

## 1

# The River Bank, Part I

## PRIMARY FOCUS OF LESSON

### Speaking and Listening

Students will determine the main idea and supporting details of a text read

aloud. **TEKS 3.1.A; TEKS 3.7.G**

### Reading

Students will compare and contrast the two characters from *The Wind in the*

*Willows*. **TEKS 3.8.B**

### Foundational Skills

Students will review short vowel sounds and multisyllable words.

**TEKS 3.2.A.ii**

### Reading

Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

**TEKS 3.7.C**

## FORMATIVE ASSESSMENT

**Character Analysis** **Venn Diagram** Compare and contrast Water Rat and

Mole. **TEKS 3.8.B**

**Activity Page 1.2**

**The Beginning** Answer questions about the text and

cite evidence. **TEKS 3.7.C**

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning; **TEKS 3.8.B** Explain the relationships among the major and minor characters; **TEKS 3.2.A .ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 3.7.C** Use text evidence to support an appropriate response.

## LESSON AT A GLANCE

	Grouping	Time	Materials
<b>Speaking and Listening (45 min.)</b>			
Introducing the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> Image cards C.U1.L1.1–10 <input type="checkbox"/> Can or bottle of soda <input type="checkbox"/> Digital Images: U1.L1.1–5
Presenting the Read-Aloud	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group	10 min.	
Word Work: <i>Meandered</i>	Whole Group	5 min.	
<b>Reading (20 min.)</b>			
Character Analysis	Partner	20 min.	<input type="checkbox"/> Blank paper for each student
<b>Foundational Skills (25 min.)</b>			
Short Vowel Review	Whole Group	10 min.	<input type="checkbox"/> Individual Code Charts for each student <input type="checkbox"/> Word cards <input type="checkbox"/> Spelling Cards for 'a', 'e', 'i', 'o', and 'u'
Baseball Game	Whole Group	15 min.	
<b>Reading (30 min.)</b>			
Introducing the Reading	Whole Group	10 min.	<input type="checkbox"/> Activity Pages 1.1, 1.2
Reading: Practice Story: "The Beginning"	Whole Group	20 min.	
<b>Take-Home Material</b>			
"The Beginning" Letter to Family			<input type="checkbox"/> Activity Pages 1.1, 1.3

## ADVANCE PREPARATION

### **Speaking and Listening**

- a can or bottle of soda
- Image Cards C.U1.L1.1–10
- Identify the following digital images on the program's digital components site to project during the Read-Aloud: U1.L1.1-5

### **Reading**

- Have a blank piece of paper available for each student.

### **Foundational Skills**

- Prepare a copy of the Individual Code Chart, located in the Teacher Resources at the back of the Teacher Guide, for each student.
- Prepare word cards for the baseball game. Because you will use these cards for several days this week, you may wish to create them using durable paper, such as card stock or index cards.

1	admit	10	hundred	19	tennis
2	signal	11	problem	20	tunnel
3	attic	12	happen	21	jacket
4	catfish	13	kitchen	22	magnet
5	fantastic	14	insect	23	wedding
6	cabin	15	plastic	24	napkin
7	children	16	pocket	25	banner
8	until	17	rabbit	26	comment
9	himself	18	chicken	27	basket

28	sudden	37	traffic	46	publish
29	unless	38	tonsil	47	cobweb
30	bandit	39	pilgrim	48	bathtub
31	upset	40	contract	49	rocket
32	velvet	41	pumpkin	50	tablet
33	sunset	42	finish		
34	funnel	43	congress		
35	discuss	44	trumpet		
36	blanket	45	invent		

## Note to Teacher

If you have not already done so, we highly recommend that you review “The Basic and Advanced Code” and “Using Chunking to Decode Multisyllable Words” located in the Teacher Resources before teaching this lesson.

In this unit, students will focus on three academic vocabulary words: *narrative*, *introduce*, and *chronological order*. 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 end-of-year assessments that third graders 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.

- We define the word *narrative* to mean a story.
- To *introduce* means to present something new to someone.
- *Chronological order* is the arrangement of events in order as they happen in time.

**Note:** We encourage you to use all three of these words throughout the school day so that students may experience multiple uses of them.

## Lesson 1: The River Bank, Part I

Speaking and Listening 

**Primary Focus:** Students will determine the main idea and supporting details of a text read aloud. **TEKS 3.1.A; TEKS 3.7.G**

**VOCABULARY: “THE RIVER BANK, PART I”**

The following are core vocabulary words used in this lesson. Preview the words with the students before the lesson. Students are not expected to be able to use these words immediately, but with repeated exposure throughout the lessons, they will acquire a good understanding of most of the words. Students may also keep a “domain dictionary” notebook along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**backwater**, a peaceful body of water connected to a river, but with little or almost no current or movement; an isolated, unchanging village or town (**backwaters**)

**bolted**, moved or ran off suddenly (**bolt, bolts, bolting**)

**contemplated**, considered or thought about; pondered (**contemplate, contemplates, contemplating**)

**hesitating**, in a halting or pausing way; acting with reluctance or uncertainty

**interferes**, gets in the way and prevents something from working smoothly (**interfere, interfered, interfering**)

**meandered**, moved slowly and without purpose (**meander, meanders, meandering**)

**Vocabulary Chart: “The River Bank, Part I”**

Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	backwater meandered	bolted contemplated hesitating interferes
Multiple Meaning		
Sayings and Phrases		

## INTRODUCING THE READ-ALOUD (10 MIN.)

- Explain to students that you are going to be reading an adaptation of the book titled *The Wind in the Willows* and that they will hear a chapter each day for the next few weeks.
- Tell students that willows are a type of tree. Show students Image Card C.U1.L1.1 (Willow Tree) as an example. Explain that there are many types of willows, and these particular ones are weeping willow trees. Tell students that willows like a lot of water and, therefore, tend to grow near sources of water such as rivers, lakes, and ponds.
- Tell students that the story they are going to hear is fiction. Ask, “Who can tell me what fiction is?”
- Explain that *The Wind in the Willows* was written by a man named Kenneth Grahame. He was born in Scotland, but he moved to England when he was very young.
- Explain to students that Scotland and England are two of the four countries making up the United Kingdom (or the U.K. for short), along with Wales and Northern Ireland.
- Locate the United Kingdom on the map and point out England.
- Tell students that citizens of the United Kingdom are called “British” because the main landmass of the United Kingdom is called Great Britain.
- Explain that Grahame told these stories to his son (whom he called Mouse) for entertainment before he ever wrote them down.
- Explain that the setting of this story is the English countryside—where the author grew up—near a river called the Thames [TEMZ]. Locate the river Thames on the map and show students how it runs through the country of England.
- Ask students how they believe that a setting on a river might affect the plot, or events, of the story.
- Hold up a soda can and direct students to different corners of the room based on whether they call the item in your hand “pop,” “soda,” “Coke,” or “soft drink.” (Note: If all students go to the same corner, you may try the same activity with the words “bubbler,” “water fountain,” or “drinking fountain,” or any other variation in dialect you may have noticed in your students.)

### Image Card C.U1.L1.1

#### Willow Tree



### Support

Remind students that if a story is fiction, it is created from the author’s imagination.

**TEKS 3.1.A** Listen actively, ask relevant questions to clarify information, and make pertinent comments; **TEKS 3.7.G** Discuss specific ideas in the text that are important to the meaning.



- Explain that these differences in words can be found all over the United States, and that these are called differences in dialect; even though people may be speaking the same language, there may be some differences in the words they use.
- Because *The Wind in the Willows* is set in the United Kingdom, the book is written in British English. Just as there are differences in vocabulary between people in the United States, there are differences in vocabulary between British and American English.
- Tell students that *The Wind in the Willows* was published in 1908, more than 100 years ago, and is considered one of the best children’s stories ever written.
- Ask students if they know of any stories that are considered classics. Ask students if they’ve read or heard of *Charlotte’s Web*, *Alice in Wonderland*, *The Chronicles of Narnia*, *Where the Wild Things Are*, or *A Wrinkle in Time*. Remind them that these are just a few examples of many classic books.
- Tell students the main characters of *The Wind in the Willows* are a mole, a water rat (European water vole), a badger, and a toad. Explain that the characters in this story act like people.
- You may wish to show students image card C.U1.L1.6 (River Bank) to give them an understanding of the setting of the story.
- Explain that when an animal or thing in a story behaves or is described like a person, it is called personification. Have students repeat the word *personification* after you.
- Ask students what word they hear inside the word *personification*.
- Prompt students to recognize the word *person*, and remind them that personification is when an animal or thing is given the characteristics of a person, such as talking, wearing clothes, etc.
- Tell students that throughout the book, they will hear many examples of personification.
- Remind students that the plot of a story is what we call the events of the story.
- Remind students that the location and time period of a story are called the setting.
- Finally, explain that dialogue is what we call the parts of the story where the characters speak to one another.
- Tell students to listen for examples of personification in today’s Read-Aloud.

## Support

Show **Image Cards C.U1.L1.2–C.U1.L1.10** so students can see what the animals they will hear about look like.



Image Card  
C.U1.L1.6

### River Bank





### Show Image U1.L1.1 Mole Cleaning His House

The Mole had been working very hard all the morning spring-cleaning his little home: first with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash. He did this until he had dust in his throat and eyes, and splashes of whitewash all over his black fur. Spring was moving in the air above and the earth below, and around him and his dark and lowly little house. Any wonder he suddenly flung down his brush on the floor, said “Bother!” and “O blow!” and also “Hang spring-cleaning!” and **bolted** out of the house without even waiting to put on his coat.

Mole immediately made for the steep little tunnel, and without a moment’s hesitation, he began scraping, scratching, and scrabbling. He worked busily with his little paws and muttered to himself, “Up we go! Up we go!” till at last, pop! His snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow. “Bother,” “O blow,” and “hang” are examples of British sayings that show someone doesn’t like something. Ask students for examples of American sayings that show the same.



### Show Image U1.L1.2 Mole in the Meadow

“This is fine!” he said to himself. “This is better than whitewashing!” he added as he jumped with delight at the joy of spring. In this state of happiness, he made his way across the meadow till he reached the hedge on the farther side.

### Challenge

Ask students to repeat the things Mole says as he flings his brush to the floor. Based on these statements, ask students how Mole feels about cleaning his home.

It all seemed too good to be true, as moving hither and thither he observed everywhere birds building, and leaves and flowers bursting forth.

He thought his happiness was complete when, as he **meandered** aimlessly along, he came to the edge of a full-fed river. There he stood quite mesmerized, as never before had he seen a river. He watched in awe as it shimmered and shined, gurgled and burbled, swirled and curled its way seaward. So bewitched and fascinated was he, that he trotted for a while by the side of it. Eventually, exhausted by this tremendous effort, he sat down on the bank to rest.

As he sat on the grass and gazed across the river, a dark hole in the bank opposite, just above the water's edge, caught his eye. Mole quietly **contemplated** what a nice snug dwelling place it would make. As he gazed, something bright and small seemed to twinkle like a tiny star down in the heart of it. But it could hardly be a star, and it was too glittering and small for a glowworm. Then, as he looked, it winked at him, and so revealed itself to be an eye; and a small face began gradually to grow up round it, like a frame round a picture.

A brown little face, with whiskers.

A grave round face, with the same twinkle in its eye.

Small neat ears and thick silky hair.

It was the Water Rat!

The two animals stood and regarded each other cautiously.

"Hullo, Mole!" said the Water Rat.

"Hullo, Rat!" said the Mole.

"Would you like to come over?" enquired the Rat.

"Oh, it's all very well to ask," said the Mole, rather grumpily, he being new to a river and riverside life and its ways.

## Support

Show **Image Card C.U1.L1.7** and explain that a glowworm is a type of wingless beetle that creates and gives off a bright light.





### Show Image U1.L1.3 Rat Sculling over to Mole

The Rat said nothing, but stooped and unfastened a rope and hauled on it; then lightly stepped into a little boat which the Mole had not

observed. It was painted blue outside and white within, and was just the size for two animals; and the Mole loved it immediately.

The Rat sculled across. Then he held up his forepaw as the Mole stepped gingerly down. “Lean on that!” he said. “Now then, step lively!” and the Mole to his great delight found himself actually seated in the stern of a real boat. **What do you think the word *sculled* means?**

This has been a wonderful day!” said he, as the Rat shoved off and took to the sculls again. “Do you know, I’ve never been in a boat before in all my life.”

“What?” cried the Rat, open-mouthed: “Never been in a—you never—well I—what have you been doing, then?”

“Is it so nice as all that?” asked the Mole shyly, though he was quite prepared to believe it as he leant back in his seat and surveyed the cushions, the oars, and all the fascinating fittings.

“Nice? It’s the *only* thing,” said the Water Rat solemnly, as he leant forward for his stroke. “Believe me, my young friend, there is nothing—absolutely nothing—half so much worth doing as simply messing about in boats. Simply messing,” he went on dreamily: “messing—about—in—boats; messing—”

“Look ahead, Rat!” cried the Mole suddenly.

It was too late. The boat struck the bank full tilt. The oarsman lay on his back at the bottom of the boat, his heels in the air. **What do you think an oarsman is? Tell students the oarsman is the person with the oars.**

“—about in boats—or *with* boats,” the Rat went on cheerily, picking himself up with a pleasant laugh. “In or out of ‘em, it doesn’t matter. Look here! If you’ve really nothing else to do, what do you say we spend time on the river together?”



**Show Image U1.L1.4**  
**Mole and Rat Boating on the River**

The Mole waggled his toes from sheer happiness, spread his chest with a sigh of contentment, and leaned back blissfully into the soft cushions. “What

a day I’m having!” he said. “Let us start at once.”

“Hold on a minute, then!” said the Rat as he tied fast the boat and climbed up into his hole above. Moments later he reappeared staggering under a fat, wicker, luncheon basket.

“Shove that under your feet,” he said to the Mole, as he passed it down into the boat. Then he untied the boat and took the sculls again.

“What’s inside it?” asked the Mole, eagerly.

“There’s cold chicken inside it,” replied the Rat; “coldtonguecoldham-coldbeef-pickledgherkins-salad-frenchrollscresssandwiches-pottedmeat-gingerbeer-lemonade-sodawater—”

“O stop, stop,” cried the Mole: “This is too much!”

“Do you really think so?” enquired the Rat seriously. “It’s only what I always take on these little excursions. The other animals complain that I hardly have enough!”

The Mole did not hear a word he said. He was already absorbed in the new life he was entering upon. He trailed a paw in the water and dreamed long, waking dreams. The Water Rat, like the good little fellow he was, sculled steadily on and did not disturb him.

“I like your clothes, old chap,” the Rat remarked after some half an hour or so had passed. “I’m going to get a velvet jacket myself someday.” “Old chap” is a British saying for *man* or *boy*.

“I beg your pardon,” said the Mole, pulling himself together with an effort. “You must think me very rude; but all this is so new to me. So—this—is—a—River!”

“*The River*,” corrected the Rat.

“And you really live by the river? What a jolly life!”

“By it and with it and on it and in it,” said the Rat. “It’s brother and sister to me, and aunts, and company, and food and drink, and (naturally) washing. It’s my world, and I don’t want any other.”

“But isn’t it a bit dull at times?” the Mole asked. “Just you and the river, and no one else to pass a word with?”

“No one else to—well, I mustn’t be hard on you,” said the Rat. “You’re new to it. The bank is so crowded nowadays that many people are moving away altogether. O no, it isn’t what it used to be, at all. Otters, kingfishers, dabchicks, moorhens, all of them about all day long and always wanting you to do something—as if a fellow had no business of his own to attend to!”

## Support

Show **Image Cards C.U1.L1.8 (Otter)** and **C.U1.L1.9 (Kingfisher, Moorhens, and Dabchicks)**.



### Show Image U1.L1.5 Mole and Rat on the River Talking About the Wild Wood

“What lies over *there*?” asked the Mole, waving a paw towards a background of woodland that darkly framed the water-meadows on one side of the river.

“W-e-ll,” replied the Rat hesitantly, “that’s the Wild Wood. We don’t go there too often.”

“Are there scary creatures there?” Mole asked, trying not to tremble.

“The squirrels are all right,” Rat replied. “And the rabbits—some of ’em, but rabbits are a mixed lot. And then there’s Badger, of course. He lives right in the heart of it; wouldn’t live anywhere else, either. Dear old Badger! Nobody **interferes** with *him*.”

## Support

Show **Image Card**  
**C.U1.L1.10 (Weasel,  
Stoat, and Fox)**



“Why, who *should* interfere with him?” asked the Mole.

“Well, of course, there are others,” explained the Rat in a **hesitating** sort of way.

“Weasels, stoats, foxes, and so on. They’re all right in a way; I’m very good friends with them; pass the time of day when we meet, but you can’t trust them, and that’s a fact.”

“And beyond the Wild Wood?” Mole asked.

“Beyond the Wild Wood is the Wide World,” said the Rat. “And that’s something that doesn’t matter, either to you or me. I’ve never been there, and I’m never going, nor you either, if you’ve got any sense. Don’t ever refer to it again, please. Now then! Here’s our backwater at last, where we’re going to lunch.”

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### DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Inferential.** What British English words or phrases did you hear in today’s Read-Aloud?
  - » old chap, messing about, bother, etc.

Why is there British English in this story?

  - » It is written by an author named Kenneth Grahame, who grew up in England, or Great Britain.
2. **Literal.** Who are the main characters in today’s Read-Aloud?
  - » Mole and Water Rat

What do we call the events of a story in which the characters are involved?

  - » plot
3. **Inferential.** What things do you know about Mole based on what you heard in the Read-Aloud today?
  - » He is weary of spring-cleaning; he lives underground; he has black fur; he is fascinated by the river; he is shy but happy; etc.
4. **Inferential.** Would you describe Mole as curious? Why or why not?
  - » Answers may vary, but as students reply, make sure they support their responses with examples from the text.

5. **Inferential.** What season is the story set in when Mole leaves his home?

- » spring

How do you know?

- » The text explicitly says it is spring. Other answers may vary, but students should support their responses with examples from the text, such as flowers in the meadow, birds making their nests, etc.

6. **Inferential.** What adjectives would you use to describe Rat?

- » Answers may vary, but may include some of the following: friendly, adventurous but cautious, wise, aquatic, generous, etc.

7. **Literal.** In what kind of setting does the story begin?

- » in Mole's underground house, which he is spring-cleaning

To what kind of setting are we introduced after Mole bolts out of his burrow?

- » to the world aboveground, the river bank in the spring

8. **Evaluative.** Why do you think Rat does not want to go into or even speak about the "Wide World," or the area beyond the Wild Wood?

- » Answers may vary.



### Check for Understanding

**Evaluative.** Think-Pair-Share: What examples of personification did you hear in today's Read-Aloud?

- » Answers may vary, but may include the following: Mole and Rat wearing clothes; Mole cleaning his house with a broom; Mole painting, or whitewashing, his house; Water Rat rowing a boat; the animals talking to each other; etc.

What are some characteristics of Mole and Water Rat that are not examples of personification?

- » Answers may vary, but may include the following: Moles really live underground; water rats [European water voles] live near river banks; moles have black fur; water rats have brown fur and whiskers; etc.



**ENGLISH  
LANGUAGE  
LEARNERS**

Reading  
Reading Comprehension

### Beginning

Ask students to name the main events.

### Intermediate

Ask students to describe the main events.

### Advanced/Advanced High

Ask students to identify and describe the main events.

**ELPS 4.G**



## WORD WORK: MEANDERED (5 MIN.)

1. In the Read-Aloud you heard, “[The Mole] thought his happiness was complete when, as he meandered aimlessly along, he came to the edge of a full-fed river.”
2. Say the word *meandered* with me.
3. *Meandered* means moved slowly without a purpose.
4. On warm spring days, many of the townspeople meandered in the town center, stopping whenever they pleased to rest or talk with friends.
5. Have you ever meandered, or have you ever seen someone else who meandered? Where were you? Be sure to use the word *meandered* when you tell about it. (Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I meandered . . .” or “meandered . . .”)
6. What’s the word we’ve been talking about? What part of speech is the word *meandered*?
  - Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *meandered* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *strolled*, *roamed*, *walked*, *wandered*, *ambled*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *meandered*?” Prompt students to provide words and phrases like *ran*, *walked with purpose*, *marched*, *went directly*, *made a beeline*, etc.

### ENGLISH LANGUAGE LEARNERS



#### Reading Character Analysis

##### Beginning

Have students dictate a description and illustrate one of the characters.

##### Intermediate

Have students use words and phrases to describe one of the characters.

##### Advanced/Advanced High

Have students use words and phrases to describe both characters.

ELPS 4.G

#### Character Analysis



### Lesson 1: The River Bank, Part I

## Reading



**Primary Focus:** Students will compare and contrast the two characters from The Wind in the Willows. **TEKS 3.8.B**

#### CHARACTER ANALYSIS (20 MIN.) **TEKS 3.8.B**

- On a blank piece of paper have students create a Venn diagram.
- Ask students what a Venn diagram is used for (comparing and contrasting).
- Have students label one side of the diagram “Water Rat” and the other side “Mole”.
- Tell students that they will work with a partner to compare and contrast the two characters.

**TEKS 3.8.B** Explain the relationships among the major and minor characters.



## Check for Understanding

As students are working, circulate and provide assistance when needed.

- When students are finished, have a few share ideas about how the two characters are similar and different.

### Lesson 1: The River Bank, Part I

# Foundational Skills



**Primary Focus:** Students will review short vowel sounds and multisyllable

words. **TEKS 3.2.A**

## SHORT VOWEL REVIEW (10 MIN.)

- Follow these steps to review short vowels:
  - Show students the /a/ Spelling Card with the 'a' – *hat* side facing students. Point to the 'a' and ask students to name the letter. Then, read the word *hat* and remind them that the letter 'a' is used to spell and write /a/ in English words. Remind students that /a/ is a vowel sound. Vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
  - Point out the power bar below the spelling 'a' and remind students that this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card that stretches almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
  - Point to the power bar under the 'a' and ask students whether they think the letter 'a' is a very common spelling or a less common spelling for /a/. (very common)
  - Explain to students that like last year, this year they will each have an Individual Code Chart. This year's Individual Code Chart will look a bit different since they are in Grade 3. Distribute the Individual Code Chart to each student. Ask them to write their name in the blank at the bottom of the cover page.

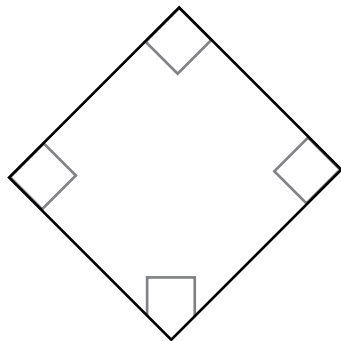
**TEKS 3.2.A.ii** Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Now, ask students to turn to Individual Code Chart page 3. Ask students to find the row on the chart that begins with /a/.
- Tell students to point to the spot in the row on the chart that shows the 'a' spelling for /a/, as in *hat*.
- Prompt students to summarize the code information on the chart: "This tells us that /a/ is spelled as the letter 'a' in written words. The long power bar tells us that it is a very common spelling." (In fact, it is the only spelling for /a/. This information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Repeat these steps with the /i/ Spelling Card, the /e/ Spelling Card, the /u/ Spelling Card, and the /o/ Spelling Card.

### BASEBALL GAME (15 MIN.)

- Before you begin this game, take a few moments to review with students how to break a multisyllable word into parts. Explain that knowing how to break apart a long word into syllables may help students in decoding multisyllable words. You might do the following:
  - Write the word *batman* on the board.
  - Remind students that words have syllables and that each syllable has one vowel sound.
  - Ask students to tell you where the vowels are in this word. Underline the letter 'a' in both syllables. Point out to students that there are two consonants between these two vowel sounds. Remind students that words are divided into syllables between consonants. Draw a line between the letter 't' and the letter 'm' in *batman*. Note that students can now clearly see that there are two syllables in this word.
    - bat | man
- Cover the last syllable, 'man', with your hand and guide students in sounding out the first syllable, 'bat'. Then, cover 'bat' with your hand and guide students in sounding out 'man'. Now, guide students in blending both of the syllables together. You might use a prompt like "say it fast" to encourage them to blend through both syllables.

- Point out that the 'a' spelling in each of these syllables represents the /a/ sound they just reviewed with the Individual Code Chart.
- Practice with students using the following words as well: *fabric*, *victim*, and *signal*. (fab | ric, vic | tim, sig | nal)
- Now, write the word *children* on the board.
- Ask students to tell you what the vowels are in this word. Underline the letters 'i' and 'e'. Point out to students that in this word, there are three consonants between the vowel sounds. Often, when there are three consonants between two vowels, the syllable divides after the first consonant. Draw a line between the letter 'l' and the letter 'd' in *children*.
  - ch|l | dren
- Again, point out that the 'i' and 'e' spellings represent the /i/ and /e/ sounds they reviewed earlier in the Individual Code Chart.
- Now, practice with the word *hundred*. (hun | dred)
- Point out finally that the 'u' and 'e' spellings represent the vowel sounds they have reviewed.
- Tell students that a popular activity in Grade 2 is the Baseball game. Students who were in Grade 2 in the program will be very familiar with this game. You will use cards you prepared in advance.
- Draw a baseball diamond on the board similar to the picture below.



## Support

You may wish to have students play in pairs so they can help one another when they are up to bat.

- Divide the class into two teams. Have one team at a time come to the front of the room and line up in front of the board.
- Each team takes a “turn at bat,” as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his or her team’s line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
  - As in the actual game of baseball, any “players left on base” when all turns have been used do not count or add to the score.

### Lesson 1: “The River Bank, Part I”

# Reading



**Primary Focus:** Students will ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers. **TEKS 3.7.C**

#### INTRODUCING THE READING (10 MIN.)

- Tell students that they are going to practice reading a story they read last year in Grade 2 from a book called *Sir Gus*.
- Remind students that the practice stories they will read in the next few lessons are about a knight named Sir Gus and that a knight was a type of soldier who lived long ago. Knights were often soldiers for kings. They helped the kings defend their kingdoms.
- Explain that the term *sir* was used to refer to knights who had earned a certain honor in serving their king.
- Remind students that in the past, knights really did exist. However, in many fairy tales, knights are fictional characters that often fight dragons and have to break magic spells. These practice stories are fiction.

**TEKS 3.7.C** Use text evidence to support an appropriate response.

- Ask students to share anything they remember about Sir Gus and his adventures.
- Remind students that Sir Gus had the following weapons:
  - lance—a long pole that knights would hold while on horseback, using it to knock down things and other knights
  - shield—a metal plate knights carried in front of their bodies to protect them
  - spear—a sharp, pointed weapon resembling a long knife used to protect knights
  - sword—a weapon used in battle to fight enemies
- Read the title of the story on Activity Page 1.1 (“The Beginning”), reminding students that the title provides an idea of what the story is about.
- Ask students to brainstorm what the title may mean. (Answers may vary.)
- Tell students they will read one paragraph at a time to find the answer to a question you will ask them. Students will then share their answers.

## Activity Page 1.1



### READING: PRACTICE STORY: “THE BEGINNING” (20 MIN.)

#### Paragraph 1

- Tell students they are to read **paragraph 1** to find the answer to the question: “When and where is the story taking place?” Call on one student to read the paragraph aloud while others follow along.

“Long before you were born, in a place we can no longer find, there was a king. King Alfred was his name.”

- When students have finished reading, restate the question and ask students to answer.
  - » The story takes place long before students were born in a place that can no longer be found.

#### Paragraph 2

- Tell students to read **paragraph 2** to find the answer to the questions: “What kind of man was King Alfred? What was his favorite thing to do?” Call on another student to read the paragraph aloud while others follow along.

---

“King Alfred was in charge of a large land that stretched from the dark forests of the north to the sea in the south. The people of this land were very happy with him as their king. King Alfred liked to have fun. He liked parties and feasts. He was fair and kind, and he kept his people safe.”

---

- When students have finished reading, restate the questions and ask students to answer.
  - » King Alfred was well liked. He liked to have fun by having parties and feasts.

### **Paragraph 3**

- Tell students to read **paragraph 3** to find the answer to the question: “Who helped King Alfred keep his people safe?” Ask another student to read aloud.
- 

“King Alfred could not do this all by himself. He had twelve knights to help him keep his lands peaceful and his people safe. These brave knights – well, sometimes they were brave – helped to keep bad things from happening.”

---

- When students have finished reading, restate the question and ask students to answer.
  - » King Alfred had 12 knights who helped him keep his people safe.
- Also ask, “Were the knights always brave? How do you know?”
  - » No. The story says that “sometimes they were brave.” It does not say knights were always brave.

### **Paragraph 4**

- Tell students to read **paragraph 4** to find the answer to the question: “Who was the most well-known knight of King Alfred’s knights?” Ask a student to read aloud.
- 

“The most well-known knight of all was Sir Gus the Fearless. The king himself had given Sir Gus the name “Fearless.” This was an odd name, for Sir Gus was not entirely fearless. In fact, he had a lot of fears.”

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus the Fearless was the most well-known knight of King Alfred's knights.
- Also ask, "Why was the name 'Fearless' an odd name for Sir Gus?"
  - » Sir Gus was not entirely fearless. In fact, he had a lot of fears.

## Paragraph 5

- Tell students to read **paragraph 5** to find the answer to the question: "What are some things that Sir Gus was fearful (afraid) of?" Ask a student to read aloud.

---

"Sir Gus was scared of the dark. He was scared of mice and bats and spiders. He did not like boats and he could not swim. Shadows and loud noises made him faint. In fact, lots of things made Sir Gus faint."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus was afraid of the dark, mice, bats, spiders, boats, and loud noises.
- Ask, "Would you call a person who is afraid of all those things fearless?"
  - » Answers may vary.

## Paragraph 6

- Tell students to read **paragraph 6** to find the answer to the question: "What were some of the things that Sir Gus had to help him be a brave knight?" Ask a student to read aloud.

---

"Sir Gus had all the things a knight must have. He had a shield and a lance. He had a spear and a sword. But Sir Gus liked a long soak in a bathtub better than a fight."

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus had a shield, lance, spear, and sword.



### Paragraph 7

- Tell students to read **paragraph 7** to find the answer to the question: “How did Sir Gus get along with his horse?” Ask a student to read aloud.

---

“Cats and horses made Sir Gus itch. Sometimes the itching was so bad that he would start jumping up and down.”

---

- When students have finished reading, restate the question and ask students to answer.
  - » Horses and cats made Sir Gus itch.

### Paragraph 8

- Tell students to read **paragraph 8** to find the answer to the question: “What other things about Sir Gus made him a ‘not so fearless’ knight?” Ask a student to read aloud.

---

“Sir Gus was rather absentminded. He got lost a lot and could rarely tell which way to go. Sir Gus found it difficult to get up in the morning. He liked to sleep in, so he was late most of the time.”

---

- When students have finished reading, restate the question and ask students to answer.
  - » Sir Gus was absentminded and could get lost easily. He also found it difficult to get up in the morning and was often late.

### Paragraph 9

- Tell students to read **paragraph 9** to themselves to find the answer to the question: “Was King Alfred aware that Sir Gus was odd?” Ask a student to read aloud.

---

“All in all, Sir Gus was a rather odd knight. But King Alfred did not see this. What he saw was that Sir Gus always served him well.”

---

- When students have finished reading, restate the question and ask students to answer.
  - » King Alfred didn't think that Sir Gus was an odd knight. He thought that Sir Gus always served him well.
- Have students answer the question: "If you were a knight in King Alfred's kingdom, would you behave differently from Sir Gus?"
  - » Answers may vary but should include specific examples of the behavior of Sir Gus from the story.
- Direct students to Activity Page 1.2.
- Complete Activity Page 1.2 as a teacher-directed activity, reminding students to return to the text to locate the answer.
- Have students write the paragraph number where they found the answer on the blank provided.

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

### Lesson 1: The River Bank, Part I

# Take-Home Material

- Have students take home Activity Page 1.1 to read to a family member and Activity Page 1.3 to share with a family member.

### Activity Page 1.2



### Activity Pages 1.1 and 1.3

