days of the week.
 - For Friday, have students write Freya and Norse in the appropriate columns.

Challenge

Have students write a short paragraph to compare two characters.

- For Tuesday, have students write *Tyr* and *Norse* in the appropriate columns.
- To complete Activity Page 2.1, guide students in adding the following information:

| Day of the Week | Named for | Origin |
|-----------------|-----------|--------|
| Sunday | Sun | Roman |
| Monday | Moon | Roman |
| Saturday | Saturn | Roman |

Activity Page 2.1



- Have students complete Activity Page 2.1 with a partner.

Spelling Analysis Chart

Student Name

1. quickly
 2. coarse
 3. occur
 4. soccer
 5. calendar
 6. accomplish
 7. stomach
 8. kindness
 9. snowflake
 10. lookout
 11. candle
 12. attack
 13. thickness
 14. character
 15. kangaroo
 16. anchor
 17. occupy
 18. course
- Challenge Word:** *example*
- Challenge Word:** *mountain*
- Content Word:** *Loki*

SPELLING ANALYSIS DIRECTIONS

Unit 6, Lesson 5

- Students are likely to make the following errors:
 - For ‘c’, students may write ‘k’, ‘ck’, ‘ch’, or ‘cc’.
 - For ‘k’, students may write ‘c’, ‘ck’, ‘ch’, or ‘cc’.
 - For ‘ck’, students may write ‘c’, ‘k’, ‘ch’, or ‘cc’.
 - For ‘ch’, students may write ‘c’, ‘k’, ‘ck’, or ‘cc’.
 - For ‘cc’, students may write ‘c’, ‘k’, ‘ck’, or ‘ch’.
- While any of the above student-error scenarios may occur, you should be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

“The Wedding Feast”

PRIMARY FOCUS OF LESSON

Reading

Students will make and confirm predictions about the concluding events of a story. **TEKS 3.6.C**

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

Writing

Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character.

TEKS 3.8.B; TEKS 3.9.A; TEKS 3.11.A; TEKS 3.12.A

Language

Students will categorize words using different spelling patterns for /s/.

TEKS 3.2.B.iv

FORMATIVE ASSESSMENT

Activity Page 6.1 “**The Wedding Feast**” Answer questions and cite

evidence from the text. **TEKS 3.7.C**

Journal Entry

Character Comparison Complete a Venn diagram comparing and contrasting characters.

TEKS 3.8.B; TEKS 3.11.A; TEKS 3.12.A

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft; **TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|--------------------------------|-----------------|-------------|---|
| Reading (60 min.) | | | |
| Introducing the Chapter | Partner | 15 min. | <input type="checkbox"/> <i>Gods, Giants, and Dwarves</i>
<input type="checkbox"/> journal |
| Whole Group Reading: Chapter 5 | Whole Group | 35 min. | <input type="checkbox"/> sticky notes
<input type="checkbox"/> Activity Page 6.1 |
| Wrap-Up | Independent | 10 min. | |
| Writing (40 min.) | | | |
| Character Comparison | Partner | 20 min. | <input type="checkbox"/> <i>Gods, Giants, and Dwarves</i>
<input type="checkbox"/> journal |
| Planning | Independent | 20 min. | |
| Language (20 min.) | | | |
| Introducing Spelling Words | Whole Group | 20 min. | <input type="checkbox"/> Spelling Chart
(Digital Projections) |
| Take-Home Material | | | |
| Spelling | | | <input type="checkbox"/> Activity Pages 6.2, 6.3, 6.4 |
| "A Plan Is Made" | | | |
| "The Wedding Feast" | | | |

ADVANCE PREPARATION

Reading

- In this lesson students will be working with a partner. You may want to arrange partners in advance.
- Create a T-chart on the board or chart paper. Label the left column “Predict” and the right column “Confirm.”
- Have two sticky notes available for each student.
- The story’s ending scene includes violence and death. You may wish to consider preparing students in advance as well as discuss with students the different ways to manage feelings of anger, such as communicating, writing, and drawing.

Writing

- Over the course of the next four lessons, students will be analyzing one character from the Norse myths they have been reading. During Lesson 10, students will deliver a short presentation describing the character and explaining their role in Norse mythology.
- Students will work with a partner to compare and contrast two different characters. You may choose to arrange partners in advance.

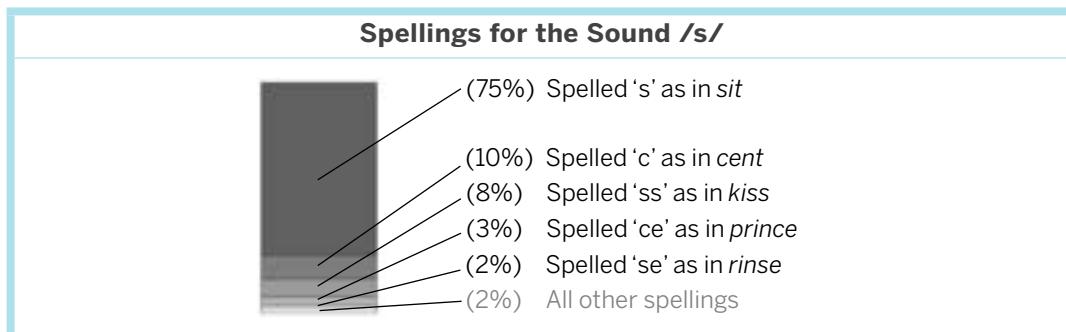
Language

- Create the following chart or prepare Digital Projection DP.U6.L6.1.

| 's' > /s/ | 'c' > /s/ | 'ss' > /s/ | 'ce' > /s/ | 'se' > /s/ | 'st' > /s/ | 'sc' > /s/ |
|-----------|-----------|------------|------------|------------|------------|------------|
| | | | | | | |
| | | | | | | |

Note: For Lessons 6–10, you will review the sound /s/ spelled ‘s’, ‘c’, ‘ss’, ‘ce’, ‘se’, ‘st’, and ‘sc’. Students should be familiar with these spelling alternatives, as they were taught in Grade 2.

- The following chart is provided for your review:



- Here are some patterns for you to be aware of:
 - ‘s’ is used to spell /s/ in initial consonant clusters ‘sk–’, ‘sl–’, ‘sm–’, ‘sp–’, ‘spl–’, ‘st–’, ‘str–’, ‘sw–’, or ‘sq–’ (*skip, slip, smile, spill, splat, stay, straw, sweet, squint*) and final clusters ‘–sk’, ‘–sp’, or ‘–st’ (*desk, wasp, best*).
 - ‘c’ is used at the beginning of words that start with ‘ce–’, ‘ci–’, or ‘cy–’ (*cent, cinnamon, Cyprus*), but ‘s’ can be used before those letters as well.
 - ‘ss’, ‘ce’, and ‘se’ are used to spell a final /s/ that is not a plural marker or a verb form (*dress, prince, house*); these spellings are not commonly used at the beginning of a word.
 - ‘ss’ is typically used after /a/, /e/, /i/, /o/, or /u/ (*mass, mess, miss, moss, muss*).
 - ‘ce’ and ‘se’ are typically used after other vowel sounds (*force, choice, horse*) and in consonant clusters (*prince, rinse*).

Lesson 6: “The Wedding Feast”

Reading



Primary Focus: Students will make and confirm predictions about the concluding

events of a story. **TEKS 3.6.C**

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

VOCABULARY FOR “THE WEDDING FEAST”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

belch, to burp

fast, does not eat for a period of time (**fasted**)

Vocabulary Chart for “The Wedding Feast”

| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
|--|---------------------------------|----------------------------------|
| Vocabulary | | belch |
| Multiple-Meaning Core Vocabulary Words | | fast |
| Sayings and Phrases | | |

TEKS 3.6.C Make and correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 3.7.C** Use text evidence to support an appropriate response.

INTRODUCING THE CHAPTER (15 MIN.)

- Review the plot of “A Plan Is Made” with students before reading this chapter. Refer to the fiction chart as needed.
- Tell students the last sentence of “A Plan is Made” reads, “Thor and Loki were off on their excellent adventure.”
- Tell students that with a partner, they will make predictions about what this “excellent adventure” might entail.
- Pair up students. Students will need their journal or portfolio from this unit, along with several sticky notes.
- With their partner, have students discuss what they predict will happen in “The Wedding Feast.” Have students create a list to record in their journal.

Challenge

Encourage students to think about the events of “A Plan is Made” to help them form their predictions.

Support

Students may choose to draw an event for their prediction.



Check for Understanding

After students have created a list of events, they should choose two events or ideas to record on individual sticky notes (one idea per sticky note).

- Direct students to place their sticky notes on the Predict section of the T-chart you have created on the board or chart paper.
- As a whole group, review all the predictions.

Chapter
5 **The Wedding Feast**

When his wedding arrived, Thrym was as happy as a giant could be.

When he saw Freya's chariot approaching, he felt his heart racing. He had been madly in love with Freya for years. He did not think he would ever get her to marry him. But now it seemed that his dreams were coming true.

"Welcome, fair bride!" he called out.

Thor and Loki stepped out of the chariot.

Thrym came forward. He tried to welcome his bride with a kiss, but Loki pushed him away.

"Not yet!" Loki said, in his most girlish voice.
"Not until you are married!"



"Not yet," said Loki in his most girlish voice. "Not until you are married."

WHOLE GROUP READING: CHAPTER 5 (35 MIN.)

Pages 48–49

- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Ask students to think about the chapter title and what food people serve during present-day wedding celebrations.
- Tell students to read closely to discover what actually happens in this adventure.

Check for Understanding



Ask students to recall the last event from "A Plan is Made." Ask students to describe why a plan needed to be made.

Thrym led his guests to a table. They sat down to enjoy the wedding feast.

Thor was hungry. He ate a whole tray of snacks. He ate eight big salmon. He gobbled down half the ox Thrym's servants had roasted. He washed it all down with three barrels of mead. When he was done, he **belched** loudly.

"Urrrrrp!"

Thrym was taken aback.

"Goodness!" he said. "I have never seen a woman eat so much or **belch** so loudly."

Loki saw the danger.

"Well, you see," Loki explained, "ever since Freya heard she was to marry you, she has been so excited that she has not had a bite to eat—or a drop to drink. For eight days she has **fasted** and thought only of you!"

"Ah," said Thrym. "Well, then it's no surprise she's hungry. Let her eat as much as she wants, the sweet darling! Tell her that her suffering is almost over: she will not have to wait for me much longer!"



"I have never seen a woman eat so much or **belch** so loudly!" Thrym exclaimed.

Pages 50–51

- Ask students to read **pages 50–51** to themselves to find the answer to the question, "What did Thor, dressed as Freya, do as soon as everyone sat down for the wedding feast?"
 - He ate a lot of food and belched loudly.
- When students have finished reading, restate the question and ask students to answer.
 - » She had fasted for eight days, thinking only of marrying Thrym, so she was very hungry.
- Direct students' attention to the images and captions on **pages 49** and **51**.

Thrym sat next to his bride. He tried once more to steal a kiss. He started to lift up her top veil, but quickly dropped it.

"Why do her eyes burn like raging fires?" he asked.

"Oh," said quick-thinking Loki, "that is because she has not slept these past eight nights. She sat up the whole time, thinking of you!"

"Ah," said Thrym. "She is indeed a thoughtful one! I am sorry to have kept you waiting so long, fair one!"

Loki changed the subject.

"Is the wedding present ready?" he asked.

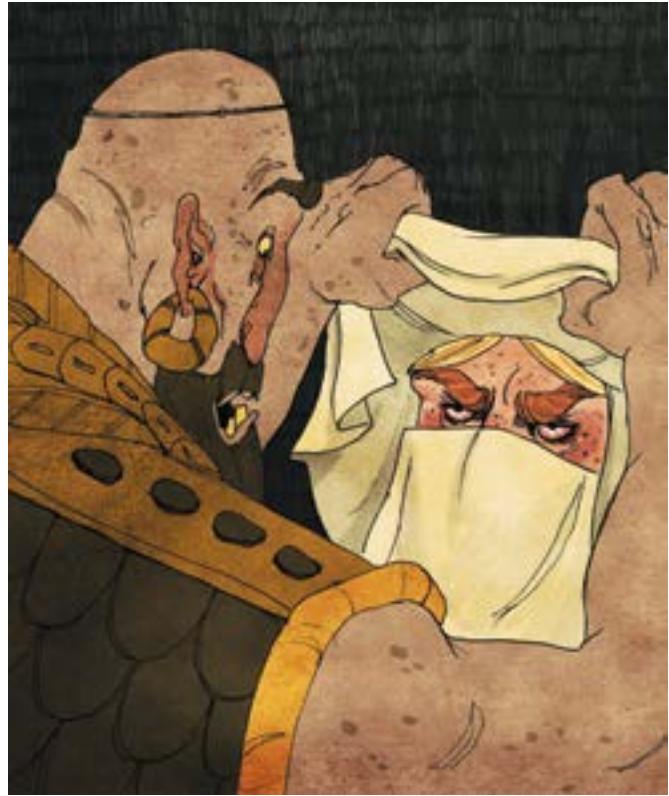
"Yes," said Thrym.

"Perhaps you will go and get it," squeaked Loki.

"I will, indeed," said Thrym.

When Thrym wandered off, Thor growled beneath his veil, "Grrrrr! I will kill the villain!"

"Hush!" said Loki. "Not until we have the hammer."



"Why do her eyes burn like raging fires?" asked Thrym.

- Ask students to read **pages 52–55** to themselves to find out what happened when Thrym brought the hammer to "Freya" at Loki's request.

Thrym returned with Thor's hammer. He set it down next to Thor.

"Ooo!" said Thor, in his best girlish voice. "It's so big! May I touch it?"

"If it pleases you, fair one," said Thrym.

"It pleases me," said Thor, still using his girlish voice. Then, lifting the hammer above his head and bursting out of his wedding dress, he called out in a voice like thunder, "IT PLEASES ME GREATLY!"

Boom! Smash! Crash! Thor threw his hammer every which way. Five minutes later, Thrym and all of his servants lay dead on the ground.

Loki and Thor went back to Asgard. There they told their story to the gods. For three days and three nights, the gods ate and drank to celebrate the return of Thor and his hammer.



Thor called out in a voice like thunder, "IT PLEASES ME GREATLY!"

Pages 54–55

- When students have finished reading, restate the question and ask students to answer.
 - » Thor burst out of his disguise, shouting. He threw his hammer all over the place, killing Thrym and the servants.
- Direct students' attention to the images and captions on **pages 53 and 55**.

Confirming Predictions **TEKS 3.6.C**

- Return to the predictions that are recorded on the T-chart. Ask students if any of their predictions were correct.
- Ask students to take another sticky note and record something that happened in this chapter that surprised them.
- For those predictions that were confirmed, have students move the sticky notes of confirmed predictions from the Prediction column to the Confirm column.
- Review each idea with the whole class.

WRAP-UP (10 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

| Chapter | Characters | Setting | Plot |
|---------------------|-------------------|-----------|--|
| "The Wedding Feast" | Loki, Thor, Thrym | Jotunheim | <i>Everyone sat down for the wedding feast. "Freya's" behavior was odd and Thrym asked questions, which Loki answered. When Thrym brought the hammer out, Thor burst out of his disguise and used his hammer to kill Thrym and the servants.</i> |

- Have students turn to Activity Page 6.1 and complete it independently.



ENGLISH
LANGUAGE
LEARNERS

Reading

Reading Closely

Beginning

Complete Activity Page 6.1 as a teacher-directed activity.

Intermediate

Have students work with a partner to complete activity page.

Advanced/Advanced High

Provide assistance as needed.

**ELPS 1.H; ELPS 4.F;
ELPS 4.J**



Activity Page 6.1

 **TEKS 3.6.C** Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Support

Remind students that to *compare* means to show how things are similar and to *contrast* means to show how things are different.

Lesson 6: “The Wedding Feast”

Writing



Primary Focus: Students will compare and contrast two characters from Norse mythology and plan a short narrative about one character.

TEKS 3.8.B; TEKS 3.9.A; TEKS 3.11.A; TEKS 3.12.A



CHARACTER COMPARISON (20 MIN.)

TEKS 3.12.A

- Have students find a blank page in their journal or provide them with a blank piece of paper.
- Direct students to draw a Venn diagram on their paper and label one side of the diagram with the name of the favorite character they chose in Lesson 1.
- Ask students what a Venn diagram is used for. Remind them that a Venn diagram is used to compare and contrast.
- Tell students that they will be working with a partner to compare and contrast two different characters from the Norse myths they have been reading.
- Explain to students that with their partner they should:
 - Have one partner describe their character and record on the Venn diagram.
 - Have the other partner describe their character and record on the Venn diagram.
 - Discuss the characters’ similarities and record in overlapping section of Venn diagram.
- Remind students they can refer to the Reader or to the fiction chart for this unit.
- Have students begin working with their partners.



Check for Understanding

Circulate and provide assistance as needed.

TEKS 3.8.B Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.11.A** Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping; **TEKS 3.12.A** Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

PLANNING (20 MIN.)

- As a whole group, ask students if they discovered anything new about the character that they chose. Remind them that when we compare and contrast information we often uncover new ideas that we had not previously considered.
- Tell students that they will begin to plan a short description of the character they have chosen and they will be writing that paragraph in the next few lessons.
- Also, tell students that they will be presenting their paragraph to the class during Lesson 10.
- Tell students the main goal of the paragraph will be to describe a character and explain the character's role in the myths they have been reading.
- Have students open to a new page in their journal or use a blank piece of paper.
- Instruct students to draw a line down the center of the paper to create two columns. They should label the left column "What he/she is like" and the right column "What he/she did." Then ask students: How is he/she like a god? How is he/she like a human?
- Tell students that they should use all the notes they have taken so far, along with their Reader, to complete both columns. Explain that they will use this information tomorrow as they start to write their character description.



ENGLISH
LANGUAGE
LEARNERS

Writing Writing Narrative Texts

Beginning

Have students dictate a list of ideas to describe their character.

Intermediate

Have students work with a partner to create a bulleted list to describe one character.

Advanced/Advanced High

Have students work with a partner to create two bulleted lists to describe two characters.

ELPS 5.G

Support

This is a good opportunity to work with a small group of students.



Lesson 6: "The Wedding Feast"

Language

 **Primary Focus:** Students will categorize words using different spelling patterns for /s/. **TEKS 3.2.B.iv**

INTRODUCING SPELLING WORDS (20 MIN.)

- Tell students that they will review all the spellings of /s/.
- As you introduce each of the spelling words, write it on the board, pronouncing each word as you write it.

Challenge

Encourage students to record information as complete sentences. In addition, tell students that writing a personal narrative can include writing narrative poetry.



TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns.

| | |
|--------------|---------------------------------------|
| 1. assembly | 12. whistle |
| 2. sunshine | 13. subtle |
| 3. princess | 14. civil |
| 4. universe | 15. promise |
| 5. advice | 16. glance |
| 6. listen | 17. address |
| 7. scent | 18. fascinate |
| 8. kindness | Challenge Word: <i>during</i> |
| 9. mince | Challenge Word: <i>want</i> |
| 10. central | Content Word: <i>scoundrel</i> |
| 11. response | |

- Go back through the list of words, having students read the words and tell you what letters to circle for /s/.

| | |
|----------------------|---------------------------------------|
| 1. as sembly | 12. wh ist le |
| 2. sun shine | 13. sub tle |
| 3. prin cess | 14. civ il |
| 4. univer se | 15. prom ise |
| 5. adv ice | 16. glan ce |
| 6. lis ten | 17. add res s |
| 7. scen t | 18. fasci nate |
| 8. kind ness | Challenge Word: <i>during</i> |
| 9. min ce | Challenge Word: <i>want</i> |
| 10. cen tral | Content Word: <i>scoundrel</i> |
| 11. respons e | |

- Point to the Challenge Words on the board. Explain to students that the Challenge Words, *during* and *want*, are also part of their spelling list and are words used very often. Neither Challenge Word follows the spelling patterns. Use the Challenge Words in sentences as examples for students: “We will play baseball *during* recess today.” “We *want* to go outside to play.”
- Remind students that once again they have a Content Word. Review with them that the Content Word is a little harder than the other words. If students try to spell the Content Word on the assessment and don’t get it right, they will not be penalized. Simply correct it as you do the other words and applaud their

effort. There should not be a penalty for not trying or misspelling the Content Word. The important thing is that they tried something that was a stretch for them academically.

- Tell students that the Content Word, *scoundrel*, follows the spelling patterns as the 's' is pronounced /s/. Note for students that *scoundrel* does not follow the 'sc' spelling of the sound /s/ because the 'c' is a spelling for the sound /k/. *Scoundrel* is a content-related word that describes Loki as a cruel, dishonest person and the trickster in *Gods, Giants, and Dwarves*.
- Draw the following table on the board or display Digital Projection DP.U6.L6.1:

| 's' > /s/ | 'c' > /s/ | 'ss' > /s/ | 'ce' > /s/ | 'se' > /s/ | 'st' > /s/ | 'sc' > /s/ |
|-----------|-----------|------------|------------|------------|------------|------------|
| | | | | | | |
| | | | | | | |

- Ask students to refer to the /s/ spellings on the Individual Code Chart. Ask students to tell you which words to list under each of the headers. Briefly explain the meaning of each word

| 's' > /s/ | 'c' > /s/ | 'ss' > /s/ | 'ce' > /s/ | 'se' > /s/ | 'st' > /s/ | 'sc' > /s/ |
|-----------|-----------|------------|------------|------------|------------|------------|
| sunshine | princess | assembly | advice | universe | listen | scent |
| surly | central | princess | mince | response | whistle | fascinate |
| response | civil | address | glance | promise | | |
| subject | | | | | | |

- Ask students to look at the Individual Code Chart for all of the different spellings for /s/. Of the seven spellings, which is used most frequently? ('s')
- Point out that students have spelling words that use all seven of the different spellings for /s/.
- Practice the words as follows during the remaining time. Call on a student to read any word on the table. Then have the student orally use the word in a meaningful sentence. After the student says the sentence, have him/her ask the class: "Does that sentence make sense?"

Activity Page 6.2



- If the class says “yes,” then the student puts a check mark in front of the word and calls on another student to come to the front and take a turn. If the class says “no,” have the student try again or call on another student to come to the front and use the word in a meaningful sentence. This continues until all the words are used or time has run out.
- Tell students this table will remain on display until the assessment so that they may refer to it during the week.
- Tell students they will take home Activity Page 6.2 with the spelling words to share with a family member.

Lesson 6: “The Wedding Feast”

Take-Home Material

- Have students take home Activity Page 6.2 to share with a family member and Activity Pages 6.3 and 6.4 to read to a family member.

**Activity Pages
6.2, 6.3, and 6.4**



“Balder, the Beautiful”

PRIMARY FOCUS OF LESSON

Reading

Students will identify a series of cause-and-effect relationships in a Norse myth. **TEKS 3.7.D; TEKS 3.8.C**

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

Writing

Students will draft a paragraph to describe a character from a Norse myth. **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.B**

Language

Students will interpret the meaning of sentences that use the conjunction *because*. **TEKS 3.11.D.viii**

FORMATIVE ASSESSMENT

Activity Page 7.1 **“Balder, the Beautiful”** Answer questions and cite evidence in text. **TEKS 3.7.C**

Journal Entry **Character Paragraph** Draft a paragraph to describe a character. **TEKS 3.7.B**

Activity Page 7.2 **Practice Conjunction: because** Answer comprehension questions using a conjunction. **TEKS 3.11.D.viii**

TEKS 3.7.D Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|-------------------------------------|-------------|---------|---|
| Reading (45 min.) | | | |
| Introducing the Chapter | Whole Group | 10 min. | <input type="checkbox"/> Gods, Giants, and Dwarves
<input type="checkbox"/> Cause and Effect Chart (Digital Projections)
<input type="checkbox"/> journal
<input type="checkbox"/> Activity Page 7.1 |
| Partner Reading: Chapter 6 | Partner | 20 min. | |
| Wrap-Up | Whole Group | 15 min. | |
| Writing (50 min.) | | | |
| Character Actions: Cause and Effect | Partner | 20 min. | <input type="checkbox"/> journal |
| Drafting | Independent | 30 min. | |
| Language (25 min.) | | | |
| Grammar: Conjunction <i>because</i> | Whole Group | 25 min. | <input type="checkbox"/> Activity Page 7.2 |
| Take-Home Material | | | |
| "Balder, the Beautiful" | | | <input type="checkbox"/> Activity Page 7.3 |

ADVANCE PREPARATION

Reading

- Create the following chart for the reading and language segments of this lesson or prepare to display Digital Projection DP.U6.L7.1.

| Cause and Effect Chart | |
|------------------------|--------|
| Cause | Effect |
| | |

- Students will be reading today's story with a partner. You may choose to arrange partners in advance.

Writing

- Students will be working with a partner or small group for the first portion of the writing segment. They will analyze their favorite character using the Cause and Effect Chart. It would be helpful, as much as possible, to group together students who have chosen the same character.

Language

- Prepare a sentence strip for each of the following for the grammar lesson:

#1 Paula didn't get out of bed on time.

#1 She missed the bus.

#2 Paula's mother noticed the bus had left.

#2 She woke Paula up.

#3 Paula didn't have time to eat breakfast.

#3 She was very hungry.

#4 Paula was late for school.

#4 Class had already begun when she arrived.

#5 Paula knew it was going to be a good day after all.

#5 Mrs. Jones gave her a big smile.

- Ensure the conjunctions poster is still displayed.

Conjunctions

Conjunctions are words that connect other words or groups of words.

- The **conjunction and** connects words or groups of words. It means plus, along with, or also.
- The **conjunction but** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction because** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

Universal Access

- In this lesson, students are grouped for the reading and writing segments. You may want to intentionally group students needing varying levels of support together.
- Create a chart that includes topic sentence, details, and concluding sentence.

~~~~~ Start Lesson ~~~~

## Lesson 7: “Balder, the Beautiful” Reading



**Primary Focus:** Students will identify a series of cause-and-effect relationships in a Norse myth. **TEKS 3.7.D; TEKS 3.8.C**

Students will answer questions about a text and explicitly cite the text as the basis for their answers. **TEKS 3.7.C**

### VOCABULARY FOR “BALDER, THE BEAUTIFUL”

The following are vocabulary words used in this lesson. Preview the words with students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

**disguise**, to hide by changing appearance (**disguised**)

**rumor**, a thing that people say to others about someone or something that may or may not be true (**rumors**)

**swear**, to make a serious promise (**sworn**)

**mistletoe**, a plant with thick leaves and white berries; it grows on trees

**TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 3.8.C** Analyze plot elements, including the sequence of events, the conflict, and the resolution; **TEKS 3.7.C** Use text evidence to support an appropriate response.

| Vocabulary Chart for “Balder, the Beautiful” |                                 |                                  |
|----------------------------------------------|---------------------------------|----------------------------------|
| Type                                         | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
| Vocabulary                                   | harm<br>mistletoe               | disguise<br>rumor<br>swear       |
| Multiple-Meaning Core Vocabulary Words       |                                 |                                  |
| Sayings and Phrases                          |                                 |                                  |

### INTRODUCING THE CHAPTER (10 MIN.)

- Remind students that they have been learning how to use the conjunction *because*.
- Ask students what the conjunction *because* helps a reader understand. (cause and effect)
- Ask students to provide an example of cause and effect.
- Direct students to the Cause and Effect Chart or display DP.U6.L7.1.

#### ► Projection DP.U6.L7.1

- Have students create this chart on a blank page in their journal or use a blank piece of paper.
- Tell students that as they read today's story, they should read to discover some cause and effect examples from the text.

#### Support

You may want to draw a simple illustration to demonstrate cause and effect.

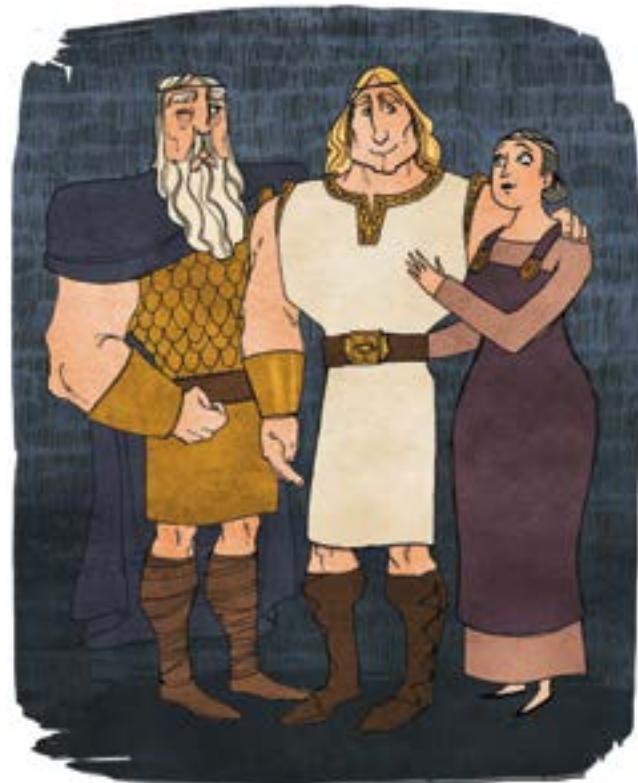
- Example: Susan didn't get wet, because she remembered her umbrella.

## Chapter 6 Balder, the Beautiful

Balder, one of the sons of Odin and Frigga, was the god who was most loved. He was beautiful, but he was also kind and friendly. He always had a smile on his face and the other gods smiled when they saw him. Everyone loved Balder—everyone except Loki.

One day, Loki noticed that nobody was paying any attention to him. They were too busy looking at Balder. Loki felt a great hatred welling up inside himself. He began to think about how he might get rid of Balder. He knew it would not be easy, because Balder's mother, Frigga, had gone out of her way to make sure her son was safe.

It had all started many years earlier, when Balder was young. One night Balder had a nightmare. He dreamed of his own death. But the dream was foggy and he could not tell how he died.



Balder, the son of Odin and Frigga, was beautiful, kind, and friendly.

### PARTNER READING: CHAPTER 6 (20 MIN.)

#### Pages 56–57

- Ask students to read **pages 56–57** with a partner and together to locate an example of cause and effect.
- When students have finished reading, ask them to share an example they found. (Cause: “Everyone was too busy looking at Balder.” Effect: “Loki noticed that nobody was paying any attention to him.”)
- Record on the Cause and Effect Chart.
- Ask students to use the conjunction *because* and combine those ideas into a new sentence. (“Because nobody was paying attention to Loki, he grew very angry.” OR “Loki grew very angry, because nobody was paying attention to him.”)
- Pair students with a partner. Tell them they should read the remainder of the story and record cause and effect examples on the chart they created.

#### Support

This is a good opportunity to work with a small group of students.

He told his mother, Frigga, about the dream. Frigga was frightened. She worried that the dream was a sign of things to come. She loved her son and wanted to protect him. She went to Odin and told him about the dream.

"Is Balder in danger?" Frigga asked.

"I will look into it," Odin said.

Odin sent his two ravens out. They came back with alarming news.

"Hel, the goddess of the underworld, is making preparations," said one of the ravens.

"She is preparing to receive one of the gods in the kingdom of the dead," said the other.



*Frigga begged Odin to send out his ravens to see if their son Balder was in danger.*

"Which one?" asked Odin.

"That is more than we know," said the ravens.

When Frigga heard this, she decided to take action. She decided that she would talk to everything in the world and make each thing promise to do her son no **harm**.

Frigga went and spoke to the rocks.

"Rocks," she said, "promise me you will do no **harm** to my son, Balder."

"We will not fall on him," said the rocks. "We promise."

Frigga spoke to the water.

"Water," she said, "promise me you will do no **harm** to my son, Balder."

"I will not drown him," said the water. "I promise."



Frigga decided to make everything in the world promise not to **harm** Balder.

Frigga kept going. She spoke to all of the animals and made them promise to leave Balder alone. She spoke with the trees as well.

Loki knew what Frigga had done. He knew there was almost nothing that could **harm** Balder. Many times he had watched the gods play a game. They would throw rocks at Balder and watch the rocks bounce off. Sometimes they even shot arrows at him. The arrows broke into pieces and fell to the ground at Balder's feet. The gods laughed and laughed. But Loki did not laugh.

"There must be something that will not bounce off him," Loki said. "I will find out what it is."

Loki **disguised** himself as an old woman. He went to Frigga.

"Frigga," Loki said. "I have heard **rumors**. I have heard that your son Balder is in danger. I am a mother myself. I wanted to warn you, mother to mother."



*"Frigga," Loki said. "I have heard **rumors**. I have heard that your son Balder is in danger."*

"Thank you," said Frigga, "but you need not worry about Balder. I have spoken with everything that might **harm** him. I have made them all promise not to **harm** him."

"Has everything **sworn** to do him no **harm**?" Loki asked.

"Everything," said Frigga. "Well, almost everything. When I was talking to the oak tree, I spotted a little sprig of **mistletoe** growing on the oak. I was about to ask it to promise not to **harm** Balder, but I decided not to bother. What could **mistletoe** possibly do to anyone? It's such a tiny little plant! It hasn't even got roots of its own, you know. It grows on other trees and clings to them, as helpless as a baby clinging to its mother!"

"Yes," said Loki, "what could **mistletoe** do?"

But as he nodded his head in agreement, he was thinking, "**Mistletoe** will do much!"



*The only thing that Frigga did not insist make a promise not to **harm** Balder was **mistletoe**.*

## WRAP-UP (15 MIN.)



### Check for Understanding

Have students share examples of cause and effect that they found in today's reading.

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students' responses may be different.

| Chapter                 | Characters                 | Setting                    | Plot                                                                                                                                                                                                                                        |
|-------------------------|----------------------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "Balder, the Beautiful" | Balder, Frigga, Odin, Loki | Asgard, all over the world | Balder had a dream about his death. When he told his mother, Frigga, she found out that Hel was preparing to receive one of the gods. Frigga talked to everything in the world, except mistletoe, and made them promise not to harm Balder. |

- Have students turn to Activity Page 7.1 and complete it independently.

### Challenge

Ask students to explain how the plot of the story might have changed if one of the characters had chosen a different action.



### ENGLISH LANGUAGE LEARNERS

### Reading Reading Closely

### Beginning

Complete Activity Page 7.1 as a teacher-guided activity.

### Intermediate

Allow students to complete the activity page with a partner.

### Advanced/Advanced High

Provide assistance as needed.

**ELPS 1.E; ELPS 4.G;  
ELPS 4.J**

### Activity Page 7.1



---

## Lesson 7: “Balder, the Beautiful”

# Writing



**Primary Focus:** Students will draft a paragraph to describe a character from a

Norse myth. **TEKS 3.7.B; TEKS 3.11.B.i; TEKS 3.12.B**

### Journal Entry



### Support

You may want to bring a small group together to provide more structured support.

ENGLISH  
LANGUAGE  
LEARNERS



### Writing Writing a Paragraph

### Beginning

Provide students with a graphic organizer and have them dictate information.

### Intermediate

Provide students with a graphic organizer and have them complete it using words or phrases.

### Advanced/Advanced High

Provide students with a graphic organizer and have them complete it using sentences.

**ELPS 5.B**

### CHARACTER ACTIONS: CAUSE AND EFFECT (20 MIN.)

- Tell students that they are going to spend the next few minutes looking at the character they have chosen and examine their actions to find examples of cause and effect.
- Ask students to share a few examples of cause and effect that they identified from today's reading.
- Group together students that chose the same character either in pairs or in small groups.
- Have students create a new Cause and Effect Chart just for their character on a blank page of their journal or on blank paper.
- In groups or with partners, have students use *Gods, Giants, and Dwarves* to locate examples of cause and effect that involve their character.

### Check for Understanding



Circulate and provide assistance where necessary.

### DRAFTING (30 MIN.)

- Tell students that today they will write the first draft of the character description.
- Ask students to describe the main elements of a paragraph. Remind them that a paragraph includes a topic sentence, details to support the topic sentence, and a concluding sentence.

**TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.11.B.i** Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure including an introduction and conclusion; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Remind students that the purpose of their writing is to describe the character they have chosen and have analyzed over the last several lessons. Remind students that they have described their character, compared their character to another character, and found examples of cause and effect that involved their character.
  - Have students begin the draft of their paragraph in their journal, referencing *Gods, Giants, and Dwarves* and previous journal entries. Tell students that they will continue to work on their paragraphs in the next lesson.
- 

## Lesson 7: “Balder, the Beautiful”

# Language



**Primary Focus:** Students will interpret the meaning of sentences that use the conjunction *because*. **TEKS 3.11.D.viii**

### GRAMMAR: CONJUNCTION BECAUSE (25 MIN.)

#### Practice Cause and Effect with the Conjunction *because*

- Draw students' attention to the conjunctions poster.

##### Conjunctions

**Conjunctions** are words that connect other words or groups of words.

- The **conjunction and** connects words or groups of words. It means plus, along with, or also.
- The **conjunction but** is used to connect groups of words. It signals that “something different,” such as a different idea, will come after *but*.
- The **conjunction because** is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.

**Note to Teacher:** Students have learned about using coordinating conjunctions so far in the context of compound sentences. In this lesson, the subordinating conjunction *because* is used appropriately in a slightly more complex sentence. A complex sentence is a sentence that contains an independent clause and at least one dependent clause. Students do not need to be aware of these terms at this time.

 **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

- Remind students that the conjunction *because* is used to mean “for this reason” and signals the answer to a “why” question. It signals the cause of something.
- Draw students’ attention to the Cause and Effect Chart you drew on the board or chart paper. Tell students they will read a story today and decide which events should be labeled as “Cause” and which events should be labeled as “Effect.”
- Remind students to look for the event that happened first. This is the cause of the event and will be signaled by the word *because*. It should be listed under the column headed “Cause.” The event that happened second is the effect and should be listed under the column headed “Effect.”
- Turn to Activity Page 7.2 and have volunteers read the paragraphs of the story aloud. Remind students that they will be practicing the skills they have learned for finding cause and effect.
- Once the story has been read, remind students that the conjunction *because* signals that one event has caused another event to happen.
- Remind students that the sentence that is the cause (or event that happened first) always begins with the word *because*. In this case, students will be adding the word *because* to the simple sentence that is the cause.
- Divide the class into ten teams and pass out one sentence strip that you prepared in advance to each team.
- Point out to students that the sentence strips are numbered 1, 2, 3, 4, or 5, with two strips for each number.
- Ask students with sentence strips numbered 1 to come to the front of the class.
- Have a student from each team read the sentence strip.
  1. Paula didn’t get out of bed on time.
  1. She missed the bus.
- Ask students which event would have happened first. Ask, “Did Paula miss the bus first or did she not get out of bed in time first? Which event caused the other?”
- Tell students that the groups will read their sentence strips once more, and the class will vote on whether the sentence is a cause or not.
- If the sentence is a cause, students should vote by putting a hand on top of their head. If the sentence is not a cause, students should do nothing. Tell students that you will call out, “1, 2, 3,” point to the class, and then all should vote.

## Activity Page 7.2



- Have a student from the first group read the sentence again. (Paula didn't get out of bed on time.)
- Call out, "1, 2, 3" and point to the class.
- All students should have their hands on their heads to show that this sentence (or event) happened first and is a cause.
- Now have a student from the second group read the sentence again. (She missed the bus.)
- Call out, "1, 2, 3" and point to the class.
- All students should have done nothing, showing that this sentence is not a cause.
- Ask students to tape their two sentence strips under the appropriate heading, "Cause" or "Effect."
- Next, ask students in the first two groups to make a sentence out of the two simple sentences taped to the board by inserting the word *because*.
- Give students a moment or two to confer, and ask for a volunteer to say the sentence. (Because Paula didn't get out of bed on time, she missed the bus.)
- Repeat the above procedure with the other four pairs of teams.
- Have students turn back to Activity Page 7.2 and complete the remaining portion independently.



ENGLISH  
LANGUAGE  
LEARNERS

Language  
Connecting Ideas

#### Beginning

Complete Activity Page 7.2 as a teacher-guided activity.

#### Intermediate

Allow students to complete the activity page with a partner.

#### Advanced/Advanced High

Provide assistance as needed.

**ELPS 4.J**

~~~~~ End Lesson ~~~~~

Lesson 7: "Balder, the Beautiful"

Take-Home Material

- Have students take home Activity Page 7.3 to read to a family member.

Activity Page 7.3



8

“The Death of Balder”

PRIMARY FOCUS OF LESSON

Reading

- Students will describe a character from a Norse myth. **TEKS 3.8.B; TEKS 3.9.A**
Students will answer questions about a text and explicitly cite the text as a basis for their answers. **TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.C**

Writing

- Students will complete a paragraph describing a character from a Norse myth.
TEKS 3.11.B.ii; TEKS 3.12.B

Language

- Students will choose words with the correct suffix. **TEKS 3.3.C**

FORMATIVE ASSESSMENT

Notecard

Describe a Character Write three words or phrases to

- describe Balder. **TEKS 3.8.B**

Activity Page 8.1

“The Death of Balder” Answer questions and cite

- evidence in text. **TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.C**

Journal Entry

Character Description Write a paragraph describing

- one character. **TEKS 3.11.B.ii; TEKS 3.12.B**

Activity Page 8.2

Suffix Puzzles Choose correct word to fill in the

- blank. **TEKS 3.3.C**

- TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft; **TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------------------|-------------|---|
| Reading (60 min.) | | | |
| Introducing the Chapter | Whole Group | 15 min. | <input type="checkbox"/> <i>Gods, Giants, and Dwarves</i>
<input type="checkbox"/> notecards
<input type="checkbox"/> Activity Page 8.1 |
| Whole Group Reading: Chapter 7 | Whole Group/
Partner | 35 min. | |
| Wrap-Up | Whole Group | 10 min. | |
| Writing (40 min.) | | | |
| Character Description | Independent | 25 min. | <input type="checkbox"/> journal |
| Guess My Character | Whole Group | 15 min. | |
| Language (20 min.) | | | |
| Morphology: Suffixes <i>-ive</i> and <i>-ly</i> | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 8.2 |
| Take-Home Material | | | |
| "The Death of Balder" | | | <input type="checkbox"/> Activity Page 8.3 |

ADVANCE PREPARATION

Reading

- Provide a notecard to each student.
- Students will be working with partners. You may wish to pre-arrange.
- The story's ending scene includes violence and death. You may wish to consider preparing students in advance. You may also wish to provide students with additional activities to draw, write, or communicate about their thoughts.

~~~~~ Start Lesson ~~~~

### Lesson 8: “The Death of Balder”

# Reading



**Primary Focus:** Students will describe a character from a Norse myth.

**TEKS 3.8.B; TEKS 3.9.A**

Students will answer questions about a text and explicitly cite the text as a basis for their answers. **TEKS 3.6.H; TEKS 3.7.B; TEKS 3.7.C**

### VOCABULARY FOR “THE DEATH OF BALDER”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of *Gods, Giants, and Dwarves*.

**despair**, a feeling of being hopeless or extremely sad

**steed**, a horse

**mourn**, to feel or show sadness after a death or loss (*mourned, mourning*)

**TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.9.A** Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths; **TEKS 3.6.H** Synthesize information to create new understanding; **TEKS 3.7.B** Write a response to a literary or informational text that demonstrates an understanding of a text; **TEKS 3.7.C** Use text evidence to support an appropriate response.

### Vocabulary Chart for “The Death of Balder” Read-Aloud

| Type                                   | Tier 3<br>Domain-Specific Words | Tier 2<br>General Academic Words |
|----------------------------------------|---------------------------------|----------------------------------|
| Vocabulary                             | steed                           | despair<br>mourn                 |
| Multiple-Meaning Core Vocabulary Words |                                 |                                  |
| Sayings and Phrases                    |                                 |                                  |

### INTRODUCING THE CHAPTER (15 MIN.)

- Tell students that the title of today’s chapter (Chapter 7) is “The Death of Balder.”
- Ask students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Review with students what they learned about Balder from reading the previous chapter.
- Refer to the fiction chart as necessary.
- Ask students for examples of cause and effect from the previous chapter.
- Remind students that during this unit they have learned different ways to understand more about a character in a story.



#### Check for Understanding

On a notecard, have students write down three words or phrases they would use to describe Balder. Encourage them to return to the text as needed.

#### Notecard



## Chapter 7 The Death of Balder

Mistletoe was the only thing that had not sworn to protect Balder. When Loki found this out, he went and got a sprig of mistletoe. He cut the mistletoe into the shape of an arrow.

Then, he went to find Balder.

He found Balder and the other gods playing their favorite game. They were tossing things at Balder and laughing as they bounced away.

But there was one god who sat apart and did not join in the game. It was one of Balder's brothers, a god named Hod.

"Hod," said Loki, "why are you just sitting there? Why don't you join in the fun?"

"Loki," said Hod, "you know I'm blind. How can I throw things at Balder when I can't even see him?"



Loki approached Hod with a sprig of mistletoe. Can you guess what Loki is up to?

### WHOLE GROUP READING: CHAPTER 7 (35 MIN.)

#### Pages 66–69

- Ask students to read **pages 66–69** to themselves to find out what Loki convinced Hod to do.

"Here," said Loki, taking Hod by the hand. "I will help you. Place this arrow on the bow. I will point you in the right direction."

Loki guided Hod into position and told Hod to shoot the arrow. The sprig of mistletoe sped through the air, and, to everyone's amazement, struck Balder in the chest. Balder fell to the ground.

"What has happened?" cried Hod. "Did the arrow bounce off? Was it funny? What are you doing, brother? Are you playing at being dead?"

But Balder was not playing. He was really dead.

Loki smiled an evil smile. Then, he sneaked away.

When Frigga heard, she was in **despair**. She cried and raved.

"I will not let my son go to the underworld!" she swore. "I will not let Hel have him!"



*"What happened?" cried Hod. "Did the arrow bounce off?"*

## Pages 68–69

- When students have finished reading, restate the question and ask students to answer.
  - » Loki convinced Hod to play along like others and shoot an arrow with mistletoe at Balder. Other things bounced off Balder, so Loki told Hod this would be the same thing.
- Ask, "What actually happened when Hod shot the arrow?"
  - » Balder fell to the ground because the arrow did not bounce off of him. He died.
- Direct students' attention to the images and captions on **pages 67 and 69**.
- Ask students how the images help the reader understand the text.

The gods sent Hermod [HAER-mood], another of Balder's brothers, to talk to Hel, the goddess of the underworld. Odin loaned Hermod his eight-legged **steed**, Sleipner [SLEP-neer].

Hermod rode to the underworld.

Hel said that the gods could have Balder back—but only if every living thing in the world **mourned** for him.

Hermod mounted Sleipner and rode back to tell the gods.

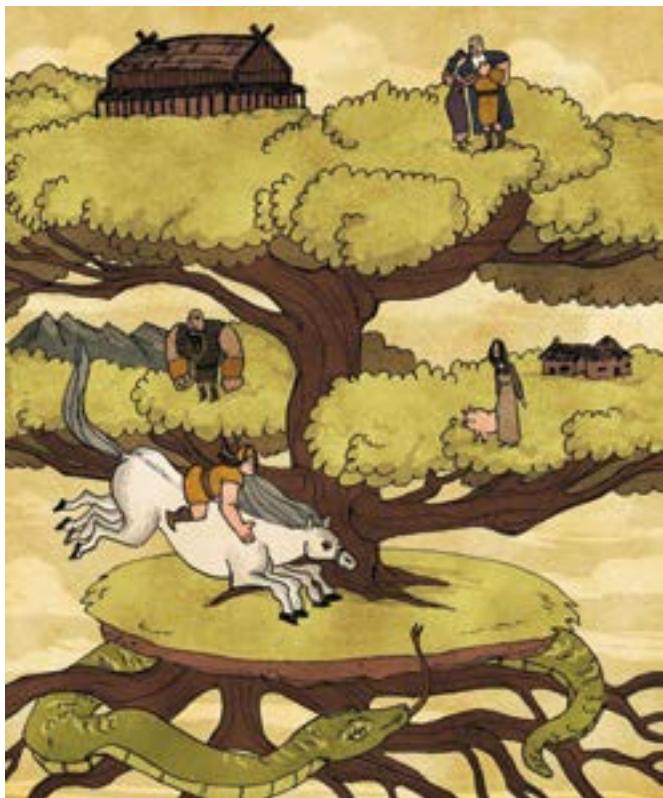
Odin sent word: all things were to **mourn** for Balder.

Throughout all the halls of Asgard, the gods **mourned** for Balder.

Tyr went to Valhalla, where the bravest men from Earth feasted, waited upon by the Valkyries.

“Warriors!” Tyr called. “Valkyries! Hear me! Odin asks that you all join us in **mourning** for Balder.”

All the men on Earth **mourned**. The animals **mourned**. The plants **mourned**, too.



*Odin sent word: all things were to mourn for Balder.*

### Support

Ask students to look at the illustration and discuss how they see everything on Earth mourning. If students need more support, direct them to look at the figures in the top right of page 71 as examples of mourners.

- Ask students to read **pages 70–73** to themselves to find out what Hel said had to happen for the gods to have Balder back.

All things **mourned** for Balder—all except for Loki. He disguised himself as an old lady and appeared before Hermod.

"Good day, old lady," said Hermod. "I trust you will join us in weeping for Balder?"

"I will not," said Loki. "What do I care for Balder? Let Hel have him!"

That was it. The old lady had refused to **mourn** for Balder. Hel refused to let him return to the world of the living.

The gods placed Balder in a boat. Then, they set the boat on fire and shoved it out on the water.

As the flames rose into the sky, Frigga wept for the loss of her child. Her tears flowed freely, but tears would not bring Balder back. Nothing could bring him back.



Loki, disguised as an old woman, refused to **mourn** for Balder.

## Pages 72–73

- When students have finished reading, restate the question and ask students to answer.
  - » Hel said all things had to mourn for Balder, and then the gods could have him back.
- Ask, "Did this plan work?"
  - » No, Loki dressed up as an old woman and refused to mourn for Balder, so the gods could not have Balder back.
- Direct students' attention to the images and captions on **pages 71** and **73**.
- Ask students if they notice anything in the images that they did not read in the text. Then ask students if they read anything in the text that they do not notice in the images.
- Have students complete Activity Page 8.1 with a partner.

## Challenge

Have students turn to a partner and discuss how the images help the reader understand more about the text.

## Activity Page 8.1



Reading  
Reading Closely

## Beginning

Complete Activity Page 8.1 as a teacher-guided activity.

## Intermediate

Allow students to complete the activity page with a small group.

## Advanced/Advanced High

Provide assistance as needed.

**ELPS 1.E; ELPS 4.G;  
ELPS 4.I**

## Journal Entry



## WRAP-UP (10 MIN.)

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

**Characters:** Who are the main characters in this chapter?

**Setting:** Where do the events in this chapter take place?

**Plot:** What happens in this chapter?

**Note:** Possible responses to the above questions are included in the following chart. Students' responses may be different.

| Chapter               | Characters                           | Setting                    | Plot                                                                                                                                                                                                                       |
|-----------------------|--------------------------------------|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| "The Death of Balder" | Loki, Hod, Balder, Frigga, Odin, Tyr | Asgard, all over the world | Loki tricked Hod into shooting an arrow with mistletoe at Balder. The arrow did not bounce off but instead killed Balder.<br><br>Because Loki refused to mourn for Balder, the gods could not have him back from the dead. |

## Lesson 8: "The Death of Balder"

## Writing



**Primary Focus:** Students will complete a paragraph describing a character from a

Norse myth. **TEKS 3.11.B.ii; TEKS 3.12.B**

## CHARACTER DESCRIPTION (25 MIN.)

- Remind students that the purpose of their writing is to describe a character from the Norse myths they have been reading.
- Tell students that today they will finish drafting their paragraph, and at the end of the lesson they will have a chance to share some of the ideas from their writing.
- Encourage students to reference Gods, Giants, and Dwarves and previous entries in their journal to be sure they have included all the ideas they would like to include in their writing.

**TEKS 3.11.B.ii** Develop drafts into a focused, structured, and coherent piece of writing by: developing an engaging idea with relevant details; **TEKS 3.12.B** Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

- Tell students that if they finish, they may begin to create an illustration to support their writing on a blank piece of paper.



### Check for Understanding

Circulate around the room and provide assistance where needed.

### GUESS MY CHARACTER (15 MIN.)

- Tell students that you will ask several of them to share ideas from the paragraphs they have been writing.
- Explain that they should not reveal the character they are describing, but other students in the class should listen closely to the description and guess the character.
- As time permits, have students share their descriptions.

### Challenge

For students that have already completed a paragraph, encourage them to draft another paragraph about a different character.



**ENGLISH  
LANGUAGE  
LEARNERS**

### Writing Writing a Paragraph

#### Beginning

Have students transfer information from the last lesson's graphic organizer into a paragraph.

#### Intermediate

Have students work with a partner to create complete sentences from the words/phrases they recorded on the last lesson's graphic organizer.

#### Advanced/Advanced High

Have students use ideas from the last lesson's graphic organizer to create their paragraphs.

**ELPS 5.G**

### Lesson 8: "The Death of Balder"

# Language



**Primary Focus:** Students will choose words with the correct suffix.



**TEKS 3.3.C**

### MORPHOLOGY (20 MIN.)

#### Practice Suffixes –ive and –ly

- Remind students that in a previous lesson, they learned about the suffixes –ive and –ly.
- Remind students that –ive means “relating to” and –ly means “in a \_\_\_\_\_ way.”
- Tell students that you will give them two word choices. The words will have either the suffix –ive or both the suffixes –ive and –ly. Then you will read a sentence and students must decide which of the word choices fits in the sentence.
  - Appreciative or appreciatively? Lori \_\_\_\_\_ hugged her father and thanked him for helping her with her project. (*appreciatively*)



**TEKS 3.3.C** Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

- *Decorative or decoratively?* She placed a \_\_\_\_\_ vase of beautiful roses on the dining room table. (*decorative*)
  - *Creative or creatively?* Nathan is very \_\_\_\_\_ and can paint all kinds of images without looking at anything for a guide. (*creative*)
  - *Cooperative or cooperatively?* My cousins and I \_\_\_\_\_ worked to remove the boxes of junk from our grandma's basement. (*cooperatively*)
  - *Expressive or expressively?* The mayor spoke \_\_\_\_\_ at the press conference about the damage done by the hurricane. (*expressively*)
  - *Inventive or inventively?* Peter arranged the materials he collected in an \_\_\_\_\_ way to make an image of a tree. (*inventive*)
- Ask students to turn to Activity Page 8.2 and complete it as a teacher-guided activity. After completing the first puzzle together, have students complete the second puzzle independently.

## Activity Page 8.2

---



**Lesson 8: “The Death of Balder”**

# Take-Home Material

- Have students take home Activity Page 8.3 to read to a family member.

**Activity Page 8.3**



## 9

# “Loki’s Punishment”

## PRIMARY FOCUS OF LESSON

### Reading

- ✚ Students will analyze how a character changes over time. **TEKS 3.8.B**
- ✚ Students will answer questions about a text and explicitly cite the text as a basis for their answers. **TEKS 3.7.C; TEKS 3.8.D**
- ✚ Students will identify and discuss themes of Norse myths.  
**TEKS 3.7.G; TEKS 3.8.A**

### Writing

- ✚ Students will revise their writing based on feedback. **TEKS 3.11.C**

### Language

- ✚ Students will create and revise sentences using adjectives, adverbs, and the conjunction *because*. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

## FORMATIVE ASSESSMENT

### Activity Page 9.1     “**Loki’s Punishment**” Answer questions and cite

- ✚ evidence in text. **TEKS 3.7.C; TEKS 3.8.D**

### Journal Entry

### **Character Description** Revise writing to strengthen

- ✚ description. **TEKS 3.11.C**

### Activity Page 9.2

### **Building Sentences** Create new sentences with the

- ✚ conjunction *because*. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

✚ **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic; **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity; **TEKS 3.11.D** Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms, (v) adverbs that convey time and adverbs that convey manner.

## LESSON AT A GLANCE

|                             | Grouping    | Time    | Materials                                                                                                                                                          |
|-----------------------------|-------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Reading (50 min.)</b>    |             |         |                                                                                                                                                                    |
| Introducing the Chapter     | Whole Group | 15 min. | <input type="checkbox"/> Gods, Giants, and Dwarves<br><input type="checkbox"/> Character Chart (Digital Projections)<br><input type="checkbox"/> Activity Page 9.1 |
| Partner Reading: Chapter 8  | Partner     | 25 min. |                                                                                                                                                                    |
| Wrap-Up                     | Whole Group | 10 min. |                                                                                                                                                                    |
| <b>Writing (50 min.)</b>    |             |         |                                                                                                                                                                    |
| Guess My Character          | Partner     | 30 min. | <input type="checkbox"/> journal                                                                                                                                   |
| Revisions                   | Independent | 20 min. |                                                                                                                                                                    |
| <b>Language (20 min.)</b>   |             |         |                                                                                                                                                                    |
| Grammar: Building Sentences | Whole Group | 20 min. | <input type="checkbox"/> Activity Page 9.2                                                                                                                         |
| <b>Take-Home Material</b>   |             |         |                                                                                                                                                                    |
| "Loki's Punishment"         |             |         | <input type="checkbox"/> Activity Page 9.3                                                                                                                         |

## ADVANCE PREPARATION

### Reading

- Create the following on chart paper or prepare to display Digital Projection DP.U6.L9.1.

#### Character: Loki

“Sif’s Golden Hair”

“Loki and the Dwarves”

“Balder, the Beautiful”

“Loki’s Punishment”

### Universal Access

- Today students will be reading with partners. For students who need assistance, suggest providing guidance in small groups with supplemental aids (i.e., pictures to support vocabulary, a timeline to support character analysis, and dramatization to provide enrichment) that support access and understanding. Also, see Writing Prompts, Unit 6 (in the Activity Book), for additional options related to the unit.

~~~~~ Start Lesson ~~~~~

Lesson 9: “Loki’s Punishment”

Reading



Primary Focus: Students will analyze how a character changes over time.



TEKS 3.8.B

Students will answer questions about a text and explicitly cite the text as a basis for



TEKS 3.7.C; TEKS 3.8.D

Students will identify and discuss themes of Norse myths.



TEKS 3.7.G; TEKS 3.8.A

VOCABULARY FOR “LOKI’S PUNISHMENT”

- The following are vocabulary words used in this lesson. Preview the words with the students before the lesson and refer back to them at appropriate times. The words also appear in the glossary in the back of the Reader.

patience, the ability to put up with problems without getting upset

vow, to make an important and serious promise (**vowed**)



TEKS 3.8.B Explain the relationships among the major and minor characters; **TEKS 3.7.C** Use text evidence to support an appropriate response; **TEKS 3.8.D** Explain the influence of the setting on the plot; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.A** Infer the theme of a work, distinguishing theme from topic.

serpent, a snake

writhe, to twist and turn in pain (**writthed**)

prophecy, a prediction of what will happen in the future (**prophecies**)

triumph, victory

fate, the things that will happen to a person, destiny, fortune

| Vocabulary Chart for “Loki’s Punishment” | | |
|--|---------------------------------|--------------------------------------|
| Type | Tier 3
Domain-Specific Words | Tier 2
General Academic Words |
| Vocabulary | serpent
prophecy
fate | patience
vow
writhe
triumph |
| Multiple-Meaning Core Vocabulary Words | | |
| Sayings and Phrases | | |

INTRODUCING THE CHAPTER (15 MIN.)

- Remind students that many of the Norse myths they have been reading during this unit have included the character Loki.
- Ask students to describe Loki.
- Tell students that they have learned different things about Loki in different chapters of *Gods, Giants, and Dwarves*.
- Explain to students that often a character will change over the course of a story.
- Direct students to the Character Chart you created, or display DP.U6.L9.1.

► Projection DP.U6.L9.1

- Tell students to locate “Sif’s Golden Hair” and skim the text to find words or phrases that are used to describe Loki. As students respond, record on the Character Chart. (Example: not a god, source of problems)
- Have students locate “Loki and the Dwarves” and skim the text for more words or phrases that are used to describe Loki. Record on the Character Chart.
- Continue with “Balder, the Beautiful.”
- Tell students that as they read today’s chapter, they should be reading closely to find more words or phrases that are used to describe Loki.
- Review with students all that happened to Balder and how Loki was involved. You may choose to use the fiction chart in your discussion.

Challenge

Ask students how authors show how a character changes throughout stories.



ENGLISH
LANGUAGE
LEARNERS

Reading
Reading Closely

Beginning

Have students complete Activity Page 9.1 as a teacher-guided activity.

Intermediate

Encourage students to return to the text to complete Activity Page 9.1.

Advanced/Advanced High

Provide assistance as needed.

ELPS 1.E; ELPS 4.G;

ELPS 4.J

Chapter 8 Loki's Punishment

In time, the gods found out what Loki had done. They learned that it was Loki who had visited Frigga in disguise and found out about the mistletoe. It was Loki who had made the arrow and convinced blind Hod to shoot it at Balder. It was Loki, disguised as an old woman, who had refused to weep for Balder and kept him from returning to the land of the living.

Loki had been in trouble many times before. He had done all sorts of bad things. But he had never done anything quite so evil. The gods had lost all **patience** with him. Even Odin, who had defended Loki so many times in the past, refused to speak for him. The gods **vowed** to hunt him down and punish him.

Loki disguised himself as a salmon. He swam in the rivers. The gods tried to catch him but Loki leaped out of their nets and escaped. At last, Thor caught him. He grabbed him in midair. Loki struggled, but Thor held him tight with his powerful hands.

74



Loki disguised himself as a salmon. He struggled, but Thor held him tight with his powerful hands.

75

PARTNER READING: CHAPTER 8 (25 MIN.)

Pages 74–81

Activity Page 9.1

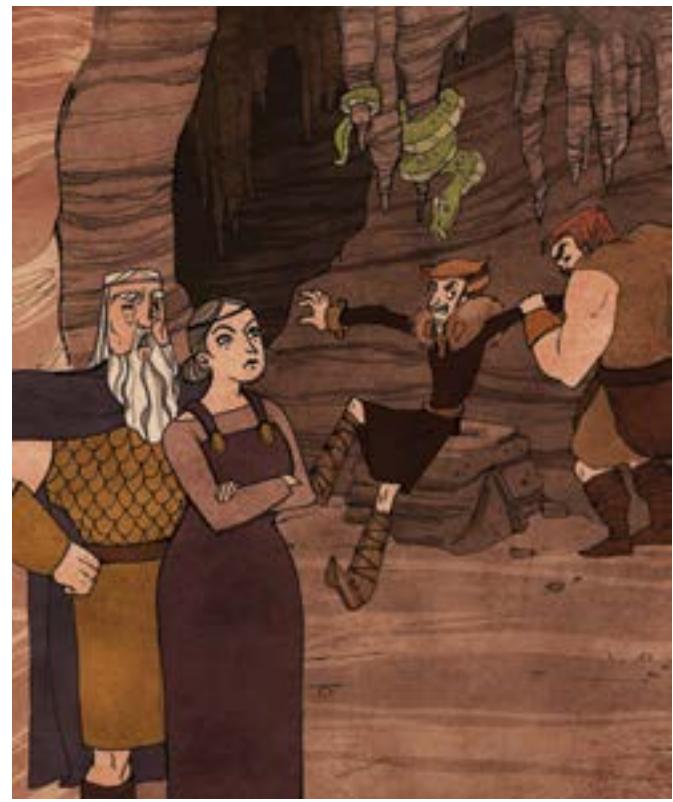


- Tell students that today they will read the story with a partner.
- Have students locate Activity Page 9.1.
- Tell students that after they have read the chapter, they should complete Activity Page 9.1 with their partner.

The gods took Loki, who was no longer disguised as a salmon, to a cavern deep underground. They chained him to the rocks. They took a **serpent**, whose mouth dripped with poison, and fastened it to the roof. Drops of poison fell out of the **serpent's** mouth and landed on Loki.

Loki was in terrible pain. The poison dripped all night and all day and each drop stung like a knife **wound**. Loki, the giant who had lived in Asgard with the gods, **writhe**d in **agony** on the floor of the cave.

Loki went on suffering until his wife Siguna heard about his troubles. Loki had treated Siguna badly, but she still loved him. She left Asgard and went to live with Loki in the cavern. She stood next to her husband, with a cup in her hand. She caught the drops of poison in the cup to keep them from falling on Loki. Loki still suffered, especially when Siguna had to empty the cup, but his suffering was much reduced.



Poison dripped from the **serpent** all night and all day, causing Loki great pain.

As Loki lay in the cavern, Siguna whispered to him and soothed him. She reminded him of **prophecies** they both knew, **prophecies** about Ragnarok [ROG-no-rok] and the fall of the gods.

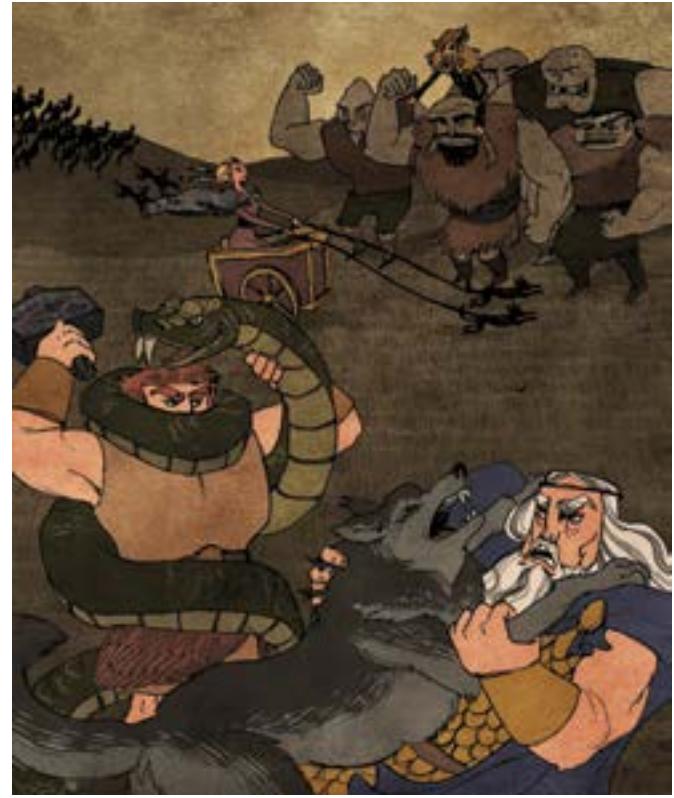
"For the moment, we are beaten," she said. "The gods in Asgard rejoice at their **triumph** over you. But they know that the day is coming. They have heard the **prophecies**. They know as well as you and I that the final battle, the battle of Ragnarok, is coming."

Siguna paused to toss a cup of poison away. Loki **writhe**d in pain as two drops of poison fell on him. Siguna soothed him and began again.



Loki's wife Siguna tried to catch the poison before it fell on him.

"When Ragnarok comes, Yggdrassil [EEG-dro-sil], the tree that holds up the world, will tremble. The giants will rise and fight against the gods. A great eagle with a white beak will shriek in the sky. Your son, Fenrir the Wolf, whom they keep chained in a cavern like this one, will break his chains and attack the gods themselves. He will swallow up Odin himself. Meanwhile, Jormungand [YOR-mun-gond], the mighty **serpent** whose body encircles the earth, will do battle with Thor—and Thor will not escape his **fate**. None of the gods will escape! All of them will die! The sun will turn black. Earth will sink into the sea. The stars will vanish. The world will be destroyed!"



When Ragnarok comes, the world will be destroyed.

Support

The Check for Understanding is a good opportunity to conference with a small group or individual students about their understanding of Loki from words/phrases that describe him.

WRAP-UP (10 MIN.)

- Ask students what words or phrases they found from today's reading. Record on the Character Chart.



Check for Understanding

Ask students what observations they have about the different words or phrases that are used to describe Loki.

- Have students help you fill in the fiction chart for this chapter. Use details from the chapter and images. Compare and contrast with previously read chapters. You may wish to use the following questions to generate student ideas:

Characters: Who are the main characters in this chapter?

Setting: Where do the events in this chapter take place?

Plot: What happens in this chapter? How is the setting important to the plot?

Note: Possible responses to the above questions are included in the following chart. Students' responses may be different.

| Chapter | Characters | Setting | Plot |
|---------------------|------------------------------|----------------------------|--|
| "Loki's Punishment" | the gods, Loki, Thor, Siguna | rivers, cavern underground | Loki disguised himself as a salmon and swam in rivers. Thor caught him and the gods put him in an underground cavern. A serpent dripped poison on him while his wife, Siguna, tried to soothe him. Answers will vary as to why setting is important to the plot. |

- Next, remind students that the **theme** of a piece of literature is its main lesson or truth. A theme can usually be stated as a sentence. Often, even when myths describe the actions of gods, they reveal truths or themes about humans and human nature.
- Say: We have seen Loki respond badly to the beauty of both Sif and Balder. So we might say one theme is "Beauty can inspire jealousy as much as it inspires joy." Or we could say, "A person of ill will cannot take joy in the beauty around them." We have also seen both Loki and Thor disguise themselves to get what they want. So one theme we can take from that could be "People are not always what they seem."
- Ask: Summarize some of the myths we have read so far. What are some other themes you see in these myths? What parts of the stories suggest these themes to you?
- Record students' answers on the board.

Lesson 9: “Loki’s Punishment”

Writing



Primary Focus: Students will revise their writing based on feedback.



TEKS 3.11.C

GUESS MY CHARACTER (30 MIN.)

- Have students locate their character description paragraph.
- Tell students that today each student will get a chance to share their description with several students by playing Guess My Character.
- Remind students that in the previous lesson, a few students shared their writing and the class tried to guess which character they were describing.
- Tell students today they will do the same and explain that the purpose of this activity is to find out if the descriptions they wrote provide enough information about their character.
- Tell students that after this activity they will have a chance to revise their writing.
- Review the following procedures with students for this activity:
 - Tell students they will start with one partner.
 - Each partner will share and try to guess the character.
 - Tell students when you indicate it is time to switch, they should quickly find a new partner and repeat the activity.
- Have students find a partner and begin. After about nine minutes, indicate to students it is time to switch to a new partner.
- After about nine more minutes, have students switch one last time.
- Have students return to their seats.



Check for Understanding

Ask several volunteers to share their experiences.

REVISIONS (20 MIN.)

- Explain to students that they should go back and reread their paragraphs and add information or details to better describe their character.

 **TEKS 3.11.C** Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.



ENGLISH
LANGUAGE
LEARNERS

Writing

Writing a Paragraph

Beginning

Provide students with support to make needed revisions.

Intermediate

Have students work with a partner to make revisions.

Advanced/Advanced High

Provide students with support as needed.

ELPS 5.D

Support

Circulate and provide support as needed.

Journal Entry



- When students have completed their revisions, have them begin to create an illustration on blank paper to support their writing. They will use their illustrations when sharing their writing in Lesson 11.

Lesson 9: “Loki’s Punishment”

Language



Primary Focus: Students will create and revise sentences using adjectives, adverbs, and the conjunction *because*. **TEKS 3.11.D.iv; TEKS 3.11.D.v**

GRAMMAR: BUILDING SENTENCES (20 MIN.)

- Read the following sentences to students:
 - The furry, black cat scampered quickly up the winding staircase early in the morning because she was hungry.
- Ask students if they think the sentence is interesting and informative and why.
 - The sentence has adjectives, adverbs, and the conjunction *because*, which adds another simple sentence, all of which help make it interesting and informative.
- Tell students that in writing, sentences should be long enough to be interesting to readers. Interesting and informative sentences also include descriptive words and phrases.
- Remind students they have practiced writing, or building, more interesting sentences by including adjectives, adverbs, and other interesting words in sentences.
- Remind students that adjectives describe nouns and adverbs describe verbs.
- Write the following sentence on chart paper or the board, asking students to read the sentence aloud:
The child danced.
Tell students that while this sentence is a complete sentence, it is not a very interesting sentence and does not provide much information.
- Continue by saying that you will show students how they can make a more interesting sentence by adding adjectives and adverbs.
- One way to make the sentence more interesting would be to add an adjective or two to describe the child. Ask students to brainstorm words that could be used to describe the child, prompting them to think of words to answer the

TEKS 3.11.D Edit drafts using standard English conventions, including: (iv) adjectives, including their comparative and superlative forms, (v) adverbs that convey time and adverbs that convey manner.

question “What did the child look or sound like?” Write down the suggested adjectives in a list on the board or chart paper. (Examples could be: *graceful*, *lovely*, *talented*, *athletic*.)

- Another way to improve this sentence would be to add adverbs to describe the verb. Ask students to brainstorm words that could be used to answer the question, “How did the child dance?” Write these adverbs in a separate list. (Examples could be: *nonstop*, *softly*, *happily*.)
- Now, ask students to brainstorm words that could be used to answer the question, “When did the child dance?” Write these adverbs and/or phrases in a separate list. (Examples could be: *all morning*, *for days and days*, *always*).
- Now, ask students to brainstorm words that could be used to answer the question, “Where did the child dance?” Write these adverbs and/or phrases in a separate list. (Examples could be: *on stage*, *at school*, *in the park*.)
- Finally, ask students to brainstorm words that could be used to answer the question, “Why did the child dance?” (Examples could be: because she was happy, joyful, thrilled.)
- Remind students of cause and effect and the usage of the conjunction *because*. (The cause is the event that happens first in time and the effect is the event that happens second in time. The conjunction *because* precedes the cause.) Write their ideas for how to use *because* in a separate list.
- Remind students that a simple sentence is needed to show the cause of *an event*. (Examples could be: she was very happy, she felt wonderful, something great had happened.)
- Examples of more interesting sentences could be:
 - The happy, talented child danced nonstop because she was very thrilled.
 - The lovely child danced on stage all morning because something great had just happened.
 - The athletic child danced for days and days because she was feeling joyful.
- Ask students to turn to Activity Page 9.2, explaining that they are to use the same process to make more interesting sentences by adding adjectives, adverbs, and the conjunction *because* on the worksheet.

~~~~~ End Lesson ~~~~~

#### Activity Page 9.2



#### Activity Page 9.3



#### Lesson 9: “Loki’s Punishment”

## Take-Home Material

- Have students take home Activity Page 9.3 to read to a family member.

## 10

# Concluding Norse Mythology

## PRIMARY FOCUS OF LESSON

### Language

Students will write words using spelling patterns and rules for the sound /s/.

**TEKS 3.2.B.iv**

Students will identify cause and effect in sentences and create sentences

**using the conjunction because. TEKS 3.11.D.viii**

### Writing

Students will write a final draft of a character description and create

**illustrations to support their writing. TEKS 3.11.E**

### Reading

Students will reread a chapter of their choice independently for a sustained period of time.

**TEKS 3.5**

## FORMATIVE ASSESSMENT

Activity Page 10.1 Spelling Assessment **TEKS 3.2.B.iv**

Activity Page 10.2 Cause and Effect **TEKS 3.11.D.viii**

Character  
Description

Final Paragraph and Illustrations **TEKS 3.11.E**

**TEKS 3.2.B.iv** Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences; **TEKS 3.11.E** Publish written work for appropriate audiences; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

## LESSON AT A GLANCE

|                               | Grouping    | Time    | Materials                                                                    |
|-------------------------------|-------------|---------|------------------------------------------------------------------------------|
| <b>Language (50 min.)</b>     |             |         |                                                                              |
| Spelling Assessment           | Independent | 25 min. | <input type="checkbox"/> Activity Pages 10.1, 10.2                           |
| Grammar: Conjunction because  | Independent | 25 min. |                                                                              |
| <b>Writing (40 min.)</b>      |             |         |                                                                              |
| Final Draft and Illustrations | Independent | 40 min. | <input type="checkbox"/> lined paper<br><input type="checkbox"/> blank paper |
| <b>Reading (30 min.)</b>      |             |         |                                                                              |
| Free Choice Reading           | Independent | 30 min. | <input type="checkbox"/> Gods, Giants, and Dwarves                           |

## ADVANCE PREPARATION

### Writing

- Students will be writing final drafts of their paragraphs and adding illustrations. You may wish to have special paper for their completed version.

~~~~~ Start Lesson ~~~~

Lesson 10: Concluding Norse Mythology

Language



Primary Focus: Students will write words using spelling patterns and rules for the

sound /s/. **TEKS 3.2.B.iv**

Students will identify cause and effect in sentences and create sentences using the

conjunction because. **TEKS 3.11.D.viii**

SPELLING ASSESSMENT (25 MIN.)

Activity Page 10.1



- Have students turn to Activity Page 10.1 for the spelling assessment.
- If you would like for students to have pens, this is the time to pass them out.
- Tell students that for this assessment, they will write their words under the header to which they belong. For example, if you call out the word send, they would write that word under the header “‘s’ > /s/.”
- Tell students that should a spelling word fit under more than one header, they should only write the word under one.
- Tell students that they may not have to use all the lines under each header.
- Using the chart below, call out the word using the following format: say the word, use it in a sentence, and say the word once more.

| | |
|-------------|---------------|
| 1. promise | 12. civil |
| 2. sunshine | 13. central |
| 3. whistle | 14. fascinate |
| 4. princess | 15. advice |
| 5. listen | 16. universe |

TEKS 3.2.B.iv Demonstrate and apply spelling knowledge by: spelling multisyllabic words with multiple sound-spelling patterns; **TEKS 3.11.D.viii** Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

| | |
|-------------|---------------------------------------|
| 6. response | 17. glance |
| 7. scent | 18. address |
| 8. surly | Challenge Word: <i>during</i> |
| 9. assembly | Challenge Word: <i>want</i> |
| 10. mince | Content Word: <i>scoundrel</i> |
| 11. subject | |

- After you have called out all of the words including the Challenge Words and the Content Word, go back through the list slowly, reading each word just once more.
- Ask students to write the following sentences as you dictate them:
 1. Thor said, “Give me my hammer.”
 2. “I have my hair now,” said Sif.
- After students have finished, collect pens, if used.
- Follow your established procedures to correct the spelling words.

Note: At a later time today, you may find it helpful to use the template provided at the end of this lesson to analyze students’ mistakes. This will help you to understand patterns that are beginning to develop, or that are persistent among individual students.

GRAMMAR: CONJUNCTION BECAUSE (25 MIN.)

Activity Page 10.2

Cause and Effect: Conjunction *because*

- Have students turn to Activity Page 10.2 and complete it independently.



Support

Ask students to name the key idea of their paragraph then select details they could include in an illustration to help show readers that key idea.

Challenge

Ask students to write captions for their illustrations.

Character Description



ENGLISH LANGUAGE LEARNERS



Writing Writing a Paragraph

Beginning

Ask students to identify a detail from their paragraph they could include in an illustration.

Intermediate

Ask students to identify a sentence from their paragraph they could include in an illustration.

Advanced/Advanced High

Ask questions such as "How could you draw this character to help readers better understand your paragraph?" to help students plan their illustrations.

ELPS 5.G

Lesson 10: Concluding Norse Mythology

Writing



Primary Focus: Students will write a final draft of a character description and create illustrations to support their writing. **TEKS 3.11.E**

FINAL DRAFT AND ILLUSTRATIONS (40 MIN.)

- Tell students that today they will write a final copy of their character description paragraph.
- Provide students with lined paper to complete their final copy.
- When students complete their final copy, they should create supporting illustrations.
- As time permits, encourage students to read their paragraph to a partner and explain their illustrations.

Check for Understanding



Circulate and provide support as needed.

Lesson 10: Concluding Norse Mythology

Reading



Primary Focus: Students will reread a chapter of their choice independently for a sustained period of time. **TEKS 3.5**

FREE CHOICE READING (30 MIN.)

- Have students return to *Gods, Giants, and Dwarves* and choose any chapter they would like to reread.
- Students may read independently or with a partner.
- As students read, circulate and have them read a paragraph or two aloud.

TEKS 3.11.E Publish written work for appropriate audiences; **TEKS 3.5** Self-select text and read independently for a sustained period of time.

SPELLING ANALYSIS CHART

Name _____

1. promise
2. sunshine
3. whistle
4. princess
5. listen
6. response
7. scent
8. surly
9. assembly
10. mince
11. subject
12. civil
13. central
14. fascinate
15. advice
16. universe
17. glance
18. address
19. **Challenge Word:** during
20. **Challenge Word:** want
- Content Word:** scoundrel

SPELLING ANALYSIS DIRECTIONS

Unit 6, Lesson 10

- Students are likely to make the following errors:
 - For ‘s,’ students may write ‘c,’ ‘ss,’ ‘ce,’ ‘se,’ ‘st,’ or ‘sc’.
 - For ‘c,’ students may write ‘s,’ ‘ss,’ ‘ce,’ ‘se,’ ‘st,’ or ‘sc’
 - For ‘ss,’ students may write ‘s,’ ‘c,’ ‘ce,’ ‘se,’ ‘st,’ or ‘sc’.
 - For ‘ce,’ students may write ‘s,’ ‘c,’ ‘ss,’ ‘se,’ ‘st,’ or ‘sc’.
 - For ‘se,’ students may write ‘s,’ ‘c,’ ‘ss,’ ‘ce,’ ‘st,’ or ‘sc’.
 - For ‘st,’ students may write ‘s,’ ‘c,’ ‘ss,’ ‘ce,’ ‘se,’ or ‘sc’.
 - For ‘sc,’ students may write ‘s,’ ‘c,’ ‘ss,’ ‘ce,’ ‘se,’ or ‘st’.
- While any of the above student-error scenarios may occur, you should still be aware that misspellings may be due to many other factors. You may find it helpful to record the actual spelling errors that the student makes in the analysis chart. For example:
 - Is the student consistently making errors on specific vowels? Which ones?
 - Is the student consistently making errors on double consonants?
 - Is the student consistently making errors at the end of the words?
 - Is the student consistently making errors on particular beginning consonants?
- Did the student write words for each feature correctly?
- Also, examine the dictated sentences for errors in capitalization and punctuation.

Presenting Character Descriptions

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will present their character description paragraphs and explain the supporting illustrations. **TEKS 3.1.C; TEKS 3.13.H**

Reading

Students will create a comic book page based on a literary text.

 **TEKS 3.7.D**

FORMATIVE ASSESSMENT

Character Description

Final Paragraph with Illustrations

 **TEKS 3.1.C; TEKS 3.13.H**

PP Activity Pages 46–54 Comic Book Organizer



TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

LESSON AT A GLANCE

| | Grouping | Time | Materials |
|---|-------------|---------|--|
| Speaking and Listening (60 min.) | | | |
| Character Descriptions | Small Group | 60 min. | <input type="checkbox"/> Completed paragraphs and illustrations |
| Reading (60 min.) | | | |
| Comic Book Organizer | Independent | 60 min. | <input type="checkbox"/> Pausing Point Activity Pages
PP46-PP54 |

ADVANCE PREPARATION

Speaking and Listening

- Students can make their presentations in front of the whole class, in small groups, or with partners. Determine which organization you prefer.

Universal Access

- Assemble sample comic books or pages from graphic novels to use as examples for students as they develop their own comic book pages.

Start Lesson

Challenge

Ask students to think of possible captions for each image their peers share.

Character Description



ENGLISH LANGUAGE LEARNERS



Speaking and Listening Presentation

Beginning

Have students present their illustrations to a partner.

Intermediate

Have students present their paragraphs and illustrations to a partner.

Advanced/Advanced High

Have students present their paragraphs and illustrations to a small group.

ELPS 3.F; ELPS 3.H

Lesson 11: Presenting Character Descriptions

Speaking and Listening



Primary Focus: Students will present their character description paragraphs and explain the supporting illustrations. **TEKS 3.1.C; TEKS 3.13.H**

CHARACTER DESCRIPTIONS (60 MIN.)

- You may choose to have students present their character descriptions to the whole group or in small groups.
- Each student should have a chance to present.
- Have students read their character description paragraphs and explain how the illustration supports their paragraph. Remind students to make eye contact with the audience and pay attention to the rate, volume, and enunciation while they speak. Be sure to ask them to use the proper conventions of language as they speak.
- Encourage students to ask each other questions about their descriptions and/or illustrations.

Lesson 11: Presenting Character Descriptions

Reading



Primary Focus: Students will create a comic book page based on a literary text.

TEKS 3.7.D

TEKS 3.1.C Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; **TEKS 3.13.H** Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results; **TEKS 3.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

COMIC BOOK ORGANIZER (60 MIN.)

- Tell students that today they will have the opportunity to create a page of a comic book based on their favorite chapter.
- You may choose to have different students complete each of the chapters and consolidate all of their work into a class comic book.
- Instruct students to reread a chapter and complete the appropriate PP Activity Pages 46–54.
- Within the boxes of the activity page, students should sequence and illustrate the main events of the chapter. Encourage them to add captions or short sentences to support the illustrations.

Note: If you choose to create a classroom version, PP.46 is intended to be the front cover of the comic book.

- For students requiring assistance with the activity, below are guided directions for creating a comic book organizer for each chapter.

Guided Directions for the Comic Book Organizer

Chapter 1: “Sif’s Golden Hair” (Activity Page PP.47)

- Have students turn to **page 10** in the Reader.
- Tell students that in **box 1**, they should sketch Odin sitting at the table and the two ravens with him. Students should then label the sketches of Odin, Thought, and Memory. Students may want to reread **page 10** and the illustration and caption on **page 11** in the Reader. Have students create a speech bubble and insert a line or two of text for the main character of the sketch.
- Ask students to turn to **page 12**. Then, ask students to sketch Thor in **box 2** and label the sketch with his name. Students may want to reread **page 12**. Have students insert a speech bubble.
- Next, ask students to turn to **page 14**. Students may want to reread **page 14**. Students should then sketch and label Sif with her veil and shorn head in **box 3**. Have students insert a speech bubble.
- Last, ask students to turn to **page 16**. Students may want to reread **page 16**. Students should then sketch Loki in **box 4**. Have students insert a speech bubble.

Activity Pages
PP.46–PP.54



Support

Bring in examples of comic book pages or pages from graphic novels for students to consult as examples.

Chapter 2: “Loki and the Dwarves” (Activity Page PP.48)

- Have students turn to **page 18** in the Reader.
- Tell students that in **box 1**, they should sketch and label Loki arriving at the dwarves’ workshop. Students may want to reread **page 18**. Have students insert a speech bubble in this and each successive drawing.
- Ask students to turn to **page 20**. Then, ask students to sketch a dwarf pounding a bar of gold with a hammer next to the forge in **box 2**. Students may want to reread **page 20**.
- Next, ask students to turn to **page 22**. Students may want to reread **page 22**. Students should then sketch and label Loki thinking, with a speech bubble that says, “What else can they make?” in **box 3**.
- Ask students to turn to **page 24**. Students may want to reread **page 24**. Students should then sketch Loki holding the hair, the spear, and the boat in **box 4**.
- Last, ask students to turn to **page 26**. Students may want to reread **page 26**. Students should then sketch Odin with his spear, Thor with his boat, and Loki smiling in **box 5**.
- Have students turn to a partner and without looking in the reader, retell what happened to make Loki ask the dwarves to make things for him using the pictures they have drawn.

Chapter 3: “Stolen Thunder” (Activity Page PP.49)

- Have students turn to **page 28** in the Reader.
- Tell students that in **box 1**, they should sketch Mjöllnir in Thor’s hand, labeling Thor and Mjöllnir. Students may want to reread **page 28**. Remind students to insert speech bubbles for each pane of the comic book.
- Ask students to turn to **page 30**. Then, in **box 2**, ask students to sketch in a speech bubble for when Thor lifts Loki up by the neck as he accuses him of taking Mjöllnir. Students may want to reread **page 30**.
- Next, ask students to turn to **page 32**. Students may want to reread **page 32**. Students should then sketch Thrym greeting Loki when he arrived in the world of the giants in **box 3**.
- Then, ask students to turn to **page 34**. In **box 4**, students should sketch Thrym telling Thor, with a speech bubble, “No Freya, no hammer!” when Loki asked how Thor can get his hammer back from Thrym. Students may want to reread **page 34**.
- Last, ask students to turn to **page 36**. Students may want to reread **page 36**. Students should then sketch Loki telling the gods what Thrym said in **box 5**.

Chapter 4: “A Plan Is Made” (Activity Page PP.50)

- Have students turn to **page 38** in the Reader.
- Tell students that in **box 1**, they should sketch Odin and Loki talking, with Loki pointing at Thor. Students should then label the sketches of Odin, Thor, and Loki. Remind students to insert speech bubbles in each pane. Students may want to reread **page 38**.
- Ask students to turn to **page 40**. Then, in **box 2**, ask students to sketch Thor shouting and a speech bubble that says, “Never!” Students may want to reread **page 40**.
- Next, ask students to turn to **page 42**. Students may want to reread **page 42**. Students should then sketch Thor frowning with Frigga’s small hand on his massive shoulder in **box 3**.
- Then, ask students to turn to **page 44**. In **box 4**, students should sketch Tyr and Loki pulling on corset strings with Tyr saying in a speech bubble, “It’s no use!” Students may want to reread **page 44**.
- Last, ask students to turn to **page 46**. Students may want to reread **page 46**. Students should then sketch a chariot with Thor and Loki dressed for the wedding in **box 5**.
- Have students turn to a partner and without looking in the Reader, retell what has happened so far to get Thor’s hammer back using the pictures they have drawn.

Chapter 5: “The Wedding Feast” (Activity Page PP.51)

- Have students turn to **page 48** in the Reader.
- Tell students that in **box 1**, they should sketch Thor dressed as Freya in a wedding dress stepping out of the chariot. Have students label Freya (Thor). Remind students to insert speech bubbles in each pane. Students may want to reread **page 48**.
- Ask students to turn to **page 50**. Then, in **box 2**, ask students to sketch Freya/Thor eating all that food at the wedding feast. Students may want to reread **page 50**.
- Next, ask students to turn to **page 52**. Students may want to reread **page 52**. Students should then sketch Freya/Thor with the veil partially lifted, showing eyes burning like raging fires in **box 3**.
- Then, ask students to turn to **page 54**. Students may want to reread **page 54**. In **box 4**, students should then sketch Thor bursting out of the wedding dress and throwing his hammer.

Chapter 6: “Balder, the Beautiful” (Activity Page PP.52)

- Have students turn to **page 56** in the Reader.
- Tell students that in **box 1**, they should sketch Balder smiling and Loki staring at him with an angry look on his face. Students should then label the sketches of Balder and Loki. Remind students to insert speech bubbles in each pane. Students may wish to reread **page 56**.
- Ask students to turn to **page 58**. Then, in **box 2**, ask students to sketch Balder telling his mother, Frigga, about his dream with Frigga looking worried. Students may want to reread **page 58**.
- Next, ask students to turn to **page 60**. Students may want to reread **page 60**. Students should then sketch rocks and water with a speech bubble that says, “I promise!” in **box 3**.
- Then, ask students to turn to **page 62**. In **box 4**, students should sketch Balder smiling while others throw rocks and arrows at him that bounce off and land on the ground. Students may want to reread **page 62**.
- Last, ask students to turn to **page 64**. Students may want to reread **page 64**. In **box 5**, students should sketch a picture of mistletoe.

Chapter 7: “The Death of Balder” (Activity Page PP.53)

- Have students turn to **page 66** in the Reader.
- Tell students that in **box 1**, they should sketch things bouncing off of Balder as the gods threw them at him. Remind students to insert speech bubbles in each pane. Students may want to reread **page 66**.
- Ask students to turn to **page 68**. Then, in **box 2**, ask students to sketch Frigga crying when she found out Balder was dead. Students may want to reread **page 68**.
- Next, ask students to turn to **page 70**. Students may want to reread **page 70**. Students should then sketch Hel, the goddess of the underworld in **box 3**.
- Last, ask students to turn to **page 72**. Students may want to reread **page 72**. In **box 4**, students should sketch Frigga crying again.
- Have students turn to a partner and without looking in the Reader, retell what has happened to lead to the death of Balder using the pictures they have drawn.

Chapter 8: “Loki’s Punishment” (Activity Page PP.54)

- Have students turn to **page 74** in the Reader.
- Tell students that in **box 1**, they should sketch Thor holding a salmon (Loki) overhead, looking triumphant. Students should then label the sketches of Thor and Loki. Remind students to insert speech bubbles in each pane. Students may want to reread **page 74**.
- Ask students to turn to **page 76**. Then, in **box 2**, ask students to sketch Siguna holding a cup under a dripping snake. Students may want to reread **page 76**.
- Next, ask students to turn to **page 78**. Students may want to reread **page 78**. Students should then sketch Siguna caring for Loki and a speech bubble that says, “The day is coming!” in **box 3**.
- Last, ask students to turn to **page 80**. In **box 4**, students should sketch Siguna’s triumphant face. Students may want to reread **page 80**.

Cover for Comic Book Organizer and Assembly of the Comic Book

(Activity Page PP.46)

- Ask students to turn to Activity Page PP46. This is the cover for their comic book. They may draw on and color this.
- Tell students to gently tear out Activity Pages PP.46–PP.54.
- Staple, bind, or fasten these pages together.

Pausing Point

Note to Teacher

Based on the results of the Mid-Unit Assessment, please use this Pausing Point day to provide extra support where students need it most. We have provided additional activity pages specifically targeted at the most common needs of students at this point in Grade 3. We strongly recommend that you do not merely rely on the activity pages to reteach the concepts but rather take time to review with students those skills not mastered. We have included the unit numbers where the skills were first taught for your convenience. Please look back at prior Teacher Guides for reminders of how lessons were taught.

GRAMMAR ACTIVITIES

Nouns, Verbs, and Adjectives

Materials: Activity Page PP.1

- Refer to Unit 2. Identify nouns, verbs, and adjectives in sentences.

Subjects and Predicates

Materials: Activity Page PP.2

- Refer to Unit 2. Separate subject and predicate.

Practice Parts of Speech, Subjects, and Predicates

Materials: Activity Page PP.3

- Refer to Unit 2. Separate subjects and predicates and identify nouns, verbs, and adjectives in sentences.

Complete Sentences vs. Fragments

Materials: Activity Page PP.4

- Refer to Unit 2. Identify sentences and fragments and correct fragments by adding subjects or predicates.

Sentences vs. Fragments

Materials: Activity Page PP.5

- Refer to Unit 2. Identify sentences and fragments and correct fragments by adding subjects or predicates.

Activity Pages
PP.1–PP.25



Change Fragments and Run-On Sentences into Simple Sentences

Materials: Activity Page PP.6

- Refer to Unit 2. Add subjects or predicates to make simple sentences and split run-on sentences into simple sentences.

Grammar Review

Materials: Activity Page PP.7

- Refer to Unit 2. Review prior grammar concepts.

Compound Sentences

Materials: Activity Page PP.8

- Refer to Unit 2. Combine simple sentences to make compound sentences.

Identify Topic and Concluding Sentences

Materials: Activity Page PP.9

- Refer to Unit 3. Identify topic and concluding sentences in paragraphs.

Organize a Paragraph

Materials: Activity Page PP.10

- Refer to Unit 3. Sequence sentences into a paragraph.

Write Topic and Concluding Sentences

Materials: Activity Page PP.11

- Refer to Unit 3. Create topic and concluding sentences for groups of sentences to form paragraphs.

Irrelevant Sentences in Paragraphs

Materials: Activity Page PP.12

- Refer to Unit 3. Identify irrelevant sentences in paragraphs and write a paragraph that includes an irrelevant sentence.

Irrelevant Sentences

Materials: Activity Page PP.13

- Refer to Unit 3. Identify irrelevant sentences in paragraphs.

Sentence Order and Titles in Paragraphs

Materials: Activity Page PP.14

- Refer to Unit 3. Sequence sentences into paragraphs and add titles.

Paragraph Writing

Materials: Activity Page PP.15

- Refer to Unit 3. Identify topic and concluding sentences in paragraphs.

Write a Paragraph

Materials: Activity Page PP.16

- Refer to Unit 3. Write a paragraph and add a title.

Write a Paragraph

Materials: Activity Page PP.17

- Refer to Unit 3. Write a paragraph including a good topic sentence and concluding sentence.

Past, Present, and Future Tenses

Materials: Activity Page PP.18

- Refer to Unit 4. Identify and write the correct verb tense in a sentence.

Practice the Verb *to have*

Materials: Activity Page PP.19

- Refer to Unit 4. Write the correct form of the verb *to have* in sentences.

Irregular Verbs (*say, make, go, take, and come*)

Materials: Activity Page PP.20

- Refer to Unit 4. Write sentences using the correct form of the irregular verb.

Irregular Verbs (*see, bring, mean, speak, and draw*)

Materials: Activity Page PP.21

- Refer to Unit 4. Write sentences using the correct form of the irregular verb.

Quotation Marks

Materials: Activity Page PP.22

- Refer to Unit 1. Rewrite sentences using quotation marks.

Adverbs that Tell When and Where

Materials: Activity Page PP.23

- Refer to Unit 5. Identify adverbs and use them in sentences.

Build Sentences

Materials: Activity Page PP.24

- Refer to Unit 5. Add adjectives, adverbs, and synonyms to create longer, more interesting sentences.

Conjunction *but*

Materials: Activity Page PP.25

- Refer to Unit 5. Apply knowledge of the conjunction *but*.

MORPHOLOGY ACTIVITIES

Prefix *un-*

Materials: Activity Page PP.26

- Refer to Unit 2. Choose between the root word and affixed word to complete the sentence; add a prefix to the root word to make a new word.

Activity Pages
PP.26–PP.45



Prefix *non-*

Materials: Activity Page PP.27

- Refer to Unit 2. Choose between the root word and affixed word to complete the sentence; add a prefix to the root word to make a new word.

Prefixes *un-* and *non-*

Materials: Activity Page PP.28

- Refer to Unit 2. Write sentences using affixed words.

Prefix *re-*

Materials: Activity Page PP.29

- Refer to Unit 2. Match the affixed word to its meaning; choose the correct affixed word to complete the sentence.

Prefix *pre-*

Materials: Activity Page PP.30

- Refer to Unit 2. Use clues to choose the correct affixed words to complete the crossword puzzle.

Prefixes *re-* and *pre-*

Materials: Activity Page PP.31

- Refer to Unit 2. Choose between the root word and affixed word or two affixed words to complete the sentence; write a sentence using the affixed word.

Prefix *dis-*

Materials: Activity Page PP.32

- Refer to Unit 3. Determine if the sentence using the affixed word shows an example of the correct meaning of the word; write your own example showing the correct meaning of the affixed word.

Prefix *mis-*

Materials: Activity Page PP.33

- Refer to Unit 3. Replace the meaning in a sentence with the affixed word and write the word, part of speech, and prefix.

Prefixes *dis-* and *mis-*

Materials: Activity Page PP.34

- Refer to Unit 3. Choose between the root word and affixed word or two affixed words to complete the sentence; write the part of speech, root word, and meaning for the affixed word.

Suffix *-er*

Materials: Activity Page PP.35

- Refer to Unit 4. Match the affixed word to its meaning; write a sentence using the affixed word.

Suffix *-or*

Materials: Activity Page PP.36

- Refer to Unit 4. Use clues to choose the correct affixed words to complete the crossword puzzle.

Suffixes *-er* and *-or*

Materials: Activity Page PP.37

- Refer to Unit 4. Add the appropriate suffix to the root word to complete the sentence; write the affixed word.

Suffix *-ist*

Materials: Activity Page PP.38

- Refer to Unit 4. Choose between the root word and affixed word to complete the sentence; add prefix to root word to make a new word.

Suffix *-ian*

Materials: Activity Page PP.39

- Refer to Unit 4. Choose between the root word and affixed word to complete the sentence; write the sentence using the affixed word.

Suffixes *-ist* and *-ian*

Materials: Activity Page PP.40

- Refer to Unit 4. Answer questions by choosing the correct affixed word.

Suffix *-y*

Materials: Activity Page PP.41

- Refer to Unit 4. Match the affixed word to its meaning; choose the correct affixed word to complete the sentence.

Suffixes *-y* and *-al*

Materials: Activity Page PP.42

- Refer to Unit 4. Write sentences using affixed words.

Suffix *-ous*

Materials: Activity Page PP.43

- Refer to Unit 5. Choose between the root word and affixed word to complete the sentence; write the part of speech, root word, and meaning of the affixed word.

Suffix *-ly*

Materials: Activity Page PP.44

- Refer to Unit 5. Add suffix to a word to create a new word to complete the sentence; write a sentence using the verb and adverb given.

Suffixes *-ous* and *-ly*

Materials: Activity Page PP.45

- Refer to Unit 5. Choose the best examples that demonstrate the affixed word; write your own examples demonstrating affixed words.

Teacher Resources

In this section, you will find:

- Glossary
- Activity Book Answer Key
- Texas Essential Knowledge and Skills Correlation Chart
- English Language Proficiency Standards Correlation Chart

Glossary

A

adventure—an exciting or dangerous experience

agony—severe pain

anvil—a large, iron block used by blacksmiths on which heated metal is hit to shape it (**anvils**)

assembly—a meeting

awry—wrong, happening in an unexpected way

B

barrel-chested—having a large, round chest

beast—scoundrel

belch—to burp (**belched**)

boomerang—a curved stick that is thrown and then returns to the person who threw it

C

conceal—to hide (**concealed**)

corset—a tight, stiff undergarment worn to make a woman's waist appear smaller

craftsman—a person who is skilled in making things, especially by hand (**craftsmen**)

creature—a living thing, specifically an animal (**creatures**)

D

dainty—small and pretty, delicate

despair—a feeling of being hopeless or extremely sad

disguise—to hide by changing appearance (**disguised**)

dwarf—a mythical, human-like creature that lives underground (**dwarves**)

F

fast—does not eat for a period of time (**fasted**)

fate—the things that will happen to a person, destiny, fortune

flatter—to praise too much in a way that is not sincere or genuine (**flattered, flattery**)

forge—the furnace in a blacksmith shop used for heating metal

G

guardian—a person who watches and/or protects something or someone

H

harm—to hurt or damage someone or something

hideous—very ugly

J

journey—a trip

M

maid of honor—an unmarried female attendant of a bride

massive—huge

master—an expert (**masters**)

mead—a drink made by mixing water, honey, malt, and yeast

mince words—to speak in an indirect and dishonest way

mistletoe—a plant with thick leaves and white berries; it grows on trees

mourn—to feel or show sadness after a death or loss (**mourned, mourning**)

P

patience—ability to put up with problems without getting upset

prophecy—a prediction of what will happen in the future (**prophecies**)

R

raven—a large, black bird that was one of many flying spies for Odin (**ravens**)

realm—a kingdom

rogue—a person who playfully causes trouble

rumor—a thing that people say to others about someone or something that may or may not be true (**rumors**)

S

scoundrel—a cruel, dishonest person

serpent—a snake

steed—a horse

summon—to call for (**summoned**)

surly—rude, mean, unfriendly

swear—to make a serious promise (**sworn**)

T

triumph—victory

V

veil—material worn on the head to cover the face

vein—a vessel like a tube that carries blood to the heart from other parts of the body (**veins**)

villainy—evil behavior

vow—to make an important and serious promise (**vowed**)

W

what a pity—that's too bad

wisdom—knowledge and good judgment gained over time

wound—an injury caused when something cuts or breaks the skin

writhe—to twist and turn in pain (**writched**)

Digital Exit Ticket Suggested Answers

| QUESTION | ANSWER |
|---|--|
| Lesson 1 | |
| Which of the Norse characters is your favorite? Why? | Answers will vary, but should reference one of the characters studied in this lesson. |
| Lesson 2 | |
| What is the big problem in this chapter? Why is Thor so angry? | The big problem in this chapter is that Sif's golden hair has been cut off. Thor is angry because he believes Loki did this to his wife. |
| Lesson 3 | |
| What happens in Chapter 2? Explain the plot of "Loki and the Dwarves," and make sure to include key details about the setting and characters. | Answers may vary, but should include a summary of the chapter and textual details: Loki went to visit the dwarves to ask them to make golden hair for Sif; he also asked them to make a spear and a boat. |
| Lesson 4 | |
| What is the main problem in Chapter 3? How do the characters deal with it? | The main problem in Chapter 3 is that Thor discovered his hammer was stolen. He suspected Loki took it, but it was Thrym who took it. Thrym told Loki he would give the hammer back if Freya married him. The gods didn't know how to get the hammer back. |
| Lesson 5 | |
| What new information have you learned about your favorite character? Explain if any of your predictions about your favorite character's actions were correct. | Answers will vary, but should reference information from the text. |
| Lesson 6 | |
| What happens in Chapter 5? What was your favorite part of the chapter? | Answers will vary, but should reference the wedding and trickery by Thor and Loki. |
| Lesson 7 | |
| Give at least two examples of cause and effect that you found in Chapter 6. | Answers will vary, but should reference student notes in the Cause and Effect chart. |
| Lesson 8 | |
| Explain how the images found in Chapter 7 help the reader understand more about the story. | Answers will vary, but should reference the images specifically and prove connection to understanding. |
| Lesson 9 | |
| What are some of the words and phrases that are used to describe Loki? | Answers may vary, but could include: trouble, bad, evil, etc. |

Lesson 10

Which chapter did you select to reread from Gods, Giants, and Dwarves?
Why did you choose that chapter?
Summarize the key points from that chapter.

Answers will vary.

Lesson 11

Explain how your illustration supports your character description paragraph.

Answers will vary.

ACTIVITY BOOK ANSWER KEY

Activities with widely variable or subjective responses may not be reprinted in this Appendix.

1. What was the setting of the selection?

- A. Canada
- B. Norway
- C. North America
- D. all of the above

2. What does the word **convinced** mean in the following sentence from the selection?

Many others were not convinced.

- A. sane
- B. reminded
- C. sure
- D. removed

3. Why did Ingstad think the houses at L'Anse aux Meadows were Viking houses?

The Ingstsads had seen similar Viking houses in Iceland and Greenland that looked the same.

4 Unit 6 | Activity Book

Grade 3

7. Number the events in the selection in order from 1–5.

- 5 Almost all historians agree that the houses dug up by the Ingstsads were built by Vikings.
- 2 Helge began visiting various villages along the coast.
- 3 The team found great evidence of Vikings having lived at L'Anse aux Meadows, like a pin and a spindle whorl.
- 1 Helge and Anne read the Viking sagas.
- 4 The team used carbon dating to find out how old the houses were.

8. Write *true* or *false* on the blank following the sentence.

A lot of carbon-14 left in an animal bone means the animal died a long time ago. **False**

9. Why did the author write this selection?

- A. to inform readers about the theory that Vikings explored North America
- B. to inform readers about the theory that Vikings explored Norway
- C. to inform readers about the theory that Vikings explored Greenland
- D. to inform readers about the theory that Vikings explored South America

6 Unit 6 | Activity Book

Grade 3

NAME: _____

DATE: _____

1.1

ASSESSMENT
CONTINUED

4. Why it is important to know that Vikings explored and settled land in North America almost 500 years before Christopher Columbus?

- A. because the Vikings were thought to be a group of people who didn't explore
- B. because the Vikings were thought to have explored North America after Christopher Columbus
- C. because Christopher Columbus has long been thought of as the person who first came to North America
- D. because Christopher Columbus is thought to have sailed with the Vikings

5. What did the Ingstsads find in the archaeological dig that proved women had been present in the settlement?

- A. pins
- B. cooking utensils
- C. a spindle whorl
- D. houses

6. What does the word **excavate** mean in the following sentence from the selection?

Then, they began to excavate the site.

- A. dig up
- B. fill up
- C. look up
- D. make up

Activity Book | Unit 6 5

NAME: _____

DATE: _____

1.1

ASSESSMENT
CONTINUED

10. Number the events from the selection in order from 1–4.

- 1 Leif Erikson sailed across the ocean.
- 2 Gustavson had a visit from a farmer who had made a great discovery.
- 3 Craftsmen built a full-size replica of the Oseberg ship.
- 4 The Oseberg burial mound revealed the bodies of two women.

11. What does the word **stunned** mean in the following sentence from the selection?

What he saw stunned him.

- A. calmed
- B. shocked
- C. disturbed
- D. cooled

12. Why was a ship placed in the large burial mound?

- A. The ship was no longer seaworthy.
- B. The ship belonged to the king of Norway.
- C. The ship could be used to sail to the land of the dead.
- D. The ship was beautifully decorated with wood carvings.

Activity Book | Unit 6 9

13. What did Gustavson and his team do with the ship pieces after they had been sent to Oslo?
- They used them to build a Viking house.
 - They checked the carbon-14 level in the wood.
 - They put the ship pieces back together in their original position.
 - They put them in a pile in a museum.
14. Why was the older woman who was found in the burial mound thought to be an important person?

She had been given a fancy burial.

15. What was the setting of the selection?
- Oslo
 - Oseberg
 - Norway
 - all of the above
16. Why did the author write this selection?
- to inform the reader that Vikings may have explored North America before Columbus
 - to inform the reader that grave goods were buried with the dead
 - to inform the reader that Viking ships sink
 - to inform readers why the Oseberg ship was an important discovery

19. Number the events from the selection in order from 1–3.
- 3 Odin put Fenris on a deserted island.
 - 1 Odin cast the writhing serpent into the sea.
 - 2 Odin sent the old crone to the underworld.
20. Odin decided the best thing to do with Loki's children would be to
- put them in faraway places where they could do no harm.
21. Why did Odin think it wasn't enough to just keep Fenris on the island?
- Fenris continued to fight and kill people.
 - Fenris continued to scare people and could get to Asgard.
 - Fenris continued to grow larger and could try to escape.
 - Fenris continued to grow smaller and lose his strength.
22. What does the word **might** mean in the following sentence from the selection?
- He tugged on the chain with all his might.
- He tugged on the chain with all his wit.
 - He tugged on the chain with all his terror.
 - He tugged on the chain with all his fear.
 - He tugged on the chain with all his strength.

NAME: _____
DATE: _____

1.1
CONTINUED

17. What does the word **perfected** mean in the following sentence from the selection?

Scientists think that the Oseberg ship was built before the Vikings perfected their shipbuilding skills.

- destroyed
- improved
- delayed
- managed

18. Why might craftsmen have taken the full-size replica they built of the Oseberg ship out for a test voyage?

- to see if they knew how to sail
- to see if they knew how to build a full-size replica
- to see if they should build more ships
- to see if the ship was seaworthy and could travel in water

NAME: _____
DATE: _____

1.1
CONTINUED

23. Why did Odin think Fenris would never agree to wear the chain?

- Odin thought Fenris would know he was trying to keep him in a faraway place.
- Odin thought Fenris would want something else around his neck.
- Odin thought Fenris would hurt himself if he wore the chain.
- Odin thought Fenris would go to Hel and complain.

24. What did Fenris mean when he asked for "a sign of good faith?"

- He wanted a sign that the gods were being honest.
- He wanted a sign that the gods were not ready to leave.
- He wanted a sign that the gods were trying to trick him.
- He wanted a sign that the gods were keeping secrets.

25. Write *true* or *false* on the blank that follows the sentence.

Fenris was able to break the chain the gods looped around his neck. False

26. Why would the serpent be writhing, or twisting from side to side in pain, when Odin threw it into the sea?

- Odin was holding it by the tail.
- Odin gently placed it in the sea.
- It wanted to bite Odin for grabbing it.
- It wanted to swim in the sea.

27. Why did the author write this selection?
- to inform the reader about children
 - to tell a story about taking care of Odin and the other gods
 - to inform the reader about monsters
 - D.** to tell a story about keeping the world safe from harm
28. Which of the following words would be on a dictionary page with the following guide words?
- | | |
|-------|-------|
| cling | cluck |
|-------|-------|
- clotting
 - click
 - cluster
 - D.** clump
29. Which of the following words would be on a dictionary page with the following guide words?
- | | |
|-----------|-------|
| afterlife | ample |
|-----------|-------|
- aft
 - amplify
 - C.** affable
 - ampersand

NAME: _____
DATE: _____

2.2 ACTIVITY PAGE**“Sif’s Golden Hair”**

1. Who are the main characters in this chapter?

The main characters are Odin, Thor, Sif, and Loki.

2. Where does this chapter take place?

The chapter takes place in Asgard.

3. What is the meaning of the word enraged in this sentence from the chapter?

Thor was enraged.

- very fiery
- very red
- C.** very angry
- very bulged

NAME: _____
DATE: _____

1.1 ASSESSMENT
CONTINUED

30. Which of the following words would be on a dictionary page with the following guide words?

| mind | monster |
|------------------|---------|
| A. middle | |
| B. monstrous | |
| C. miffed | |
| D. minion | |



4. Using the numbers 1–4, put these chapter events in order:

2 Thor arrives in his goat cart.

4 Loki arrives.

3 Sif pulls off the veil.

1 Thought and Memory return to Odin.

5. Why does Odin blame himself for the problems with Loki?

Odin had invited Loki to join the gods in Asgard.

Page 16

6. Compare and contrast Mount Olympus and Asgard.

| Mount Olympus | | Asgard |
|---------------|-------------------------------------|--------------------------------|
| home of gods | What is important about this place? | <u>home of the Viking gods</u> |
| Zeus and gods | Who lives there? | <u>Odin and gods</u> |
| Zeus | Who is the leader of the gods? | <u>Odin</u> |

NAME: _____
DATE: _____

2.3

ACTIVITY PAGE

Cause and Effect: Conjunction *because*

Draw two lines under the word *because* to show it is a conjunction. Decide which of the two simple sentences happened first and write the word *Cause* over top of it. Decide which simple sentence happened second and write the word *Effect* over top of it. Answer the questions in complete sentences.

Cause Effect
Because my friend looked so sad, we all tried to cheer him up.

Why did we try to cheer up my friend? We all tried to cheer him up because he looked so sad.

- Effect Cause
1. Susan read that book three times because it was so thrilling.
Why did Susan read that book three times?

Susan read the book three times because it was so thrilling.

- Effect Cause
2. Mom picked up my baby brother because he was crying and crying.
Why did Mom pick up my baby brother?

Mom picked up my baby brother because he was crying and crying.

- Cause Effect
3. Because his pen ran out of ink, Ben needed to get another one.
Why did Ben need to get another pen?

Ben needed a new pen because his pen ran out of ink.

Grade 3

Activity Book | Unit 6 29

Decide which simple sentence happened first and write the word *Cause* over top of it. Decide which simple sentence happened second and write the word *Effect* over top of it. Add the word *because* before the simple sentence that happens first and is the *cause*; join the two sentences and write them as a new sentence including the word *because*.

Cause Effect
I forgot to clean up my room. I wasn't allowed to go out to play.
Because I forgot to clean up my room, I wasn't allowed to go out to play.

- Cause Effect
1. Peaches are my favorite fruit. I asked for them for supper.

Because peaches are my favorite fruit, I asked for them for supper.

- Effect Cause
2. I asked to have my room painted purple. Purple is my favorite color.

I asked to have my room painted purple because it is my favorite color.

- Effect Cause
3. I leaned over to pick my pencil up. I dropped my pencil.

I leaned over to pick up my pencil because I dropped it.

Grade 3

Activity Book

NAME: _____
DATE: _____

3.1

ASSESSMENT

Mid-Year Grammar Assessment

1. Read the sentence carefully and choose the words that are nouns.

The plate of steaming pasta and meatballs smells wonderful.

- A. steaming, meatballs, wonderful
B. plate, pasta, meatballs
C. plate, smells, wonderful
D. steaming, plate, meatballs

2. Read the sentence carefully and choose the words that are adjectives.

The pink donuts taste sweet and yummy.

- A. donuts, sweet, yummy
B. pink, taste, yummy
C. pink, sweet, yummy
D. donuts, taste, yummy

3. Read the sentences carefully and choose the words that are verbs.

My family watches the speedy jets at the airport. We stroll up and down the corridors before our flight. Finally, we board the airplane.

- A. speedy, stroll, flight
B. watches, stroll, board
C. family, airport, airplane
D. airport, corridors, board

Grade 3

Activity Book | Unit 6 33

4. Choose the sentence that has the vertical line correctly placed between the subject and the predicate.

- A. Emily and Pedro | play video games together.
B. Emily | and Pedro play video games together.
C. Emily and Pedro play | video games together.
D. Emily and Pedro play video | games together.

5. Choose the sentence that has the vertical line correctly placed between the subject and the predicate.

- A. The colorful kite flew | high in the bright, blue sky.
B. The colorful kite flew high | in the bright, blue sky.
C. The colorful kite | flew high in the bright, blue sky.
D. The colorful | kite flew high in the bright, blue sky.

6. Choose the group of words that is a complete sentence.

- A. Humans are vertebrates.
B. Jason and John.
C. Is sweet and tasty.
D. The dark, looming clouds.

Grade 3

Activity Book

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

7. Choose the group of words that is a fragment.
- A. Sammy is my best friend in the whole world.
 - B. My pet goldfish is bright orange.
 - C. *Adventures in Light and Sound* is a great book!
 - D. Sang all day.

Change these fragments into complete sentences:

8. ran around the block

Answers may vary.

9. my sister and her friend

Answers may vary.

10. Read the sentence carefully and choose the adjective that describes a noun.

Jack collects stamps for his huge collection.

- A. collects
- B. huge
- C. collection
- D. stamps

Grade 3

Activity Book | Unit 6 **35**

11. Read the sentence carefully and choose the adjective that describes a noun.

There are five members in the family.

- A. five
- B. family
- C. members
- D. are

12. Read the run-on sentence carefully and choose the example that shows the sentence divided correctly.

Mark rode his bicycle all over the park he loves to ride all day.

- A. Mark rode his bicycle all over. The park he loves to ride all day.
- B. Mark rode his bicycle. All over the park he loves to ride all day.
- C. Mark rode his bicycle all over the park he loves. To ride all day.
- D. Mark rode his bicycle all over the park. He loves to ride all day.

Grade 3

36 Unit 6 | Activity Book

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

Read the following paragraph carefully and then answer questions 13–15.

Fall is the prettiest season of the year. The leaves are turning beautiful colors. The reds, yellows, and oranges are so vibrant. I love to jump in the leaves that are in piles in my yard. It is so much fun. Don't you love fall, too?

13. Of these four sentences, which would be the topic sentence of the paragraph?
- A. The leaves are turning beautiful colors.
 - B. Fall is the prettiest season of the year.
 - C. Don't you love fall, too?
 - D. I love to jump in the leaves that are in piles in my yard.
14. Of these four sentences, which would be the concluding sentence of the paragraph?
- A. The leaves are turning beautiful colors.
 - B. The reds, yellows, and oranges are so vibrant.
 - C. Don't you love fall, too?
 - D. I love to jump in the leaves that are in piles in my yard.
15. Choose the best title for the paragraph.
- A. Leaves Change Color
 - B. Jumping is Fun
 - C. Raking Leaves in Fall is Hard Work
 - D. Fall is Beautiful

Grade 3

Activity Book | Unit 6 **37**

16. Read the following paragraph and choose the irrelevant sentence.

When I wake up with a fever, Mother keeps me at home for the day. She feeds me meals that I like and brings me lots of water to drink. I sleep most of the day, trying to get better. I do my homework right after school. Sometimes I need to go to the doctor as well. My mom takes great care of me!

- A. I sleep most of the day, trying to get better.
- B. My mom takes great care of me!
- C. I do my homework right after school.
- D. She feeds me meals that I like and brings me lots of water to drink.

17. Number the following sentences in the correct order they should appear in a paragraph:

- 2** Spread the peanut butter on one piece of bread and the jelly on the other.
- 1** Get out the bread, peanut butter, and jelly to make a sandwich.
- 4** Enjoy your sandwich!
- 3** Carefully put your two pieces of bread together.

Create sentences.

18. **subject:** Bob

verb: *go*, future tense _____

Answers may vary but should include the words *will go*.

Grade 3

38 Unit 6 | Activity Book

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

19. **subject:** my neighbors

verb: bring, past tense _____

Answers may vary but should include the word brought. _____

20. Adverbs are words that describe _____.

- A. nouns
- B. verbs
- C. adjectives
- D. conjunctions

21. Choose the sentence that correctly uses an adverb.

- A. The tight belt pinched my skin.
- B. My brother carefully wrapped the birthday present.
- C. Our teacher asked us to read our books.
- D. I am glad you came to my house.

Grade 3

Activity Book | Unit 6 **39**

22. Read the sentence carefully and choose the word that the adverb describes.

The frantic squirrel quickly scampered up the tree.

- A. squirrel
- B. scampered
- C. frantic
- D. tree

Read the sentence carefully, underline the adverb, and tell whether the adverb tells *when*, *where*, or *how*. Then, answer the question.

23. John has never ridden a horse in his life. when _____

What word does the adverb describe? has ridden _____

24. The furry, white cat slept outside on the picnic table. where _____

What word does the adverb describe? slept _____

40 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

25. and 26. Read each simple sentence. Add adjectives, adverbs, and synonyms to the sentences, using the boxes provided. Then, write new, more interesting sentences.

| Starter Sentence: The child played the game. | | | |
|--|---------------------------------|--------------------------|---------------------------|
| Adjectives to describe the child | Adjectives to describe the game | Adverbs to describe when | Adverbs to describe where |
| Answers may vary. | Answers may vary. | Answers may vary. | Answers may vary. |
| Synonyms for played | | | |
| Answers may vary. | | | |

New sentence: Answers may vary. _____

Grade 3

Activity Book | Unit 6 **41**

Starter Sentence: Roses bloom in my yard.

| Adjectives to describe the roses | Adjectives to describe the yard | Adverbs to describe when | Adverbs to describe how |
|----------------------------------|---------------------------------|--------------------------|-------------------------|
| Answers may vary. | Answers may vary. | Answers may vary. | Answers may vary. |
| Synonyms for bloom | | | |
| Answers may vary. | | | |

New sentence: Answers may vary. _____

27. Choose the ending of the sentence to use the conjunction *but* correctly.

Chipmunks like nuts but _____.

- A. nuts are good to eat
- B. robins like worms instead
- C. squirrels live in trees
- D. chipmunks eat them everyday

42 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

3.1 ASSESSMENT
CONTINUED

Choose the sentence that is punctuated correctly.

28. A. "Do you like to play football," asked Mr. Sanders?
B. "Do you like to play football." asked Mr. Sanders.
C. "Do you like to play football," asked Mr. Sanders.
D. "Do you like to play football?" asked Mr. Sanders.

Rewrite the sentences using correct capitalization and punctuation.

29. timmy screamed someone help me

Timmy screamed, "Someone help me!"

30. my mother said please finish your homework so we can play a game

My mother said, "Please finish your homework so we can play a game."

Grade 3

Activity Book | Unit 6 **43**

NAME: _____
DATE: _____

3.2

"Loki and the Dwarves"

1. The dwarves are described in the chapter as "grouchy, surly, and unpleasant." Use your own words to describe the dwarves.

Answers may vary.

2. Loki is called a "smooth talker." What does that mean? What was he able to do simply by speaking?

Being a "smooth talker" means he can flatter someone into doing what he wants. He talked the dwarves into making things for him.

3. Why did Loki talk the dwarves into making a spear and a boat?

Loki tricked the dwarves into making presents for Odin and Thor (the spear and the boat) because Odin and Thor were angry with him, and he wanted them to like him again.

Page **22**

44 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

3.2 ACTIVITY PAGE
CONTINUED

4. The chapter says Sif's golden hair is "a wonder to **bold**." What does the word **bold** mean?

- A. touch
B. carry
C. see
D. shine

5. Why would a spear be a good gift for Odin?

Odin was the father of the Norse gods, a ruler.

6. The last sentence in the chapter says that all was well in Asgard – "at least for the moment." Predict what might happen next. Do you think that peace will last? Why or why not?

Answers may vary, but students should note that the phrase

"at least for the moment" suggests that peace will not last.

Grade 3

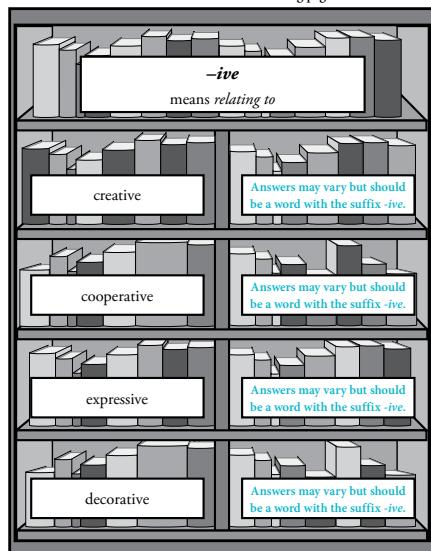
Activity Book | Unit 6 **45**

NAME: _____
DATE: _____

3.3 ACTIVITY PAGE

Word Shelf

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.



Grade 3

Activity Book | Unit 6 **47**

NAME: _____
DATE: _____**-ive: Suffix Meaning “relating to”**

| | |
|--|-----------------------------------|
| creative—(adjective) relating to making or inventing something | Answers may vary. |
| cooperative—(adjective) relating to working with others toward a common goal | Answers may vary. |
| expressive—(adjective) relating to showing what you think or feel | Answers may vary. |
| decorative—(adjective) relating to making something beautiful | Answers may vary. |

Write the correct word to complete each sentence.

| | | |
|-------------|------------|------------|
| expressive | active | creative |
| cooperative | productive | decorative |

- She has a creative mind and can make many unique pieces of jewelry.
- Dad said he had such a productive day at work that he might go in late tomorrow and relax in the morning for a change.
- Dawn added a decorative blue vase to the shelf to fill an empty spot in the bookcase.
- The lyrics of a new song I heard on the radio are very expressive and tell about an experience the singer had as a child.

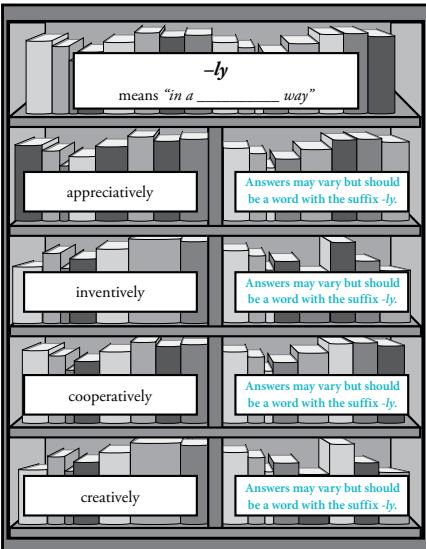
5. Thomas is active in school clubs like the Book Club, Student Safety, and Math Masters.

6. Write your own sentence using the one word left in the box.

[Answers may vary but should include the word cooperative.](#)

NAME: _____
DATE: _____**Word Shelf**

The left-hand side of the table contains words that use the suffix you have been studying. Use the blanks on the right side to record additional words that use the same suffix. Then write those words and their definitions on the table on the following page.

**-ly: Suffix Meaning “in a _____ way”**

| | |
|--|-----------------------------------|
| appreciatively—(adverb) in an appreciative way | Answers may vary. |
| inventively—(adverb) in an inventive way | Answers may vary. |
| cooperatively—(adverb) in a cooperative way | Answers may vary. |
| creatively—(adverb) in a creative way | Answers may vary. |

Write the correct word to complete each sentence.

| | | |
|----------------|-------------|---------------|
| appreciatively | creatively | decoratively |
| actively | inventively | cooperatively |

- We worked cooperatively as a team to clear snow off our neighbor's sidewalk so he could safely go outside.
- My coach nodded appreciatively to me for coming out of the game and letting another player have some playing time.
- Megan creatively designed what she wanted her bedroom to look like with new paint, furniture, and some of her artwork displayed.
- The sculptor decoratively displayed his work in a way that no one had ever done at the gallery before.

5. The class _____ tracked the progress of the hurricane as part of their science unit about weather.
6. Write your own sentence using the one word left in the box.

Answers may vary but should include the word *inventively*.

5. What word with the suffix *-y* means “full of holes that let something in or allow something to escape?”

leaky

6. Circle the correct suffix to add to the root word in the sentence.

Jessie saw several poison____ snakes in the reptile house at the zoo.

- A. *-ist*
- B. *-ous*
- C. *-er*

7. Sometimes I feel a little _____ when I watch a sad movie.

- A. emotions
- B. emotional
- C. emotionally

8. If Nina is *unable* to attend your birthday party, what does that mean?

Nina is not able to come.

9. An _____ came to our school to check for damage to the roof after the storm.

- A. inspect
- B. inspector
- C. inspection

NAME: _____

DATE: _____

Mid-Year Morphology Assessment

- We went to a special reception with an artist to _____ her work before the gallery with her art opened to the public.
 - A. viewed
 - B. preview
 - C. review
- Circle the word that best fits in the blank.

Our neighbor called to _____ announce the birth of his son.

 - A. joyous
 - B. joyously
- If you have *misplaced* your keys, you have _____ placed them wrong, or you have lost them _____
- Mom asked an _____ artist whose work she liked if he would create some pieces to hang in our house.
 - A. actor
 - B. artist
 - C. organist

NAME: _____

DATE: _____

- Robert can only drink *nondairy* milk. This means he can drink milk that is not from cows or goats.
- Circle the correct suffix to add to the root word in the sentence.

We watched as the magic____ pulled all sorts of things out of his hat.

 - A. none
 - B. -al
 - C. -ian

12. What does **reload** mean in the following sentence?

Dad has to **reload** the car because he forgot to put the folding table in first on the bottom.

Answer: _____ **to load the car again** _____

- That soccer _____ just scored an amazing goal by heading the ball in the net!
 - A. playing
 - B. player
 - C. play

14. Circle the correct prefix to add to the root word in the sentence.

I like cabbage and don't enjoy when Mom serves it with dinner.

- A. mis-
- B. dis-
- C. un-

4.2

ACTIVITY PAGE

"Stolen Thunder"

1. Why might Thor have thought that Loki had stolen Mjöllnir?

Answers may vary but should note that Loki is very mischievous and always causes trouble.

2. What is the meaning of the word **cackle** in the following sentence from the chapter?

Thrym paused briefly to **cackle** and enjoy his own villainy.

- A. cry softly
- B. laugh noisily
- C. yell angrily
- D. sing beautifully

3. Compare and contrast Loki and Thrym.

| Loki | | Thrym |
|---------------------------|--------------------------------|---------------------------------------|
| changes—usually god-sized | Appearance? | an ugly giant |
| tricky | Behavior? | honest, happy with his villainy |
| don't trust him | What do the gods think of him? | Freya calls him a "disgusting beast." |

4. What do you think Thor will do to get his hammer, Mjöllnir, back?

Answers may vary.

4.3

ACTIVITY PAGE

Answer Comprehension Questions Using Conjunction *because*

Read the following story and look carefully for answers to the comprehension questions that follow. Make sure you restate the question when you write the beginning of your answer.

The Surprise Party

Mother and I have been planning and preparing all day, making sure that everything is ready for a special supper because it is Grandma's birthday today. Grandma is coming for supper because she always comes for supper on Sundays, and today is Sunday. What she doesn't know is that it is going to be a special Sunday, because Mother and I have been keeping the party a big secret! I can't wait to see the look on her face when she arrives and we all shout, "Surprise!" Because I love her so very much, seeing her happy will make my day! I just know this will be the best Sunday ever, because Grandma will be surprised and will open her presents. Because she is fifty years old today, I wrapped up fifty small pictures I had drawn for her, one for each year she has been alive!

Example: Why were Mother and I planning and preparing all day?
Mother and I were planning and preparing all day because it was Grandma's birthday.

1. How do you know that Grandma is coming for supper?

I know Grandma is coming for supper because she always comes for supper on Sunday and it is Sunday.

2. Why doesn't Grandma know that this Sunday will be special with a party?

Grandma doesn't know that this Sunday will be special because Mother and the writer have kept it a secret.

3. Why does the writer think this will be the best Sunday ever?

The writer thinks this will be the best Sunday ever because

Grandma will be surprised and will open her presents.

4. What gift does the writer have for her Grandma and why did she choose this gift?

The writer has 50 small pictures for Grandma because Grandma

is celebrating her fiftieth birthday.

4.5 TAKE-HOME

NAME: _____

DATE: _____

Practice Conjunctions *and*, *but*, and *because*

Choose the conjunction that belongs in each blank and write it on the line.

- Eric had the lead part in the play, "Androcles and the Lion," and did a wonderful job!
- My brother's car is a beautiful shade of silver, but it's so covered with mud, it's hard to tell!
- My friend, Alan, and I go fishing together each Saturday.
- Because the sky was so blue, I wanted to get my watercolors and paint a picture of it.
- I reread *Stories of Ancient Rome* five times because it was full of great stories.
- Why does the bunny wiggle his nose and hop all over his cage?
- Hot dogs are my favorite food but I don't like ketchup on them!
- I like to go swimming in the summer because it is very hot outside.

Write two sentences each using the conjunctions *and*, *but*, and *because*.

1. *and*

Answers may vary.

2. *and*

Answers may vary.

3. *but*

Answers may vary.

4. *but*

Answers may vary.

5. *because*

Answers may vary.

6. *because*

Answers may vary.

5.2 ACTIVITY PAGE

NAME: _____

DATE: _____

"A Plan Is Made"

Circle *true* or *false* and write the page number where you found the answer.

| | Circle True or False | Page |
|--|---|------|
| Odin had the idea that Thor should go get his hammer himself. | True <input checked="" type="radio"/> False <input type="radio"/> | 38 |
| Thor was eager to grab Loki. | True <input type="radio"/> False <input checked="" type="radio"/> | 40 |
| Odin's wife, Frigga, talked Thor into the plan. | True <input type="radio"/> False <input checked="" type="radio"/> | 42 |
| Ten days later, the gods were hard at work getting Thor ready. | True <input checked="" type="radio"/> False <input type="radio"/> | 42 |
| Thor had trouble getting into the corset. | True <input type="radio"/> False <input checked="" type="radio"/> | 44 |
| Freya allowed Thor to wear her famous golden necklace. | True <input type="radio"/> False <input checked="" type="radio"/> | 46 |
| They left in a chariot pulled by lions. | True <input checked="" type="radio"/> False <input type="radio"/> | 46 |

1. In the chapter, Thor calls Loki a **rogue**. What does the word **rogue** mean?

- A. peacekeeper
- B. troublemaker
- C. Norse god
- D. person in disguise

2. Which word best describes Thor at the beginning of the chapter?
- happy
 - sad
 - angry
 - jolly
3. What is the plan for getting back Thor's hammer?
Thor and Loki dress as Freya and her maid of honor to trick Thrym.
4. The end of the chapter states that Thor and Loki set off on their excellent adventure. What is an excellent adventure?
Answers may vary.
5. Predict how this plan will turn out.
Answers may vary.

70 Unit 6 | Activity Book

Grade 3

3. Loki saw the danger when Thrym commented on how much Freya had eaten. What danger did Loki see?
- Loki saw the danger of Freya finding out that Thor was disguised as her.
 - Loki saw the danger of Odin finding out that Thor was disguised as Freya.
 - Loki saw the danger of Thrym finding out that Thor was disguised as Freya.
 - Loki saw the danger of Thor finding out that Thrym was disguised as him.
- Page 50
5. What did Loki tell Thrym was the reason that Freya's eyes were burning like raging fires?
Loki told Thrym that Freya (Thor) hadn't slept for 8 nights but had sat up thinking of Thrym.
- Page 52
6. What is the real reason that Freya's eyes were burning like raging fires?
Freya (Thor) was furious that Thrym had stolen his hammer.

72 Unit 6 | Activity Book

Grade 3

NAME: _____
 DATE: _____

6.1

ACTIVITY PAGE

"The Wedding Feast"

1. List all the food and drink that Thor, dressed as Freya, had at the wedding feast. What did he do after eating and drinking all of this?

tray of snacks After he finished eating, he

8 big salmon belched loudly.

half an ox

3 barrels of mead

Page 50

2. Thrym tried to "steal a kiss" from Freya (Thor in disguise). What does it mean to "steal a kiss?"

It means to kiss someone quickly and by surprise.

Grade 3

Activity Book | Unit 6 71

NAME: _____
 DATE: _____

7.1

ACTIVITY PAGE

"Balder, the Beautiful"

Circle *true or false*. Then, write the page number where you found the answer.

| | Circle True or False | Page |
|---|---|-----------|
| Loki was jealous of Balder because everyone was paying too much attention to him. | <input checked="" type="radio"/> True <input type="radio"/> False | <u>56</u> |
| Balder had a nightmare about his death. | <input checked="" type="radio"/> True <input type="radio"/> False | <u>56</u> |
| Odin sent out two doves to see if Balder was in danger. | <input type="radio"/> True <input checked="" type="radio"/> False | <u>58</u> |
| Balder's mother Frigga set out with a plan to protect him. | <input checked="" type="radio"/> True <input type="radio"/> False | <u>60</u> |
| Loki disguised himself as an old man and spoke to Frigga. | <input type="radio"/> True <input checked="" type="radio"/> False | <u>62</u> |
| Frigga decided the mistletoe was harmless because it didn't even have roots of its own. | <input checked="" type="radio"/> True <input type="radio"/> False | <u>64</u> |
| Loki knew that mistletoe could hurt Balder. | <input checked="" type="radio"/> True <input type="radio"/> False | <u>64</u> |

1. Why did Frigga want so much to protect her son? _____

Frigga loved her son.

Page 58

2. Who was Hel and what was she doing? Hel was the goddess of the underworld, and she was preparing to receive one of the gods in the kingdom of the dead.

Page 58

Activity Book | Unit 6 79

3. What does the word **harm** mean in this sentence?

He knew there was almost nothing that could **harm Balder.**

- A. want
- B. hurt
- C. help
- D. warn

4. What do you think will happen next?

Answers may vary.

5. Compare Balder to Remus, the Roman character you learned about in Unit 4.

| Remus | | Balder |
|-------------------------------|------------------------------------|-----------------------|
| Rome | Where did he live (setting)? | Asgard |
| argumentative, jealous | List some characteristics of each. | good, kind, beautiful |
| his uncle, the king of Latium | Who wanted to harm him most? | Loki |

Part 2: For each pair of sentences below, decide which part you need to write the conjunction *because* next to and then, write it on the appropriate blank. Use the word *because* in each pair just one time. Draw an X in the blank that doesn't need the word *because*. Remember to capitalize the first word in a sentence.

1. Because light and sound are such interesting topics to learn about
X I can't wait to come to school to learn more!
2. X we can't go outside to play today
because it is raining too hard.
3. Because the mirror in my bathroom has a big crack in it
X the reflection of my face looks funny.
4. X it's very cold in my room today
because the heater is broken.
5. X I couldn't play soccer this season
because I broke my ankle and am wearing a cast.

NAME: _____
DATE: _____

8.1 ACTIVITY PAGE

The Death of Balder

1. What things did the gods throw at Balder that bounced off him?

The gods threw rocks at Balder that bounced off him.

Page 67

2. What does the word **raved** mean in the following sentence from the chapter?

When Frigga heard, she was in despair. She cried and raved.

- A. clapped slowly to herself
- B. sang loudly for all to hear
- C. talked wildly without making sense
- D. ran quietly by herself

3. How did Loki trick Balder's brother, Hod, into shooting an arrow at Balder?

Loki pretended to be concerned that Hod wasn't joining in the fun and told Hod he'd help him.

Page 66, 68

4. Write a new ending for the story in which Balder does not die when struck by the mistletoe arrow.

Answers may vary.

5. Compare the underworld in *Gods, Giants, and Dwarves* to the underworld in *Stories of Ancient Rome*.

| Gods, Giants, and Dwarves | Underworld | Stories of Ancient Rome |
|------------------------------------|---|-------------------------|
| Hel | Goddess of the underworld? | Proserpina |
| Hermod | Who went to see the goddess? | Psyche |
| on Sleipner, Odin's 8-legged steed | How did this person travel to the underworld? | on a boat |
| "All things must mourn Balder." | What did the goddess say or do? | "Do not open the box." |

NAME: _____
DATE: _____

8.2 ACTIVITY PAGE

Suffix Puzzles

Choose the best word to fit in the blank from the choices below it. Write the word in the blank.

Puzzle #1

Learning about Viking myths is interesting. I am so appreciative
(appreciative, appreciatively) that our teacher is guiding us through these stories. Odin had tried to actively
(active, actively) help Loki in the past, but Loki finally went too far. He cut off Sif's hair. Odin sent Loki to ask the dwarves to make more golden hair for Sif. The dwarves were very creative
(creative, creatively) and because Loki came up with an inventive
(inventive, inventively) way to flatter the dwarves, they made other gifts for Loki to take to the gods to make up for his bad deed.

When Thor's hammer was stolen, the gods convinced Thor to work cooperatively
(cooperative, cooperatively) with Loki to get the hammer back. Their plan involved disguises and a fake wedding. When Thrym the giant brought the hammer out at the wedding feast, Thor expressively
(expressive, expressively) answered Thrym's question and burst out of his disguise, showing how angry he was that the hammer had been stolen. Thor went back to Asgard and celebrated with the gods that he had his hammer back.

Grade 3

Activity Book | Unit 6 **87**

Puzzle #2

I love going to the state fair. People find creative
(creative, creatively) ways to make different kinds of pies, jams, and other food. There are so many animals with their owners actively
(active, actively) showing them. The decorative
(decorative, decoratively) ribbons are placed on items entered into a variety of contests. The rides are so much fun too! It takes so many people working cooperatively
(cooperative, cooperatively) to make the fair run smoothly.

Grade 3

88 Unit 6 | Activity Book

NAME: _____
DATE: _____

9.1 ACTIVITY PAGE

"Loki's Punishment"

1. Why did the gods vow to hunt Loki down and punish him?

The gods vowed to hunt Loki down and punish him because he had done so much evil the gods had lost patience with him.

Page 74

2. Why do you think Odin had defended Loki for so long?

Answers may vary.

3. Describe the setting where the gods took Loki to punish him and tell why that setting is important to the chapter.

The cavern was deep underground. The gods strapped a poisonous serpent to the roof so its poison could drip on Loki. Answers may vary for why setting is important.

Page 76

Grade 3

Activity Book | Unit 6 **91**

4. Put these statements in the correct order to show what happened in the chapter:

- 4 Loki's wife Siguna came to help Loki.
2 Loki disguises himself as a salmon.
6 Siguna says, "For the moment, we are beaten."
1 The gods lost all patience with Loki.
3 Thor captured Loki.
5 Siguna caught the drops of poison in a cup.

5. Write a different ending in which Loki escapes at the end of the chapter.

Answers may vary.

92 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

9.2

ACTIVITY PAGE

Build Sentences with the Conjunction *because*

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create two new, more interesting sentences using the conjunction *because*.

| Starter Sentence: The puppy ran. | | | |
|---|-------------------------|--------------------------|---------------------------|
| Adjectives to describe the puppy | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
| 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. |
| 2. Answers may vary. | 2. Answers may vary. | 2. Answers may vary. | 2. Answers may vary. |
| 3. Answers may vary. | 3. Answers may vary. | 3. Answers may vary. | 3. Answers may vary. |
| 4. Answers may vary. | 4. Answers may vary. | 4. Answers may vary. | 4. Answers may vary. |
| Simple sentences that answer the question, "Why did the puppy run?" | | | |
| 1. Answers may vary. | | | |
| 2. Answers may vary. | | | |
| 3. Answers may vary. | | | |
| 4. Answers may vary. | | | |

New sentences:

1. Answers may vary.

2. Answers may vary.

Grade 3

Activity Book | Unit 6 **93**

| Starter Sentence: My mother smiled. | | | |
|---|-------------------------|--------------------------|---------------------------|
| Adjectives to describe my mother | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
| 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. |
| 2. Answers may vary. | 2. Answers may vary. | 2. Answers may vary. | 2. Answers may vary. |
| 3. Answers may vary. | 3. Answers may vary. | 3. Answers may vary. | 3. Answers may vary. |
| 4. Answers may vary. | 4. Answers may vary. | 4. Answers may vary. | 4. Answers may vary. |
| Simple sentences that answer the question, "Why did my mother smile?" | | | |
| 1. Answers may vary. | | | |
| 2. Answers may vary. | | | |
| 3. Answers may vary. | | | |
| 4. Answers may vary. | | | |

New sentences:

1. Answers may vary.

2. Answers may vary.

94 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

10.2

ACTIVITY PAGE

Cause and Effect: Conjunction *because*

Draw two lines under the word *because* to show it is a conjunction. Decide which of the two simple sentences happened first and write the word **Cause** over top of it. Decide which simple sentence happened second and write the word **Effect** over top of it. Answer the question in a complete sentence.

Cause Effect

Because my friend was sick, he couldn't come to my birthday party.
Why couldn't my friend come to my birthday party?

My friend couldn't come to my birthday party because he was sick.

Effect **Cause**

1. I saw that movie four times because it was so funny.
Why did I see that movie four times?

I saw that movie four times because it was so funny.

Effect **Cause**

2. Mom scolded my little sister because she didn't pick up her toys.
Why did Mom scold my little sister?

Mom scolded my little sister because she didn't pick up her toys.

Grade 3

Activity Book | Unit 6 **99**

Decide which simple sentence happened first and write the word **Cause** over top of it. Decide which simple sentence happened second and write the word **Effect** over top of it. Add the word *because* before the simple sentence that happens first and is the cause; join the two sentences and write them as a new sentence including the word *because*.

Cause **Effect**
I forgot to clear my dishes off the table. I wasn't allowed to go watch TV.
Because I forgot to clear my dishes off the table, I wasn't allowed to watch TV.

1. Carrots are my favorite vegetable. I asked for them for lunch.

Because carrots are my favorite vegetable I asked for them for lunch.

2. I asked for a new book. New books are such fun!

I asked for a new book because new books are such fun.

100 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

10.2 ACTIVITY PAGE
CONTINUED

Add adjectives and adverbs to the first set of rows. Add simple sentences to the second set of rows to answer the question *why*. Choose from your list to create a new, more interesting sentence using the conjunction *because*.

| Starter Sentence: The kitten purred. | | | |
|---|-------------------------|--------------------------|---------------------------|
| Adjectives to describe the kitten | Adverbs to describe how | Adverbs to describe when | Adverbs to describe where |
| 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. | 1. Answers may vary. |
| 2. Answers may vary. | 2. Answers may vary. | 2. Answers may vary. | 2. Answers may vary. |
| 3. Answers may vary. | 3. Answers may vary. | 3. Answers may vary. | 3. Answers may vary. |
| 4. Answers may vary. | 4. Answers may vary. | 4. Answers may vary. | 4. Answers may vary. |

Simple sentences that answer the question, "Why did the kitten purr?"

| |
|----------------------|
| 1. Answers may vary. |
| 2. Answers may vary. |

New sentence:

1. Answers may vary.

Grade 3

Activity Book | Unit 6 **101**

NAME: _____
DATE: _____

PP2 ACTIVITY PAGE

Subjects and Predicates

Sentences have two parts:

- the subject, which tells who or what the sentence is about
- the predicate, which tells what the subject is or does

Draw a vertical line separating the subject and predicate.

1. Their large eyes hunt for tasty insects.
2. Chris made the lunch for the birthday party.
3. Leah planned the tricky experiment.
4. My relatives are visiting for the weekend.
5. The teacher helps her students all day.
6. An ivy plant makes a nice gift.
7. Dad told his daughter thank you.
8. The members of the club knew the Smiths well.
9. The president begins the meeting with a funny story.
10. That girl calls her mother each hour.

Grade 3

Activity Book | Unit 6 **105**

NAME: _____
DATE: _____

PP1 ACTIVITY PAGE

Nouns, Verbs, and Adjectives

Reminder:

- Nouns = words that name a person, place, or thing
- Common nouns = words that name in general terms, not capitalized
- Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns

Circle the nouns, draw a wiggly line under the verbs, and draw a box around the adjectives. Draw an arrow from the adjective to the noun it describes.

1. Dancers are lovely and graceful.
2. Sophia's yard is small and fenced.
3. Apple trees were once small, brown seeds.
4. Penguins like cold climates.
5. Joe read the enjoyable story about kind pirates.
6. The author read a scary chapter from her new book.
7. Some tired sailors mopped the messy deck.
8. Today, people watch huge whales from rented boats.
9. The warm bread and sweet cheese tasted great!
10. The green hoses of the weary gardeners looked like slithery snakes.

Grade 3

Activity Book | Unit 6 **103**

NAME: _____
DATE: _____

PP3 ACTIVITY PAGE

Practice Parts of Speech, Subjects and Predicates

NAME: _____
DATE: _____

Practice Parts of Speech, Subjects and Predicates

Reminder:

- Nouns = words that name a person, place, or thing
- Common nouns = words that name in general terms, not capitalized
- Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject noun tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Draw a vertical line separating the subject and predicate. Circle the nouns. Draw a wiggly line under the verbs. Draw a box around the adjectives and an arrow from the adjectives to the nouns they describe.

1. Those two children sang a happy tune.
2. Four quiet girls giggled in the corner.
3. Her parents planned the trip to the ocean.
4. Lori can float the longest of all of her friends.
5. The rain hammered down on the tin roof.
6. My grandmother called me on my birthday all the way from Alaska.
7. Mrs. Stone drove Charlie to the zoo.

Grade 3

Activity Book | Unit 6 **107**

8. James pitched the tent next to Kenan's tent.
9. Woodpeckers peck away at the gutters on my house.
10. The angry hawk flew away after the loud noise.

108 Unit 6 | Activity Book

Grade 3

PP4 ACTIVITY PAGE

Complete Sentences vs. Fragments

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the group of words is a complete sentence, write 'yes' and add the correct punctuation to show that it is a sentence. If the group of words is a fragment, write 'no'. On the blanks on the back, change the fragments into complete sentences by adding either a subject or predicate, depending on which is missing.

| | yes | no |
|-------------------------------------|------------|-----------|
| 1. Ran all the way to school | | no |
| 2. Bob and Tom are twins. | yes | |
| 3. The furry puppy licked my hand. | yes | |
| 4. Was the silliest thing | | no |
| 5. Red, brown, and yellow | | no |
| 6. Do you want to come to my house? | yes | |
| 7. The storm clouds overhead | | no |
| 8. Yellow and orange peaches | | no |
| 9. Stars twinkle in the sky. | yes | |
| 10. Hummed the song for an hour | | no |

Activity Book | Unit 6 109

Corrected Fragments:

Answers may vary.

110 Unit 6 | Activity Book

Grade 3

PP5 ACTIVITY PAGE

Sentences vs. Fragments

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.

If the sentence is complete:

- circle "complete"
- add the correct end punctuation

If the sentence is incomplete:

- circle "incomplete"
- circle which part of the sentence is missing, the subject or the predicate

| | | | | |
|-----------------------------|----------|------------|---------|-----------|
| 1. Parrots in the jungle | complete | incomplete | subject | predicate |
| 2. Helicopters landed here | complete | incomplete | subject | predicate |
| 3. He became famous | complete | incomplete | subject | predicate |
| 4. Is her favorite activity | complete | incomplete | subject | predicate |
| 5. The moon shone above | complete | incomplete | subject | predicate |
| 6. I run to my class | complete | incomplete | subject | predicate |
| 7. Have loved her dancing | complete | incomplete | subject | predicate |
| 8. Gulls are sea birds | complete | incomplete | subject | predicate |
| 9. Drink at water holes | complete | incomplete | subject | predicate |
| 10. The bird's feathers | complete | incomplete | subject | predicate |

Activity Book | Unit 6 111

Now, rewrite the fragments into complete sentences by adding either a subject or a predicate, depending on which is missing.

[Answers may vary.](#)

4. told me to jump up and sing

[Answers may vary.](#)

Split the following run-on sentences into two simple sentences. Remember to begin each simple sentence with a capital letter and end each with the proper punctuation.

5. Colorful leaves are found on the trees we like to play in them when they fall to the ground.

[Colorful leaves are found on the trees. We like to play with them when they fall to the ground.](#)

6. My cousin is a great basketball player she can slam dunk the ball.

[My cousin is a great basketball player. She can slam dunk the ball.](#)

7. Are you hungry we could go get lunch.

[Are you hungry? We could go get lunch.](#)

8. The math lesson today was really easy I love math so much.

[The math lesson today was really easy. I love math so much.](#)

NAME: _____ DATE: _____

PP6

ACTIVITY PAGE

Change Fragments and Run-On Sentences into Simple Sentences

Reminder:

- A complete sentence is a group of words that is a complete thought.
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.
- A fragment is a group of words that is not a complete thought.
- A fragment does not have a subject and a predicate. It may have one or the other, a subject or a predicate.
- A run-on sentence is made up of two simple sentences run together that need to be split into two simple sentences.

Add either a subject or a predicate to the following fragments to make complete sentences. Remember to include capital letters and end punctuation.

1. is their favorite food

[Answers may vary.](#)

2. Adam and his brother

[Answers may vary.](#)

3. are their friends

[Answers may vary.](#)

NAME: _____ DATE: _____

PP7

ACTIVITY PAGE

Grammar Review

Reminder:

- Nouns = words that name a person, place, or thing
- Common nouns = words that name in general terms, not capitalized
- Proper nouns = words that name in specific terms, capitalized
- Verbs = words that show action
- Adjectives = words that describe nouns
- A complete sentence has a subject and a predicate. The subject (noun) tells who or what the sentence is about. The predicate (verb) tells what the subject is doing.

Part 1: Mark parts of speech in the following sentences. Circle nouns, box adjectives, and draw arrows to the nouns they describe. Draw wiggly lines under verbs. Separate sentences into subject and predicate with a vertical line.

The coiled snake looked beautiful in the summer sun.

1. Many curious people watch the night sky.
2. The talented baseball player hit the baseball over the high wall.
3. The tired athlete puts his warm-up suit and track shoes into a tattered black bag.

Part 2: Change the following fragments into simple sentences. Remember to include correct punctuation and capitalization.

4. a good interviewer Answers may vary.

5. mixes the flour and butter well to make cookies _____

Answers may vary.

6. the colorful, hand-painted portrait _____

Answers may vary.

Part 3: Change the following run-on sentences into two simple sentences. Remember to include correct punctuation and capitalization.

7. The swimmer set a new world record he is a great swimmer.

The swimmer set a new world record. He is a great swimmer.

Compound Sentences

For each sentence,

- draw a line to separate the subject and predicate
- mark the subject(s) and predicate(s) by writing the letter **S** below each subject and the letter **P** above each predicate.
- draw two lines under the conjunction *and*

Then write "Yes" on the line if the sentence is a compound sentence, or write "No" on the line if the sentence is not a compound sentence.

Example: The turtles S P eat fish and swim in the pond. No

1. We S P eat spaghetti and meatballs for dinner. No

2. I S P asked her a question, and she S P answered it. Yes

3. We S P met my grandparents and my cousins at the beach. No

4. My sister S P got a new sweater, and S P I got new shoes. Yes

Write the letter 'S' over the subjects and the letter 'P' over the predicates in each simple sentence. Draw a line to separate the subject and predicate in each simple sentence. Then, join the two simple sentences together using the conjunction and to make a compound sentence. Draw two lines under the word and to show that it is a conjunction.

Example: My brother S P takes piano lessons. I P take guitar lessons.
My brother takes piano lessons, and I take guitar lessons.

5. We S P went to the park. I S P collected leaves.

We went to the park, and I collected leaves.

6. It S P was cold outside. My mother S P told us to wear coats.

It was cold outside, and my mother told us to
wear coats.

7. I S P asked for roller skates. My sister S P asked for a skateboard.

I asked for roller skates, and my sister asked for a
skateboard.

Identify Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Food stores are organized in ways that make lots of sense. Around the outside walls of the store are the areas that have counters where people work to prepare food and make things for shoppers to buy. You will find the bakery where the bakers are cooking up wonderful smelling cookies and cakes. Next, workers are making yummy sandwiches and serving salads to shoppers. There is even a person arranging lovely flowers into vases. On the inside rows of the store are the cans and boxes of foods for people to buy. It is so smart the way food stores are laid out!

Puzzles are my very favorite toy to play with when I have nothing else to do. I love the shapes and colors of the pieces and the pictures they make when the puzzle is finished. It is so much fun to connect all of the outside pieces first and then try to fill in the middle. Watching the puzzle picture appear from the pieces as I put the puzzle together is a fun sort of magic. Puzzles fill up my time in very neat ways.

Kittens are the funniest and cutest little animals on earth. I enjoy watching them scamper about, chasing things only they can see. They love to reach out to grab a ball or a piece of yarn and really have fun when their claws catch them. Their little eyes dart from this to that, noticing all that moves around them. I could watch a kitten play for hours and just laugh!

120 Unit 6 | Activity Book

Grade 3

PP10

ACTIVITY PAGE

Organize a Paragraph

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Select and mark the topic sentence (TS) and concluding sentence (CS) in this paragraph. Then number the remaining sentences that provide supporting details in the correct order.

2. Next, spread the peanut butter on one slice of bread and the jelly on the other slice of bread.

TS. Making a peanut butter and jelly sandwich is an easy thing to do.

1. First, get out a plate, the bread, the peanut butter, the jelly, and a knife and place them all on a counter.

CS. Before you know it, you are ready to sink your teeth into your yummy sandwich!

3. Put your two pieces of bread together to make a sandwich.

Activity Book | Unit 6 121

NAME: _____ DATE: _____

PP11

ACTIVITY PAGE

Write Topic and Concluding Sentences

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Read the sentences that go with each topic. Then write a topic sentence and a concluding sentence for each topic. Remember to indent the topic sentence.

Topic: Friends

Answers may vary.

Sally and John are friends of mine because they are nice. They treat me kindly and always ask me to join in their games. Sometimes we play on the swings and sometimes we play ball. Other times we just sit and talk with each other.

Answers may vary.

Grade 3

Activity Book | Unit 6 123

Topic: Ice Cream

Answers may vary.

Chocolate and strawberry are my favorite flavors. I love the way the flavors melt in my mouth and cool me off on a hot day. Sometimes I put toppings like nuts or whipped cream on my ice cream. Ice cream is yummy in my tummy!

Answers may vary.

Grade 3

NAME: _____
DATE: _____

PP12

ACTIVITY PAGE

Irrelevant Sentences in Paragraphs

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

Each paragraph has a topic sentence, followed by additional sentences. However, there is a sentence that does not relate to the topic sentence. Draw a box around the topic sentence of each paragraph. Cross out the irrelevant sentence in the paragraph. Draw a circle around the concluding sentence.

Apple pie is my favorite dessert. I love the flavor of the cinnamon and the warm apples. I especially love to add a big scoop of icy cold vanilla ice cream on the side. Peach pie is made of peaches. If we had apple pie every night for dessert, I would be a happy person!

When Robin comes to babysit me, I am so thrilled. She reads stories to me and uses so many funny voices when she reads. She likes to play board games with me and sometimes I think she even lets me win. She is such a kind person who is a joy to be around. My brother's name is Jack. I hope Robin can come again soon to take care of me.

Grade 3

Activity Book | Unit 6 **125**

NAME: _____
DATE: _____

PP13

ACTIVITY PAGE

Irrelevant Sentences

Reminder:

- An irrelevant sentence is one that does not relate to the topic sentence in a paragraph.

For each paragraph, draw a box around the topic sentence and cross out the sentence that does not stay on the topic. Circle the concluding sentence.

Fruit comes in all shapes and colors. Some fruits are red and round like apples. Some are yellow and long like bananas. I like playing in the park during the summer. Other fruits, like grapes, are small, green, and sweet. The bright colors of fruits make me want to eat them up!

Keeping my desk neat at school really helps me to do well. My reader and papers are stacked up in piles and my pencils and crayons are in my pencil box. I like recess the best when I can go out and play on the playground. My 3-ring binder is always where it should be in my desk. When I need to find something in my desk quickly, it is easy when everything is in its place.

Grade 3

Activity Book | Unit 6 **127**

NAME: _____
DATE: _____

PP14

ACTIVITY PAGE

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Number the sentences in order to make good paragraphs and add titles to your paragraphs. Make sure you number the topic sentence as first and the concluding sentence as last.

Paragraph #1:

- 2 After reading the introduction, I like to look through the pictures before I decide on a book.
TS Checking the right book out of the library can take more than just looking at the front cover.
1 First I like to read the introduction to the book on the inside front cover.
4 Finally, reading the first paragraph or two can help me decide if the book is right for me.
3 The captions under the pictures can also help me to discover what the book is about.
CS Checking out a book that doesn't interest me is not much fun so it's worth it to look closely.

Now add a title to your paragraph: Answers may vary.

Grade 3

Activity Book | Unit 6 **129**

Paragraph #2

- 3 Chocolate chips are then added to the batter.
1 Before you begin, turn on the oven to the correct temperature.
CS Chocolate chip cookies right out of the oven are the best ever!
6 When the timer rings, carefully take the pan of cookies out of the oven.
7 Next, take the cookies off the cookie sheet.
2 Get out bowls and mix up the batter, adding flour, eggs, sugar, and baking soda.
5 Put the filled baking sheet in the oven and set the timer.
8 Enjoy eating your warm, gooey cookies!
TS Baking chocolate chip cookies is so easy and they make everyone happy.
4 When the batter is ready, place teaspoonsfuls on a cookie sheet.

Now add a title to your paragraph: Answers may vary.

130 Activity Book

Grade 3

NAME: _____
DATE: _____

PP15 ACTIVITY PAGE

Paragraph Writing

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Draw a box around the topic sentence of each paragraph. Draw a circle around the concluding sentence.

Sally's new umbrella came in very handy yesterday. As Sally got ready for work that morning, she listened to the weather forecast on the radio, which said rain was likely. Walking out the door, she grabbed her umbrella and then walked to work. About noon, the skies opened up and it began pouring. When it came time to walk home, Sally was very pleased she had listened to the forecast because she walked home under her umbrella, dry and comfortable. Umbrellas sure are handy things to have!

Building a snowman is so easy and so much fun! First, you begin with a small snowball and you roll it around the yard, all the while picking up more and more snow. Your small snowball is quickly a large snowball, large enough to be the base of your snowman. Next, you do the same to make a second large snowball, though one that is just a bit smaller than the first one and you set it on top of the base. Then, you make a third snowball that is the smallest of the three and set it on top of the second snowball. Last, you add a hat, a carrot for a nose, rocks for the eyes and mouth, and sticks for the arms. Your snowman is complete, and wasn't that a blast?

Grade 3

Activity Book | Unit 6 131

Painting a landscape scene is difficult but very rewarding. First, you need to choose a setting to paint. Then, you should look carefully at the landscape, noticing the trees, hills, ponds, birds, flowers, and whatever else is a part of your setting. It is wise to paint slowly and not try to complete everything at once. As you paint more and more parts of your setting, you will see the painting nearly come to life. When you have finished, you will have a beautiful landscape scene that you could frame and either hang on your wall or give away as a thoughtful gift. Painting a landscape is a wonderful activity.

Grade 3

132 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP16 ACTIVITY PAGE

Write a Paragraph

Write a good paragraph. Remember to include a topic sentence, 3-4 supporting sentences, and a concluding sentence. Then add a title. Choose a topic from the following ideas:

1. My Best Friend
2. Animals and Their Habitats
3. The Colors of Fall

Answers may vary.

Grade 3

Activity Book | Unit 6 133

NAME: _____
DATE: _____

PP17 ACTIVITY PAGE

Write a Paragraph

Reminder:

- A paragraph is a set of sentences on the same topic.
- A topic sentence is one sentence, usually the first, which tells the key idea or what the paragraph is mostly about.
- A concluding sentence is one sentence, always the last, which wraps up the paragraph. It does not introduce new information. Often, it restates the topic sentence.

Write a paragraph using the following topic sentence:

Third grade is the best grade ever! _____

Answers may vary.

Grade 3

Activity Book | Unit 6 135

NAME: _____
DATE: _____

PP18

ACTIVITY PAGE

Past, Present, and Future Tenses

Reminder:

- The **present tense** of a verb tells what the subject is doing right now.
- The **past tense** of a verb tells what the subject already did.
- The **future tense** of a verb tells what the subject will do later.

Draw a wiggly line under the verbs in each sentence. Remember, future tense has the word **will** preceding the verb. Then, write the words **present**, **past**, or **future** on the line after the sentence.

- We learned about the classification of animals earlier this year. **past**
- The princess will marry the prince at the end of the fable. **future**
- The students studied reading after grammar. **past**
- After supper, we will eat the chocolate cake. **future**
- Before we know it, we will become fourth graders! **future**
- I wish for a pet fish. **present**
- Mark played his guitar all day yesterday. **past**
- My friends and I love hamburgers. **present**
- Grandpa wrote poems for me when he was a little boy. **past**
- Alexander Graham Bell invented many things in his lifetime. **past**

Fill in the blanks with the correct form of the verb listed.

- Dora rinsed the shampoo out of her hair. (*rinse*, past tense)

Grade 3

Activity Book | Unit 6 137

- Robin and Rosie will play hopscotch on the weekend. (*play*, future tense)
- Mrs. White will read us a story this afternoon. (*read*, future tense)
- The talented artists drew the animals to look life-like. (*draw*, past tense)
- That pen belongs to Sally! (*belong*, present tense)

Fill in the following chart:

| Present tense | Past tense | Future tense |
|------------------------------|------------------------------|---------------------------------|
| Sam jumps. | Sam jumped. | Sam will jump. |
| The boys giggle. | The boys giggled. | The boys will giggle. |
| I want. | I wanted. | I will want. |
| We worry. | We worried. | We will worry. |
| The kitten scratches. | The kitten scratched. | The kitten will scratch. |
| The fire burns. | The fire burned. | The fire will burn. |
| The children laugh. | The children laughed. | The children will laugh. |
| Mother bakes. | Mother baked. | Mother will bake. |
| Grandma writes. | Grandma wrote. | Grandma will write. |

138 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP19

ACTIVITY PAGE

Practice the Verb *to have*

| Present and Past Tense of the Verb <i>to have</i> | |
|---|---------------------------------------|
| Singular | Plural |
| I <i>have</i> , <i>had</i> a plan. | We <i>have</i> , <i>had</i> a plan. |
| You <i>have</i> , <i>had</i> a plan. | You <i>have</i> , <i>had</i> a plan. |
| He, She, It <i>has</i> , <i>had</i> a plan. | They <i>have</i> , <i>had</i> a plan. |

Write the correct word on the blank in each sentence.

- Frank and Fred have an art gallery.
(have, has)
- Frank has the ability to paint beautiful portraits.
- Their shop has many rooms with walls covered with paintings of all shapes and sizes.
(have, has)
- My family and I have taken many trips to see their gallery.
(have, has)
- Have you ever seen Frank and Fred's gallery before?
(Have, Has)

Rewrite the five sentences above so that the verb *to have* is in past tense.

- Frank and Fred had an art gallery.

Grade 3

Activity Book | Unit 6 139

- Frank had the ability to paint beautiful portraits.

- Their shop had many rooms with walls covered with paintings of all shapes and sizes.

- My family and I had taken many trips to see their gallery.

- Had you ever seen Frank and Fred's gallery before?

140 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP20

ACTIVITY PAGE

Irregular Verbs (*say, make, go, take, and come*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is *present tense, past tense, or future tense*.

Example: Last Friday, we said (say) "hello" to our new friends.

Tomorrow, we will say 'goodbye' to our new friends.

1. One week from today, I will make (make) my first cake.

Answers may vary.

_____ past present future

2. Last week, I went (go) to visit my grandmother.

Answers may vary.

_____ past present future

3. Today, I take (take) my sister with me to the store.

Answers may vary.

_____ past present future

4. Mary always comes (come) to see me today.

Answers may vary.

_____ past present future

Grade 3

Activity Book | Unit 6 **141**

say or said
5. You say (say) you like to ride bicycles, so let's go. past or present future

Answers may vary.

_____ past present future

Write sentences using provided subjects and verbs.

1. subject: Cindy

verb: *make*, past tense Answers may vary.

2. subject: They

verb: *go*, future tense Answers may vary.

3. subject: The purple cow

verb: *come*, present tense Answers may vary.

142 Unit 6 | Activity Book Grade 3

NAME: _____
DATE: _____

PP21

ACTIVITY PAGE

Irregular Verbs (*see, bring, mean, speak, and draw*)

Write the correct form of the verb in the blank. Then, rewrite the sentence using a different verb tense of the same verb. You will need to change other words in the sentence. Finally, circle whether each sentence is *present tense, past tense, or future tense*.

Example: Last Friday, we saw (see) the circus clowns.

Tomorrow, we will see the clowns perform at the circus.

1. Next week, I bring (bring) my uncle to your house.

Answers may vary.

_____ past present future

2. Last week, I speak (speak) in front of the whole school.

Answers may vary.

_____ past present future

3. Today, I look at my spelling worksheet and I see (see) it is easy.

Answers may vary.

_____ past present future

4. Mark always means (mean) what he says.

Answers may vary.

_____ past present future

Grade 3

Activity Book | Unit 6 **143**

drew (draw) great pictures yesterday on the board. past or present future

Answers may vary.

_____ past present future

144 Unit 6 | Activity Book Grade 3

NAME: _____
DATE: _____

PP22

ACTIVITY PAGE

Quotation Marks

Reminder:

- Quotation marks are punctuation marks used to show exactly what a person says or has said.

Rewrite the following sentences, adding the correct punctuation and capitalization.

1. tommy yelled i'm so happy that it is saturday

Tommy yelled, "I'm so happy that it is Saturday!"

2. the child chased her puppy around the corner and said please come here

The child chased her puppy around the corner and said, "Please come here."

3. do you like painting or drawing better our art teacher asked

"Do you like painting or drawing better?" our art teacher asked.

Grade 3

Activity Book | Unit 6 145

4. you are my very best friend remarked sam

"You are my very best friend," remarked Sam.

Circle the letter of the sentence that has the correct punctuation and capitalization.

1. I learned to speak English by listening to my parents said mary

- A. "I learned to speak English by listening to my parents." said Mary.
- B. "I learned to speak English by listening to my parents said Mary."
- C. "I learned to speak English by listening to my parents said," Mary.
- D. "I learned to speak English by listening to my parents," said Mary.

2. Mr. Brown asked do any of you speak another language

- A. "Mr. Brown asked, do any of you speak another language."
- B. Mr. Brown asked, "do any of you speak another language?"
- C. Mr. Brown asked, "Do any of you speak another language?"
- D. "Mr. Brown asked, Do any of you speak another language?"

3. how does your body make all of those different sounds she asked

- A. "how does your body make all of those different sounds," she asked.
- B. "How does your body make all of those different sounds? she asked?
- C. "how does your body make all of those different sounds?" she asked?
- D. "How does your body make all of those different sounds?" she asked.

146 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP23

ACTIVITY PAGE

Adverbs that Tell *when* and *where*

Reminder:

- Adverbs can tell when an action happens and where an action happens.

Choose the adverb that best fits in each blank and write it in.

weekly always last after sometimes

We visit my grandfather weekly. We always go on Sunday afternoon. I like to bring books sometimes and read them to him. When I do bring books, he asks me to read my favorite book last. He knows I will be excited about it and read it well at the end. After I read my books to him, we have dinner.

Write a sentence using each adverb.

1. *recently*

Answers may vary.

2. *tomorrow*

Answers may vary.

Grade 3

Activity Book | Unit 6 147

Choose the adverb that best fits in each blank and write it in.

there home already outside

My brother and I ran outside to look for our friend. We did not see anyone so we walked home.

When we got there, we saw a note on the door. It was from David and said "Meet at my house, and we'll go to the park together!" We got to David's house and another note said he had already gone to the park. We found him at the park and played until it got dark!

Write a sentence using each adverb.

1. *never*

Answers may vary.

2. *inside*

Answers may vary.

148 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP24 ACTIVITY PAGE

Build Sentences

Read each simple sentence. Then brainstorm adjectives, adverbs, and synonyms that you might add to the sentence, and write these words in the boxes provided. Then write a new, more interesting sentence in the blank space provided, using some of the adjectives, adverbs, and synonyms.

Starter Sentence: The kitten woke.

| | | | |
|-----------------------------------|---|--|---|
| Adjectives to describe the kitten | Adverbs to describe how the kitten woke | Adverbs to describe when the kitten woke | Adverbs to describe where the kitten woke |
| Answers may vary. | Answers may vary. | Answers may vary. | Answers may vary. |

Synonyms for woke

Answers may vary.

New Sentence: Answers may vary.

Grade 3

Activity Book | Unit 6 **149**

| | | | |
|-------------------------------------|-----------------------------------|-------------------------------------|------------------------------------|
| Adjectives to describe the elephant | Adverbs to describe how it walked | Adverbs to describe where it walked | Adverbs to describe when it walked |
| Answers may vary. | Answers may vary. | Answers may vary. | Answers may vary. |

Synonyms for walked

Answers may vary.

New Sentence: Answers may vary.

| | | | |
|-------------------------------------|-----------------------------------|-------------------------------------|------------------------------------|
| Adjectives to describe the children | Adverbs to describe how they sang | Adverbs to describe where they sang | Adverbs to describe when they sang |
| Answers may vary. | Answers may vary. | Answers may vary. | Answers may vary. |

Synonyms for sang

Answers may vary.

New Sentence: Answers may vary.

150 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP25 ACTIVITY PAGE

Conjunction *but*

Reminder:

- A conjunction is a part of speech used to connect words or groups of words.
- The conjunction *but* is used to connect groups of words. It signals that "something different," such as a different idea, will come after the *but*.

Create compound sentences by connecting the two simple sentences with the conjunction *but*. Draw two lines under the conjunction and label the subjects with the letter 'S' and the predicates with the letter 'P'.

1. Marshmallows are fun to melt. They can make a mess.

S P S P
Marshmallows are fun to melt, but they can make a mess.

2. The day is sunny and beautiful. The sky is getting dark off in the distance.
S P S P
The day is sunny and beautiful, but the sky is getting dark off in the distance.

3. My new kitten is very naughty. I laugh at her so often.

S P S P
My new kitten is very naughty, but I laugh at her so often.

4. This grammar homework seems very easy tonight. I'm going to do my best and not hurry.

S P S P
This grammar homework seems very easy tonight, but I'm going to do my best and not hurry.

5. The salesmen knocked on our door. We were out of town.

S P S P
The salesmen knocked on our door, but we were out of town.

Create the second part of a compound sentence using the conjunction *but*.

1. David likes peanut butter and jelly sandwiches, but

Answers may vary.

(Hint: Think about a family member who likes a different kind of sandwich.)

2. Lulu loved the book she just read, but

Answers may vary.

(Hint: Think about a friend who read the same book but who had a different idea about it.)

Grade 3

Activity Book | Unit 6 **151**

152 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP26

ACTIVITY PAGE

Prefix **un-**

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix **un-** means “not.”

Choose the best word to complete the sentence and write it on the line.

1. It is time for math so I am unable (able, unable) to finish my reading assignment at the moment.
2. Broken glass on the playground is unsafe (safe, unsafe).
3. I poured two glasses of milk and I did an excellent job of making sure the amount of milk in each was even (even, uneven) so you and I would get the same amount.
4. Adding another flag to our model of the historic fort is unnecessary (necessary, unnecessary) because we already have the only two flags that are supposed to be there.
5. Steven is feeling well (well, unwell) enough to go to soccer practice today after missing the last two due to illness.
6. She was very unhappy (happy, unhappy) with the grade she earned on her science test because she studied very hard and thought she did much better than the grade indicated.

Grade 3

Activity Book | Unit 6 **153**

Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: known Meaning: understood or recognized
un- + known = unknown

Meaning: not recognized or understood

2. Root Word: covered Meaning: had something over or on top of to protect or hide it
un- + covered = uncovered

Meaning: not having something over or on top of to protect or hide it

Grade 3

154 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP27

ACTIVITY PAGE

Prefix **non-**

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix **non-** means “not.”

Choose the best word to complete the sentence and write it on the line.

1. All living (living, nonliving) things need food and water to survive.
2. Allie is allergic to milk and dairy products so she drinks nondairy (dairy, nondairy) milk made from soy.
3. The chapters in *Gods, Giants, and Dwarves* are fictional (fictional, nonfictional) selections of Norse myths.
4. My dad approached the hurt dog in a nonthreatening (threatening, nonthreatening) way so it wouldn't try to bite him while he tried to help.
5. After using it to wipe up the spilled bottle of juice, the paper towel became nonabsorbent (absorbent, nonabsorbent) and I had to get a new one to finish cleaning up.
6. David looked at me without speaking to make a nonverbal (verbal, nonverbal) agreement to let our young cousin play the new video game first.

Grade 3

Activity Book | Unit 6 **155**

Add the prefix to the root word to make a new word. Write the meaning of the word.

1. Root Word: flammable Meaning: able to be set on fire or burn quickly
non- + flammable = nonflammable

Meaning: not able to be set on fire

2. Root Word: judgmental Meaning: tending to judge people too quickly or harshly
non- + judgmental = nonjudgmental

Meaning: not tending to judge too quickly or harshly

Grade 3

156 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP28

ACTIVITY PAGE

Prefixes *un-* and *non-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefixes *un-* and *non-* both mean “not.”

Write a sentence using the word.

1. Word: *unhappy*

Answers may vary.

2. Word: *nonliving*

Answers may vary.

3. Word: *unsafe*

Answers may vary.

4. Word: *nonthreatening*

Answers may vary.

Grade 3

Activity Book | Unit 6 **157**

5. Word: *nonverbal*

Answers may vary.

6. Word: *unsure*

Answers may vary.

7. Word: *uneven*

Answers may vary.

8. Word: *nonfictional*

Answers may vary.

Grade 3

158 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP29

ACTIVITY PAGE

Prefix *re-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again.”

Write the letter next to each word to match the word to its meaning.

- | | |
|----------------------|--|
| <u>C</u> rewrite | A. to put things into a container again |
| <u>D</u> redo | B. to report information again |
| <u>A or G</u> reload | C. to make letters, words, or numbers again or create something to be read again |
| <u>E</u> rename | D. to complete or perform an action again |
| <u>A or G</u> refill | E. to label something again |
| <u>B</u> retell | F. to look at again |
| <u>F</u> review | G. to make something full again |

Grade 3

Activity Book | Unit 6 **159**

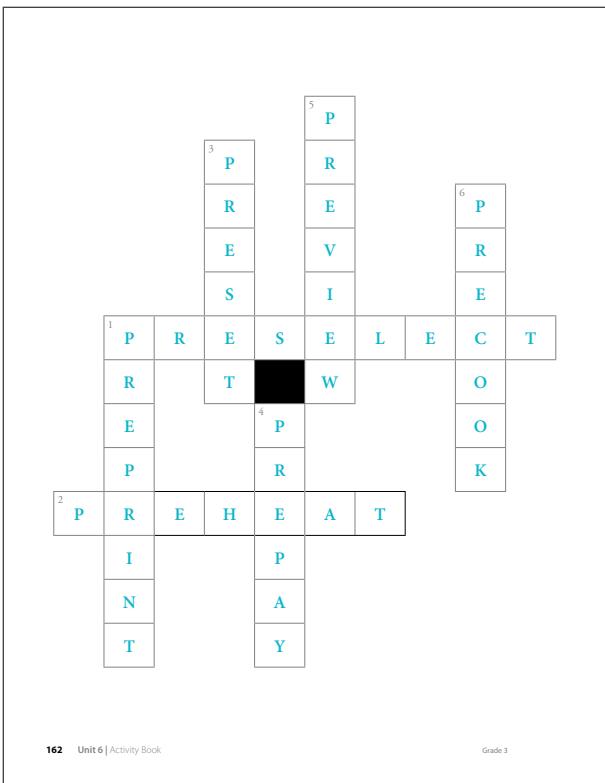
Choose the right word to complete each sentence and write it on the line.

refill review redo rename retell

1. Our teacher told us to review our answers before turning in the test.
2. I have to refill my water bottle before soccer practice because my sister drank what was in it.
3. Rachel's mother asked her to retell the story of how she thinks she lost her lunchbox at school.
4. He wants to redo the flag for his report on Australia because he thinks he can make it even better.
5. The city decided to rename a street in honor of an important member of the community and unveiled the new sign.

Grade 3

160 Unit 6 | Activity Book



162 Unit 6 | Activity Book

Grade 3

PP31 ACTIVITY PAGE**Prefix *re-* and *pre-***

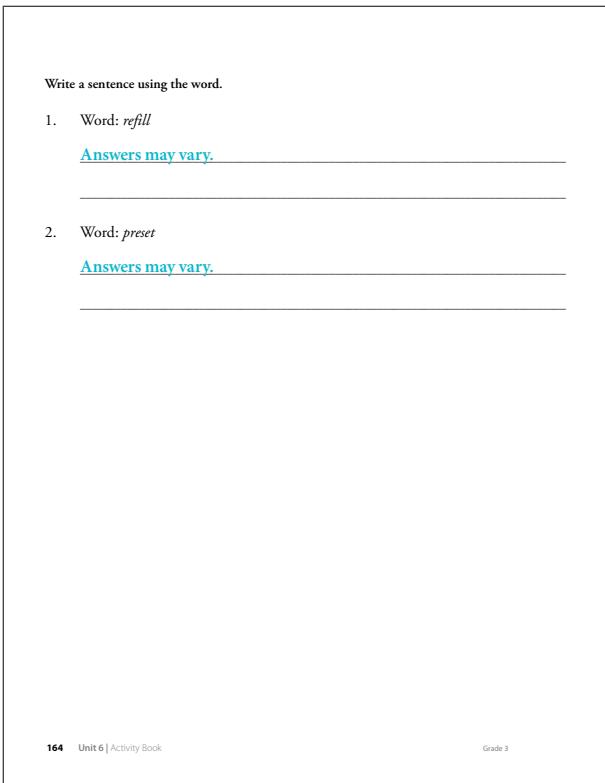
Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *re-* means “to do again” and the prefix *pre-* means “before.”

Choose the best word to complete the sentence and write it on the line.

- Dad decided to load (load, reload) the car for our day trip to the mountains while we finished our breakfast.
- Ross chose to preprint (reprint, preprint) the class notes before he got to school so he could look them over and be ready for the lesson.
- The recipe says to preheat (preheat, reheat) the oven to 400 degrees while you prepare the batter for the muffins.
- He wants to redo (do, redo) one part of the wall with paint where someone smudged the first coat.
- The lady in the store said we could prepay (prepay, repay) for the book before it arrived and pick it up when it came.
- I would like to rewrite (write, rewrite) my thank you note to Grandma because I forgot to add one thing.

Activity Book | Unit 6 163



164 Unit 6 | Activity Book

Grade 3

PP32 ACTIVITY PAGE**Prefix *dis-***

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not.”

If the sentence shows an example of the correct meaning of the underlined word, write yes on the blank that follows. If the sentence does not show an example of the correct definition of the underlined word, write no.

- Miss Sullivan had to disconnect the printer from the computer to move both items to a new spot in the front corner of the classroom. yes
- Our puppy will disobey me by sitting when I tell him to sit and staying when I tell him to stay. no
- Mom might disapprove if I finish my homework before playing soccer at the park. no
- The neighbors across the street dislike people parking in front of their house and blocking their driveway. yes
- She and I disagree on whether our history presentation should be about ancient China or ancient Egypt. yes

Activity Book | Unit 6 165

Write a sentence for each word like the ones above that you can answer with yes.

1. *distrust*

Answers may vary.

2. *dislike*

Answers may vary.

166 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP33

ACTIVITY PAGE

Prefix *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *mis-* means “wrong.”

Replace each underlined meaning with the word that matches it. Write the word, the part of speech, and the prefix under each sentence.

misunderstand misused misjudged misspell misbehave misplaced

1. My younger brother did something wrong with the tape and covered his book with the entire roll of tape.

Word: misused Part of Speech: verb
Prefix: mis-

2. Our teacher said it is possible to know the wrong meaning of double-digit subtraction so we would be spending a lot of time practicing how to do it.

Word: misunderstand Part of Speech: verb
Prefix: mis-

3. On the field trip, Sam put in the wrong location his lunch, so I shared some of mine with him.

Word: misplaced Part of Speech: verb
Prefix: mis-

Grade 3

Activity Book | Unit 6

167

4. He did not write the letters in the wrong order any words on the last two spelling assessments!
Word: misspell Part of Speech: verb
Prefix: mis-

5. Mom made sure to explain why it was important not to act wrong at the reception for Dad's promotion at work
Word: misbehave Part of Speech: verb
Prefix: mis-

6. Heather formed a wrong opinion about how long she would be out walking.
Word: misjudged Part of Speech: verb
Prefix: mis-

NAME: _____
DATE: _____

PP34

ACTIVITY PAGE

Prefixes *dis-* and *mis-*

Reminder:

- A prefix is a syllable placed in front of a root word. Prefixes change the meaning of the root word.
- The prefix *dis-* means “not” and the prefix *mis-* means “wrong.”

Circle the correct word, from the choices after each sentence, to complete the sentence.

| | | |
|--|--|---|
| 1. I _____ that we should review our report on Thomas Edison before printing it to be sure they aren't any errors. | <input type="radio"/> agree | <input type="radio"/> disagree |
| 2. He _____ the distance between the two trees and needs a longer rope to tie up his hammock. | <input type="radio"/> judged | <input checked="" type="radio"/> misjudged |
| 3. When something went wrong, the gods usually knew that it was Loki who had _____ and done something bad. | <input type="radio"/> behaved | <input checked="" type="radio"/> misbehaved |
| 4. I _____ onions on my pizza because they are yummy. | <input checked="" type="radio"/> like | <input type="radio"/> dislike |
| 5. Morgan said it is easy to _____ her last name because it is so long and unique. | <input type="radio"/> spell | <input checked="" type="radio"/> misspell |
| 6. It is easier to _____ someone who has told the truth in the past instead of someone who always lies. | <input checked="" type="radio"/> trust | <input type="radio"/> distrust |

Grade 3

Activity Book | Unit 6

169

7. She _____ the invitation to the party, which had the address listed, so she had to call the host and ask for the address.

8. Before we moved to our new house, we called the power company to have them _____ our cable service on our moving date.

| | |
|---------|------------|
| placed | misplaced |
| connect | disconnect |

Write the part of speech, meaning, and root word for each word.

- disapprove*
Part of Speech: verb Root Word: approve
Meaning: not approve
- misunderstand*
Part of Speech: verb Root Word: understand
Meaning: not understand
- misused*
Part of Speech: verb Root Word: use
Meaning: not used correctly
- disobey*
Part of Speech: verb Root Word: obey
Meaning: not obey

170 Unit 6 | Activity Book

Grade 3

NAME: _____ DATE: _____

PP35 ACTIVITY PAGE

Suffix *-er*

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix *-er* means “a person who.”

Write the letter to each word to match the word to its meaning.

| | | |
|---|---------|--|
| C | player | A. a person who chases and kills wild animals for food or sport |
| E | singer | B. a person who shows someone how to do something |
| A | hunter | C. a person who participates in a game or sport |
| B | teacher | D. a person who grows crops and raises animals |
| F | painter | E. a person who makes musical sounds with his or her voice |
| D | farmer | F. a person who covers something with a colored, liquid-like substance to make a picture or decorate |

Grade 3

Activity Book | Unit 6 171

Write a sentence using the word.

- Word: *farmer*
Sentence: Answers may vary.
- Word: *painter*
Sentence: Answers may vary.
- Word: *singer*
Sentence: Answers may vary.
- Word: *player*
Sentence: Answers may vary.

172 Unit 6 | Activity Book

Grade 3

| counselor | actor | sailor | inspector | governor | visitor |
|---------------------|---------------------|-----------------|-------------|----------|---------|
| 1 C O U N S I L O R | 2 I N S P E C T O R | 3 V I S I T O R | 4 G A V E R | | |
| | | | G | V | E |
| | | | | N | O |
| | | | | | |

174 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP37

ACTIVITY PAGE

Suffixes **-er** and **-or**

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffixes **-er** and **-or** both mean “a person who.”

Add the correct suffix, **-er** or **-or**, to the root word to complete the sentence. Write the word below the sentence.

1. The inspector found a crack in the wall after the earthquake.

Word: inspector

2. The football player had to come out of the game so the team doctors could look at his leg, which he hurt during the last play.

Word: player

3. Dad read that a very talented act or has agreed to portray Abraham Lincoln in a new movie.

Word: actor

4. The singer practiced a few lines from most of her songs before the concert to make sure the microphone worked and the band accompanying her could be heard.

Word: singer

Grade 3

Activity Book | Unit 6 **175**

5. My aunt works as a counselor at a high school and she helps students with their college applications.

Word: counselor

6. Our teacher said we would do a complicated science experiment next week that will take several days to complete.

Word: teacher

7. During the boat race, the sailors had to work together to man their boat and use the wind and water current to get around markers in the bay.

Word: sailors

8. Every farm er has his or her own system for taking care of animals and crops.

Word: farmer

Grade 3

176 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP38

ACTIVITY PAGE

Suffix **-ist**

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix **-ist** means “a person who makes or plays.”

Choose the best word to complete the sentence and write it on the line.

1. The organist played music as we entered and exited the church for the wedding.
(organ, organist)
2. I have only read the first novel in the series but I intend to read the others as well.
(novel, novelist)
3. There was a guest violinist playing with the orchestra over the weekend.
4. My favorite cartoon in the newspaper has animals acting like people when nobody is around.
(cartoon, cartoonist)
5. Sometimes an artist will participate in an art show with others to showcase his or her work.
(art, artist)
6. During the concert, the guitarist changed instruments several times based on the songs the band played.
(guitar, guitarist)

Grade 3

Activity Book | Unit 6 **177**

Add the suffix to the root word to make a new word. Write the meaning of the word.

1. Root Word: column

Meaning: an article that regularly appears in a newspaper or magazine

column + -ist = columnist

Meaning: a person who writes an article that regularly appears in a newspaper or magazine

2. Root Word: solo

Meaning: a piece of music that is performed by one person

solo + -ist = soloist

Meaning: a person who performs a piece of music written to be performed by one person

Grade 3

178 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP39

ACTIVITY PAGE

Suffix -ian

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix -ian means "a person who is skilled in."

Choose the best word to complete the sentence and write it on the line.

1. The politician held a press conference to announce that he planned to run against the governor in the election.
(politics, politician)
2. We won two tickets at the school raffle to see a famous comedian in person next month.
(comedy, comedian)
3. When we asked Dad how the broken DVD player was fixed overnight, he said it was magic.
(magic, magician).
4. David decided he wanted to be a pediatrician after medical school so he took an internship in that area of medicine.
(pediatrics, pediatrician)
5. I like to listen to music when I clean my room and do my chores because it makes it all more fun.
(music, musician)
6. The local college hosts many summer camps, one of which is just about math and led by two mathematicians who work at the college.
(mathematics, mathematicians)

Grade 3

Activity Book | Unit 6 **179**

Write a sentence using each word.

1. *musician*

Answers may vary.

2. *magician*

Answers may vary.

Grade 3

180 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP40

ACTIVITY PAGE

Suffixes -ist and -ian

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix -ist means "a person who plays or makes" and the suffix -ian means "a person who is skilled in."

Choose the correct word or words from the box to answer each question.

| | | | | | |
|----------|----------|---------------|------------|----------|--------------|
| artist | magician | politician | violinist | novelist | guitarist |
| magician | organist | mathematician | cartoonist | comedian | pediatrician |

1. Which word describes someone who writes fiction books?
novelist
2. Which words describe people who are somehow involved with music?
organist guitarist
violinist artist
3. If you were someone who was skilled in doing impossible things by saying special words or performing special actions, who would you be?
magician

Grade 3

Activity Book | Unit 6 **181**

4. Violinists, guitarists, and organists are all considered
musicians

5. Some people would also call a cartoonist an artist.

6. Once you are an adult, you no longer need to see a pediatrician for your health problems.

7. A mathematician could help you do your math homework

8. Which word describes someone who is skilled in doing things that makes people laugh?
comedian

Grade 3

182 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP41

ACTIVITY PAGE

Suffix -y

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix -y means "full of."

Write the letter next to each word to match the word to its meaning.

- | | |
|----------------|---|
| <u>C</u> dirty | A. full of the unplanned occurrence of good events |
| <u>A</u> lucky | B. full of a reddish brown substance that forms on certain metals when they are exposed to moisture |
| <u>D</u> curly | C. full of soil |
| <u>G</u> salty | D. full of spirals or winding shapes |
| <u>B</u> rusty | E. full of something that is untidy and dirty |
| <u>F</u> leaky | F. full of holes that let something in or allow something to escape |
| <u>E</u> messy | G. full of a natural white substance used to flavor and preserve food |

Grade 3

Activity Book | Unit 6 **183**

Choose the right word to complete each sentence and write it on the line.

lucky messy leaky rusty curly

1. My sister likes to wear her hair up because it is so curly and hard to manage.
2. The kitchen counter and sink were very messy after we finally got the cookie dough in the oven to bake.
3. The leaky skylight in the ceiling on the porch drips water onto the furniture every time it rains.
4. He was the lucky winner of the grand prize raffle drawing for a new set of expensive headphones.
5. The rusty hinges made it hard to open the door to the shed so Dad decided to replace them.

Grade 3

184 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP42

ACTIVITY PAGE

Suffixes -y and -al

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix -y means "full of" and the suffix -al means "related to."

Write a sentence using the word.

1. Word: *salty*

Sentence Answers may vary. _____

2. Word: *traditional*

Sentence Answers may vary. _____

3. Word: *coastal*

Sentence Answers may vary. _____

4. Word: *messy*

Sentence Answers may vary. _____

Activity Book | Unit 6 **185**

5. Word: *nutritional*

Sentence Answers may vary. _____

6. Word: *dirty*

Sentence Answers may vary. _____

7. Word: *lucky*

Sentence Answers may vary. _____

8. Word: *fictional*

Sentence Answers may vary. _____

186 Unit 6 | Activity Book

Grade 3

NAME: _____
DATE: _____

PP43

ACTIVITY PAGE

Suffix -ous

Reminder:

- A suffix is a syllable placed in after of a root word. Suffixes change the meaning of the root word.
- The suffix **-ous** means "full of."

Circle the correct word, from the choices after each sentence, to complete the sentence.

1. He was _____ for making hit movies based on real events.

fame
famous

2. Nate found the _____ in a bad situation when he discovered his dog had somehow locked him out of the house.

humor
humorous

3. I was _____ that I accidentally knocked over my grandmother's green vase and broke it.

fury
furious

4. It remains a _____ as to who left the flowers on our door step.

mystery
mysterious

5. Not all snakes have _____ venom; some don't have any venom at all.

poison
poisonous

6. Some people think it is _____ to jump off rocks into a lake if you don't know how deep the water is.

danger
dangerous

Grade 3

Activity Book | Unit 6 **187**

She shouted with _____ when she found out she had passed the bar exam to become a lawyer.

When I looked out the window of the airplane, I could see we were crossing over very _____ terrain.

joy
joyous

Write the part of speech, meaning, and root word for each word.

1. **joyous**
Part of Speech: adjective Root Word: joy
Meaning: full of joy

2. **furious**
Part of Speech: adjective Root Word: fury
Meaning: full of fury

3. **dangerous**
Part of Speech: adjective Root Word: danger
Meaning: full of danger

4. **mysterious**
Part of Speech: adjective Root Word: mystery
Meaning: full of mystery

Grade 3

188 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP44

ACTIVITY PAGE

Suffix -ly

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix **-ly** means "in a _____ way."

Add **-ly** to the adjective under the blank to make a new word to complete the sentence.

- The driver sped dangerously (dangerous) around the corner without looking for traffic.
- My younger brother furiously (furious) stomped his feet when he didn't get the toy he wanted.
- The actors in the play humorously (humorous) acted out their parts, making the audience laugh loudly.
- Some red bumps mysteriously (mysterious) appeared on my arm after I was outside so I hope didn't brush up against any poison ivy.
- The pilot famously (famous) landed the plane on the river when the landing gear stopped working.

Grade 3

Activity Book | Unit 6 **189**

Write a sentence using the words given.

1. verb: *disappeared* adverb: *mysteriously*

Answers may vary.

2. verb: *played* adverb: *humorously*

Answers may vary.

3. verb: *argued* adverb: *furiously*

Answers may vary.

Grade 3

190 Unit 6 | Activity Book

NAME: _____
DATE: _____

PP45 ACTIVITY PAGE

Suffixes **-ous** and **-ly**

Reminder:

- A suffix is a syllable placed after a root word. Suffixes change the meaning of the root word.
- The suffix **-ous** means "full of" and the suffix **-ly** means "in a _____ way."

Circle the letter of the best answer.

1. Which of the following is a good example of a person behaving *furiously*?
 A. A man screaming at the person who just took the parking spot he wanted
B. A woman thanking a person for holding the door open for her
2. Which of the following is a good example of a *mountainous* place?
 A. The Alps
B. Mediterranean Sea
3. Which of the following is a good example of a person acting *mysterious*?
 A. A girl asking her mother if she can bring some family photographs to school
 B. A boy sneaking into his brother's room when no one is looking
4. Which of the following is a good example of a *joyous* reaction?
 A. A man hugging everyone around him while they clap and cheer
B. A woman closing the door to her office so that nobody can bother her
5. Which of the following is a good example of something *poisonous*?
 A. Fruits and vegetables for sale at the farmer's market
 B. Cleaning supplies locked in a closet at the end of the hall

Grade 3

Activity Book | Unit 6 191

6. Which of the following is a good example of a person *humorously* entertaining others?
A. A man wearing dark clothes and hiding behind a screen
 B. A man using a puppet and a funny voice to tell jokes and poke fun at people in the news

Write your own example of the idea provided.

1. Idea: A good example of a *famous* event

Example [Answers may vary.](#)

2. Idea: A good example of a *dangerous* situation

Example [Answers may vary.](#)

3. Idea: A good example of a person acting *dangerously*

Example [Answers may vary.](#)

Grade 3

NAME: _____
DATE: _____

E.1 ACTIVITY PAGE

Words with the /k/ Sound

Use the clues to fill in the crossword puzzle with this week's spelling words, listed in the box.

| | | | | |
|---------|----------|----------|-----------|---------|
| quickly | kindness | calendar | character | Loki |
| course | coarse | kangaroo | soccer | lookout |



Grade 3

Activity Book | Unit 6 217

NAME: _____
DATE: _____

E.2 ACTIVITY PAGE

Dictionary Practice

Use the sample dictionary page to answer the questions.

| | |
|--|-----------|
| coalition | courtship |
| coarse <i>adjective</i> 1. Having a rough surface or texture. 2. Rude and offensive, as in coarse behavior. 3. Having large particles, as in coarse salt. | |
| course <i>noun</i> 1. A part of a meal served by itself: The main course was a pasta dish. 2. A series of lessons or classes. 3. An area where certain sports are played, as in a golf course. 4. A route: The ship followed a straight course from Florida to Bermuda. | |

1. What are the two guide words on the page? [coalition courtship](#)
2. What are the two entry words on the page? [coarse course](#)
3. How many definitions are there for *course*? [4](#)
4. Which of the two entry words has a sample sentence? What is it?
course: The ship followed a straight course from Florida to Bermuda. or The main course was a pasta dish.
5. Which of the two entry words has more definitions? [course](#)

Grade 3

Activity Book | Unit 6 219

6. Are both entry words the same part of speech? If so, what is it? If not, what are they? No, coarse is an adjective and course is a noun.
7. Would the word *cowboy* be on this page? no
8. Which of these words would come before *coalition*?
cobweb coach coast
9. Which of these words would come after *courtship*?
coverup courthouse count
10. Which entry word would describe Thor? coarse
11. Which entry word would describe dessert? course

Pretend you are Odin, the father of the Norse gods, and write the conversation you would have had with Loki after hearing Thor's complaint. Your ideas may be very different from what happened in the myth.

Begin with this statement:

"Oh, Loki!" said Odin. "What am I going to do with you?"

Answers may vary.

NAME: _____
DATE: _____

E.3

ACTIVITY PAGE

Sif's Golden Hair

Without looking at your Reader, put the following sentences in the correct order. Look carefully as one of the sentences did not happen in the story. Put an X in the blank before that sentence. When finished, look back at "Sif's Golden Hair" in your Reader and check your work.

- 1 The Valkyries cleared the table.
7 "You will restore Sif's hair!" said Odin.
4 Thor blamed Loki for cutting Sif's hair.
2 Odin heard a clap of thunder, the snorting of goats, and the skidding of a cart.
X Odin ate pieces of meat with his ravens.
3 Thor and Sif arrived to speak with Odin.
6 Odin called an assembly of the gods.
5 Sif's veil fell to her shoulders to show her yellow stubble instead of hair.

NAME: _____
DATE: _____

E.4

ACTIVITY PAGE

Suffixes *-ive* and *-ly*

Read each sentence and circle the word with either the suffix *-ive* or both suffixes *-ive* and *-fy*. Then, write the word, putting one letter on each blank, and write the part of speech and meaning of the word.

1. The group had a productive meeting, getting through all items on the agenda.
Word: P R O D U C T I V E
Part of Speech: adjective
Meaning: a meeting where much was produced
2. She decoratively arranged the flowers in two vases before putting them on the table.
Word: D E C O R A T I V E L Y
Part of Speech: adverb
Meaning: in a decorative way
3. My sister and I worked cooperatively to clean out the playroom and make a pile of things we don't used anymore to donate to charity.
Word: C O O P E R A T I V E L Y
Part of Speech: adverb
Meaning: in a way that is cooperative

4. Derek came up with an inventive way to display the results of his science experiment.

Word: I N V E N T I V E

Part of Speech: adjective

Meaning: relating to making something new that no one else has ever made

5. I am appreciative of all that my teacher does to help me learn!

Word: A P P R E C I A T I V E

Part of Speech: adjective

Meaning: relating to being thankful

6. Kate creatively designed a new cover for her writing project.

Word: C R E A T I V E L Y

Part of Speech: adverb

Meaning: relating to making or inventing something

7. He is an active person and likes to ride his bike, swim, hike, and run.

Word: A C T I V E

Part of Speech: adjective

Meaning: energetic

NAME: _____
DATE: _____

E.4
CONTINUED

ACTIVITY PAGE

8. The artist expressively presented his work at the gallery opening, describing how emotional it was to create the pieces.

Word: E X P R E S S I V E L Y

Part of Speech: adverb

Meaning: relating to showing what you think or feel

Now, match the letters you wrote in numbered blanks to the following message that needs decoding.

N O R S E m Y T h S
A R E f U N !

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher's Guide

(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

| | | |
|------------|--|------------------------|
| TEKS 3.1.A | listen actively, ask relevant questions to clarify information, and make pertinent comments | |
| TEKS 3.1.B | follow, restate, and give oral instructions that involve a series of related sequences of action | |
| TEKS 3.1.C | speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively | U6: p. 156; U6: p. 158 |
| TEKS 3.1.D | work collaboratively with others by following agreed-upon rules, norms, and protocols | |
| TEKS 3.1.E | develop social communication such as conversing politely in all situations | |

(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

(A) demonstrate and apply phonetic knowledge by:

| | | |
|----------------|---|---------------------------------|
| TEKS 3.2.A.i | decoding multisyllabic words with multiple sound-spelling patterns, such as eigh, ough, and en | U6: p. 20; U6: p. 27; U6: p. 40 |
| TEKS 3.2.A.ii | decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | |
| TEKS 3.2.A.iii | decoding compound words, contractions, and abbreviations | |
| TEKS 3.2.A.iv | decoding words using knowledge of syllable division such as VCCV, VCV, and VCCC with accent shifts | |
| TEKS 3.2.A.v | decoding words using knowledge of prefixes | |
| TEKS 3.2.A.vi | decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | U6: p. 46; U6: p. 49 |
| TEKS 3.2.A.vii | identifying and reading high-frequency words from a research-based list | |

(B) demonstrate and apply spelling knowledge by:

| | | |
|----------------|---|--|
| TEKS 3.2.B.i | spelling multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables | |
| TEKS 3.2.B.ii | spelling homophones | |
| TEKS 3.2.B.iii | spelling compound words, contractions, and abbreviations | |
| TEKS 3.2.B.iv | spelling multisyllabic words with multiple sound-spelling patterns | U6: p. 8; U6: p. 12; U6: p. 76; U6: p. 79; U6: p. 92; U6: p. 103; U6: p. 148; U6: p. 150 |
| TEKS 3.2.B.v | spelling words using knowledge of syllable division such as VCCV, VCV, and VCCC | |
| TEKS 3.2.B.vi | spelling words using knowledge of prefixes | |
| TEKS 3.2.B.vii | spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 6 | | Correlation—Teacher's Guide |
|---|---|--|
| TEKS 3.2.C | alphabetize a series of words to the third letter | |
| TEKS 3.2.D | write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. | |
| (3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | | |
| TEKS 3.3.A | use print or digital resources to determine meaning, syllabication, and pronunciation | |
| TEKS 3.3.B | use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words | U6: p. 76, U6: p. 78 |
| TEKS 3.3.C | identify the meaning of and use words with affixes such as <i>im-</i> (into), <i>non-</i> , <i>dis-</i> , <i>in-</i> (not, non), <i>pre-</i> , <i>-ness</i> , <i>-y</i> , and <i>-ful</i> | U6: p. 46; U6: p. 49; U6: p. 76, U6: p. 78, U6: p. 124; U6: p. 133 |
| TEKS 3.3.D | identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text | U6: p. 8; U6: p. 12; U6: p. 14 |
| (4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text. | | |
| TEKS 3.4 | use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text | |
| (5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | | |
| TEKS 3.5 | self-select text and read independently for a sustained period of time | U6: p. 148; U6: p. 152 |
| (6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | | |
| TEKS 3.6.A | establish purpose for reading assigned and self-selected texts | |
| TEKS 3.6.B | generate questions about text before, during, and after reading to deepen understanding and gain information | |
| TEKS 3.6.C | make and correct or confirm predictions using text features, characteristics of genre, and structures | U6: p. 8; U6: p. 15; U6: p. 20; U6: p. 31; U6: p. 32; U6: p. 33; U6: p. 62; U6: p. 65; U6: p. 72; U6: p. 92; U6: p. 95; U6: p. 101 |
| TEKS 3.6.D | create mental images to deepen understanding | |
| TEKS 3.6.E | make connections to personal experiences, ideas in other texts, and society | |
| TEKS 3.6.F | make inferences and use evidence to support understanding | U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27 |
| TEKS 3.6.G | evaluate details read to determine key ideas | U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27, U6: p. 46; U6: p. 53; U6: p. 62; U6: p. 65 |
| TEKS 3.6.H | synthesize information to create new understanding | U6: p. 20; U6: p. 31; U6: p. 124; U6: p. 126 |
| TEKS 3.6.I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

Unit 6

Correlation—Teacher's Guide

| | | |
|--|--|--|
| (7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | | |
| TEKS 3.7.A | describe personal connections to a variety of sources including self-selected texts | |
| TEKS 3.7.B | write a response to a literary or informational text that demonstrates an understanding of a text | U6: p. 108; U6: p. 120; U6: p. 124; U6: p. 126 |
| TEKS 3.7.C | use text evidence to support an appropriate response | U6: p. 8; U6: p. 11; U6: p. 20; U6: p. 27; U6: p. 31; U6: p. 46; U6: p. 53; U6: p. 62; U6: p. 65; U6: p. 76; U6: p. 80; U6: p. 92; U6: p. 95; U6: p. 108; U6: p. 112; U6: p. 124; U6: p. 126; U6: p. 136; U6: p. 138 |
| TEKS 3.7.D | retell and paraphrase texts in ways that maintain meaning and logical order | U6: p. 108; U6: p. 112; U6: p. 156; U6: p. 158 |
| TEKS 3.7.E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating | |
| TEKS 3.7.F | respond using newly acquired vocabulary as appropriate | |
| TEKS 3.7.G | discuss specific ideas in the text that are important to the meaning | U6: p. 136; U6: p. 138 |
| (8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | | |
| TEKS 3.8.A | infer the theme of a work, distinguishing theme from topic | U6: p. 136; U6: p. 138 |
| TEKS 3.8.B | explain the relationships among the major and minor characters | U6: p. 8; U6: p. 15; U6: p. 92; U6: p. 102; U6: p. 124; U6: p. 126; U6: p. 136; U6: p. 138 |
| TEKS 3.8.C | analyze plot elements, including the sequence of events, the conflict, and the resolution | U6: p. 20; U6: p. 31; U6: p. 46; U6: p. 53; U6: p. 108; U6: p. 112 |
| TEKS 3.8.D | explain the influence of the setting on the plot | U6: p. 136; U6: p. 138 |
| (9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | | |
| TEKS 3.9.A | demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths | U6: p. 8; U6: p. 15; U6: p. 76; U6: p. 80; U6: p. 92; U6: p. 102; U6: p. 124; U6: p. 126 |
| TEKS 3.9.B | explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems | |
| TEKS 3.9.C | discuss the elements in drama such as characters, dialogue, setting, and acts | |
| (D) recognize characteristics and structures of informational text, including: | | |
| TEKS 3.9.D.i | the central idea with supporting evidence | |
| TEKS 3.9.D.ii | features such as sections, tables, graphs, timelines, bullets, numbers, bold and italicized font to support understanding | |
| TEKS 3.9.D.iii | organizational patterns such as cause and effect and problem and solution | |
| (E) recognize characteristics and structures of argumentative text by: | | |
| TEKS 3.9.E.i | identifying the claim | |
| TEKS 3.9.E.ii | distinguishing facts from opinion | |
| TEKS 3.9.E.iii | identifying the intended audience or reader | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 6 | | Correlation—Teacher's Guide |
|---|--|--|
| TEKS 3.9.F | recognize characteristics of multimodal and digital texts | |
| (10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | | |
| TEKS 3.10.A | explain the author's purpose and message within a text | U6: p. 8, U6: p. 11, U6: p. 20, U6: p. 27 |
| TEKS 3.10.B | explain how the use of text structure contributes to the author's purpose | |
| TEKS 3.10.C | explain the author's use of print and graphic features to achieve specific purposes | |
| TEKS 3.10.D | describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes | |
| TEKS 3.10.E | identify the use of literary devices, including first- or third-person point of view | |
| TEKS 3.10.F | discuss how the author's use of language contributes to voice | |
| TEKS 3.10.G | identify and explain the use of hyperbole | |
| (11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | | |
| TEKS 3.11.A | plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping | U6: p. 92; U6: p. 102 |
| (B) develop drafts into a focused, structured, and coherent piece of writing by: | | |
| TEKS 3.11.B.i | organizing with purposeful structure including an introduction and conclusion | U6: p. 108; U6: p. 120 |
| TEKS 3.11.B.ii | developing an engaging idea with relevant details | U6: p. 124; U6: p. 132 |
| TEKS 3.11.C | revise drafts by adding, revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and claritydeleting, or rearranging words, phrases or sentences | U6: p. 136; U6: p. 145 |
| (D) edit drafts using standard English conventions, including: | | |
| TEKS 3.11.D | edit drafts using standard English conventions | |
| TEKS 3.11.D.i | complete simple and compound sentences with subject-verb agreement | U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64 |
| TEKS 3.11.D.ii | past, present, and future verb tense | U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64 |
| TEKS 3.11.D.iii | singular, plural, common, and proper nouns | |
| TEKS 3.11.D.iv | adjectives, including their comparative and superlative forms | U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64, U6: p. 136; U6: p. 146 |
| TEKS 3.11.D.v | adverbs that convey time and adverbs that convey manner | U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64, U6: p. 136; U6: p. 146 |
| TEKS 3.11.D.vi | prepositions and prepositional phrases | |
| TEKS 3.11.D.vii | pronouns, including subjective, objective, and possessive cases | |

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 3

| Unit 6 | | Correlation—Teacher's Guide |
|--|---|--|
| TEKS 3.11.D.viii | coordinating conjunctions to form compound subjects, predicates, and sentences | U6: p. 20; U6: p. 28; U6: p. 62; U6: p. 65; U6: p. 108; U6: p. 121; U6: p. 148; U6: p. 150 |
| TEKS 3.11.D.ix | capitalization of official titles of people, holidays, and geographical names and places | |
| TEKS 3.11.D.x | punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series | U6: p. 46, U6: p. 48, U6: p. 62, U6: p. 64 |
| TEKS 3.11.D.xi | correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words | |
| TEKS 3.11.E | publish written work for appropriate audiences | U6: p. 148; U6: p. 152 |
| (12) Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | | |
| TEKS 3.12.A | compose literary texts, including personal narratives and poetry, using genre characteristics and craft | U6: p. 92; U6: p. 102 |
| TEKS 3.12.B | compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft | U6: p. 108; U6: p. 120; U6: p. 124; U6: p. 132 |
| TEKS 3.12.C | compose argumentative texts, including opinion essays, using genre characteristics and craft | |
| TEKS 3.12.D | compose correspondence such as thank you notes or letters | |
| (13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | | |
| TEKS 3.13.A | generate questions on a topic for formal and informal inquiry | |
| TEKS 3.13.B | develop and follow a research plan with adult assistance | |
| TEKS 3.13.C | identify and gather relevant information from a variety of sources | |
| TEKS 3.13.D | identify primary and secondary sources | |
| TEKS 3.13.E | demonstrate understanding of information gathered | |
| TEKS 3.13.F | recognize the difference between paraphrasing and plagiarism when using source materials | |
| TEKS 3.13.G | create a works cited page | |
| TEKS 3.13.H | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results | U6: p. 156; U6: p. 158 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 6

Correlation—Teacher's Guide

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|--|---|
| ELPS 1.A | use prior knowledge and experiences to understand meanings in English | |
| ELPS 1.B | monitor oral and written language production and employ self-corrective techniques or other resources | |
| ELPS 1.C | use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary | U6: p. 29, U6: p. 51 |
| ELPS 1.D | speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known) | |
| ELPS 1.E | internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | U6: p. 29, U6: p. 37, U6: p. 60, U6: p. 119, U6: p. 132, U6: p. 139 |
| ELPS 1.F | use accessible language and learn new and essential language in the process | |
| ELPS 1.G | demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations | |
| ELPS 1.H | develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations | U6: p. 101 |

(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:

| | | |
|----------|---|--|
| ELPS 2.A | distinguish sounds and intonation patterns of English with increasing ease | |
| ELPS 2.B | recognize elements of the English sound system in newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters | |
| ELPS 2.C | learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions | |
| ELPS 2.D | monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed | |
| ELPS 2.E | use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 6 | | Correlation—Teacher's Guide |
|---|--|-----------------------------|
| ELPS 2.F | listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD-ROM to build and reinforce concept and language attainment | |
| ELPS 2.G | understand the general meaning, main point, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar | |
| ELPS 2.H | understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations | |
| ELPS 2.I | demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs | |
| (3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to: | | |
| ELPS 3.A | practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible | |
| ELPS 3.B | expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication | |
| ELPS 3.C | speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired | |
| ELPS 3.D | speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency | |
| ELPS 3.E | share information in cooperative learning interactions | |
| ELPS 3.F | ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content-based vocabulary during extended speaking assignments | U6: p. 158 |
| ELPS 3.G | express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics | |
| ELPS 3.H | narrate, describe, and explain with increasing specificity and detail as more English is acquired | U6: p. 158 |
| ELPS 3.I | adapt spoken language appropriately for formal and informal purposes | |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

| Unit 6 | | Correlation—Teacher's Guide |
|--|--|--|
| ELPS 3.J | respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment | |
| (4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to: | | |
| ELPS 4.A | learn relationships between sounds and letters of the English language and decode (sound out) words using a combination of skills such as recognizing sound-letter relationships and identifying cognates, affixes, roots, and base words | U6: p. 51 |
| ELPS 4.B | recognize directionality of English reading such as left to right and top to bottom | |
| ELPS 4.C | develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials | |
| ELPS 4.D | use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text | |
| ELPS 4.E | read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned | |
| ELPS 4.F | use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language | U6: p. 16, U6: p. 37, U6: p. 60, U6: p. 65, U6: p. 101 |
| ELPS 4.G | demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs | U6: p. 72, U6: p. 87, U6: p. 119, U6: p. 132, U6: p. 139 |
| ELPS 4.H | read silently with increasing ease and comprehension for longer periods | |
| ELPS 4.I | demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs | U6: p. 37, U6: p. 87, U6: p. 132 |

ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 3

Unit 6

| Unit 6 | | Correlation—Teacher's Guide |
|---|--|--|
| ELPS 4.J | demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs | U6: p. 29, U6: p. 60, U6: p. 101, U6: p. 119, U6: p. 123, U6: p. 139 |
| ELPS 4.K | demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs | |
| (5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to: | | |
| ELPS 5.A | learn relationships between sounds and letters of the English language to represent sounds when writing in English | |
| ELPS 5.B | write using newly acquired basic vocabulary and content-based grade-level vocabulary | U6: p. 120 |
| ELPS 5.C | spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired | |
| ELPS 5.D | edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired | U6: p. 145 |
| ELPS 5.E | employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly | |
| ELPS 5.F | write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired | U6: p. 65 |
| ELPS 5.G | narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired | U6: p. 103, U6: p. 133, U6: p. 152 |

General Manager K-8 Humanities and SVP, Product

Alexandra Clarke

Chief Academic Officer, Elementary Humanities

Susan Lambert

Content and Editorial

Elizabeth Wade, PhD, Director,
Elementary Language Arts Content

Patricia Erno, Associate Director, Elementary ELA Instruction

Maria Martinez, Associate Director, Spanish Language Arts

Baria Jennings, EdD, Senior Content Developer

Christina Cox, Managing Editor

Product and Project Management

Ayala Falk, Director, Business and Product Strategy,
K-8 Language Arts

Amber McWilliams, Senior Product Manager

Elisabeth Hartman, Associate Product Manager

Catherine Alexander, Senior Project Manager, Spanish Language Arts

LaShon Ormond, SVP, Strategic Initiatives

Leslie Johnson, Associate Director, K-8 Language Arts

Thea Aguiar, Director of Strategic Projects, K-5 Language Arts

Zara Chaudhury, Project Manager, K-8 Language Arts

Design and Production

Tory Novikova, Product Design Director

Erin O'Donnell, Product Design Manager

Other Contributors

Patricia Beam, Bill Cheng, Ken Harney, Molly Hensley, David Herubin, Sara Hunt, Kristen Kirchner, James Mendez-Hodes, Christopher Miller, Diana Projansky, Todd Rawson, Jennifer Skelley, Julia Sverchuk, Elizabeth Thiers, Amanda Tolentino, Paige Womack

Texas Contributors

Content and Editorial

| | |
|-----------------------------|-------------------|
| Sarah Cloos | Michelle Koral |
| Laia Cortes | Sean McBride |
| Jayana Desai | Jacqueline Ovalle |
| Angela Donnelly | Sofía Pereson |
| Claire Dorfman | Lilia Perez |
| Ana Mercedes Falcón | Sheri Pineault |
| Rebecca Figueroa | Megan Reasor |
| Nick García | Marisol Rodriguez |
| Sandra de Gennaro | Jessica Roodvoets |
| Patricia Infanzón-Rodríguez | Lyna Ward |
| Seamus Kirst | |

Product and Project Management

Stephanie Koleda

Tamara Morris

Art, Design, and Production

| | |
|-------------------|--------------------------|
| Nanyamka Anderson | Emily Mendoza |
| Raghav Arumugan | Marguerite Oerlemans |
| Dani Aviles | Lucas De Oliveira |
| Olioli Buika | Tara Pajouhesh |
| Sherry Choi | Jackie Pierson |
| Stuart Dalgo | Dominique Ramsey |
| Edel Ferri | Darby Raymond-Overstreet |
| Pedro Ferreira | Max Reinhardsen |
| Nicole Galuszka | Mia Saine |
| Parker-Nia Gordon | Nicole Stahl |
| Isabel Hetrick | Flore Thevoux |
| Ian Horst | Jeanne Thornton |
| Ashna Kapadia | Amy Xu |
| Jagriti Khirwar | Jules Zuckerberg |
| Julie Kim | |
| Lisa McGarry | |

Series Editor-in-Chief

E. D. Hirsch Jr.

President

Linda Bevilacqua

Editorial Staff

Mick Anderson
Robin Blackshire
Laura Drummond
Emma Earnst
Lucinda Ewing
Sara Hunt
Rosie McCormick
Cynthia Peng
Liz Pettit
Tonya Ronayne
Deborah Samley
Kate Stephenson
Elizabeth Wafler
James Walsh
Sarah Zelinke

Design and Graphics Staff

Kelsie Harman
Liz Loewenstein
Bridget Moriarty
Lauren Pack

Consulting Project Management Services

ScribeConcepts.com

Additional Consulting Services

Erin Kist
Carolyn Pinkerton
Scott Ritchie
Kelina Summers

Acknowledgments

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

Contributors to Earlier Versions of These Materials

Susan B. Albaugh, Kazuko Ashizawa, Kim Berrall, Ang Blanchette, Nancy Braier, Maggie Buchanan, Paula Coyner, Kathryn M. Cummings, Michelle De Groot, Michael Donegan, Diana Espinal, Mary E. Forbes, Michael L. Ford, Sue Fulton, Carolyn Gosse, Dorrit Green, Liza Greene, Ted Hirsch, Danielle Knecht, James K. Lee, Matt Leech, Diane Henry Leipzig, Robin Luecke, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Ellen Sadler, Rachael L. Shaw, Sivan B. Sherman, Diane Auger Smith, Laura Tortorelli, Khara Turnbull, Miriam E. Vidaver, Michelle L. Warner, Catherine S. Whittington, Jeannette A. Williams.

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright, who were instrumental in the early development of this program.

Schools

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field-test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, PS 26R (the Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (the Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the Pilot Coordinators, Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms were critical.



Grade 3 | Unit 6 | Teacher Guide
The Viking Age

ISBN 9781683919636

9 781683 919636