Stories from Colonial America

The life of people in Colonial America was unique and different from the life we live today. Explore how people worked, lived with family, and faced challenges to their rights and freedoms.

What was life like in Colonial America?
### Instructional Overview

#### MAIN READING FOCUSES

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<tr>
<td><strong>RL.5.1</strong> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</td>
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<td><strong>RL.5.4</strong> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</td>
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<td><strong>RL.5.9</strong> Compare and contrast stories in the same genre on their approaches to similar themes and topics.</td>
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### READING: LITERATURE

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<td><strong>RL.5.10</strong> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</td>
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<tr>
<td><strong>RF.5.3</strong> Know and apply grade-level phonics and word analysis skills in decoding words.</td>
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| **RF.5.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. | SR | MP | SP | RV | | |

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<th>Fluency</th>
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<td><strong>RF.5.4b</strong> Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</td>
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RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review

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**STORIES FROM COLONIAL AMERICA**

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### Instructional Overview

#### MAIN WRITING FOCUSES

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<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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<td><strong>Research to Build &amp; Present Knowledge</strong></td>
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<td><strong>W.5.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
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<td><strong>L.5.3b</strong> Compare and contrast the varieties of English used in stories, dramas, or poems.</td>
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<td><strong>Vocabulary Acquisition &amp; Use</strong></td>
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<td><strong>L.5.5a</strong> Interpret figurative language, including similes and metaphors, in context.</td>
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<td><strong>L.5.5c</strong> Use the relationship between particular words to better understand each of the words.</td>
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<td><strong>L.5.6</strong> Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</td>
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#### SPEAKING & LISTENING

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<tr>
<td><strong>SL.5.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</td>
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<td><strong>SL.5.1a</strong> Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</td>
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<td><strong>SL.5.2</strong> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
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<tr>
<td><strong>W.5.8</strong> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</td>
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<td><strong>W.5.8</strong> Recall information from experiences or gather information from provided sources to answer a question.</td>
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<td><strong>W.5.9</strong> Draw evidence from literary and informational texts to support analysis, reflection, and research.</td>
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<td><strong>W.5.10</strong> Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</td>
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*standard adapted from another grade

RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review
“Diaries of Colonial Children”

KEY IDEA Two colonial New England ten-year-olds, apprentice bookbinder Daniel Bradford and diligent homemaker-in-training Anne Cartwright, write diary entries showing that they work very hard and enjoy a warm family life.

PREVIEWING THE TEXT

Read the title of the selection, then read to the end of the second paragraph.

Who’d like to share what you’ve learned from Daniel Bradford’s diary so far?

Daniel lives in the Plymouth Colony in 1631. He gets up early, does many chores, and goes to work as an apprentice.

CLOSE LISTENING TO THE TEXT

Explain the learning focus, emphasizing that readers comprehend the details, characters, and plot in fiction better when they make inferences and quote from the text to support those inferences, absorbing the exact words of the story rather than merely skimming.

When I take the time to notice the exact words of a story, I feel like I’m in the story and I can make inferences about what I am reading. When I only skim and don’t notice all the specific words, I feel like I’m only getting a fuzzy glimpse of the characters and what they’re doing. For example, I really think that Daniel lives in hard conditions and that his life sounds difficult to me. This is my inference. To make sure I really understand the story, I can ask myself to quote a detail that shows how Daniel’s life is difficult. The story says “It was cold and dark when I woke up, so I stoked the fire in the hearth.” Asking myself to remember these words helps me really understand what is going on. The author uses precise words that give a clear picture. As I read this section, think about what the story’s words show.

Model using the exact words of the text to make inferences. Encourage students to share quotes and to explain explicit points as well as their own inferences.

In this part of the diary entry, Daniel tells us about the rest of his day. Who could tell us an inference about the details in this section of the diary entry?

Daniel works at a job and also at home. He is a hard worker.

Yes, this section tells us about how he works at Master Wilkins’ bookbinding shop and then thatches the roof. Who’d like to quote a detail they heard that shows how Daniel is a hard worker?

He didn’t finish his work until after the sun set. And he was bone weary.

Encourage students to keep listening for details that lead them to make inferences. Invite them to share their quotes and inferences. Then read to the end of the selection.
Now I’ll read part of a different child’s diary. Okay, first let’s find basic details about our new diary writer. What specific words in the text identify her and where and when she lives?

“Anne Cartwright of Connecticut Colony, age 10, April 5, 1706”

Someone else, tell us an inference you made about her, and quote words from the text that helped you.

Well, I noticed that Daniel and Anne live in different places and in different years. But they are both young and work a lot. So my inference is that young people worked hard in the colonies.

DISCUSSING THE TEXT

Guide the discussion by modeling an inference you developed based on exact words in the text. Then encourage students to share their inferences, always relying on quotes from the text.

When I read to the end, I noticed that Anne’s family seems fairly contented even though they work very hard. I base that on details in the passage, including “The entire family enjoyed a hearty dinner.” That sounds nice. It sounds like they get along. Who has an inference to share and quotes supporting it?

My inference is that the family is really close and maybe that is because they work hard together. The quotes I support it with are “My mother showed me” and “I read aloud a sermon to the younger children.” I can see how much time the family spends together.

You made your inference and you supported it with quotes from the text.

CONNECTING TO THE THEME

Initiate a conversation about the theme, Stories from Colonial America, and the Essential Question, What was life like in Colonial America? Encourage students to turn and talk to a partner to discuss how the text relates to the theme and Essential Question.

As we listen to and read the texts in this theme, I’d like you to think about the Essential Question, What was life like in Colonial America? Now turn and talk to a partner about the text “Diaries of Colonial Children” and what you learned about life in colonial times.
Diaries of Colonial Children
By Natalia Simms

Diary of Daniel Bradford of Plymouth Colony, age 10

October 17, 1631— It was cold and dark when I woke, so I stoked the fire in the hearth, and got it ready for the girls to cook breakfast. Then I chopped and stacked enough wood to get through the frigid day. While securing the shutters to keep out the wind, I discovered a hole in the daub. The sun had risen by the time I patched the hole with a mortar of clay, earth, grass, and water.

After feeding the swine and watering the horses, I was famished. At breakfast, Father sat in his big chair, while Mother, my sisters, and I found seats on the bench. When we finished eating, I left for my apprenticeship.

By the time I walked to Master Wilkins’ bookbinding shop, I was frozen to my fingertips. But a blazing fire soon had me warm enough to stitch together the pages of a book. Then Master Wilkins had me treat the leather to make the book’s cover.

Later, at home, we ate a quick supper. Then I helped Father clean and salt the day’s fish. After that, I gathered thatch to fix the roof before winter really arrives. By the time I finished, the sun had set. I was bone weary as I said my prayers and went to bed.

Diary of Anne Cartwright of Connecticut Colony, age 10

April 5, 1706— What a long day! By seven o’clock, I had been awake for two hours and had washed and dyed fleece for spinning wool. Afterward, I milked the cows and ground some grain. At eight, I served up breakfast, and then set to simmering a stew.

Then, taking advantage of the daylight, I did my sewing and needlework. I mended a gown for Mistress Walpole, tatted lace for the minister’s cuffs, sewed buttons on my brothers’ breeches, and darned a multitude of stockings.

The stew I made turned out extremely well, and the entire family enjoyed a hearty dinner at midday. Mother showed me more about using herbs to make medicines. If I were permitted to attend school like my brothers, I would pursue the healing sciences. I hope Mother’s lessons will allow me to someday help people in need.

After spinning the yarn I had dyed earlier, it was time for a light supper. Just before sunset, I read aloud a sermon to the younger children. When it got too dark to read, I was finally able to crawl into bed and end my day.
REFLECTING ON THE TEXT

Engage students in a brief discussion about “Diaries of Colonial Children.”

Let’s review what I read to you in our last session. Who would like to share the key points of our reading and discussion of “Diaries of Colonial Children”?

We learned about Daniel and Anne. They are kids from the colonies who work hard and still feel happy with their lives. We quoted a lot of details and came up our own inferences.

CLOSE LISTENING TO THE TEXT

Explain the new learning focus for this rereading of the story, then read to the first stopping point. Help students find the meanings of difficult words in quotes from the text. Then model your thinking for students.

When we quote from the text, it’s important to understand all the words. As you listen to me reread “Diaries of Colonial Children,” keep your ears open for unfamiliar words. I noticed the word daub. Now I can look for clues to try to figure out what this word means. Let’s see, the story says Daniel “discovered a hole in the daub” when “securing the shutters” and that he patched it. This makes me think a daub must be something like part of the wall near the window. I can look daub up in the dictionary, too, and find out that it is something that’s put on a wall, like plaster.

Continue reading, stopping at the next two designated stopping points. Model your thinking and encourage students to share how understanding words used in the story help them to develop inferences based on details in the story.

As I read, listen carefully. Try to notice words that are unfamiliar and clues that might indicate their meanings. Then we’ll discuss them and try to use our understanding of the words to help us make inferences about the characters. I noticed the word famished. Who could tell us clues they remember that helped them understand the meaning of this word when I read it?

I remember you saying how Daniel was famished for breakfast. So I think it means very hungry.

Right. Now that we understand this word, we can better develop an inference about Daniel. Do you have an inference to share?

Yes, Daniel works hard, so he gets very hungry.

Does he ever say explicitly, “I worked hard and I was very hungry”? No.

So how do you know he works hard and is hungry? I inferred it from the story.
Remind students to keep making inferences using their understanding of words.

- I’ll read another portion. Anne says that she “darned a multitude of stockings.” Now, a multitude means “a great number.” You might call a crowd of a thousand people a multitude. How many stockings do you think Anne darned?
  
  She darned several stockings—maybe five to ten.

- That’s not really a multitude, is it? Why would she call it a multitude? Is she lying? Who could make an inference about Anne?

  I think she’s exaggerating because she felt like she darned a whole lot.

**DISCUSSING THE TEXT**

10 minutes

Guide the discussion by continuing to model developing an understanding of words in the text to develop inferences about the characters and story.

- I noticed that Anne says, “If I were permitted to attend school like my brothers, I would pursue the healing sciences.” I know that the word pursue means “to chase or follow.” How can you pursue sciences?

  You can study them.

- Yes. So I can use this to infer that Anne would want to be something like a doctor or a nurse so she could heal people.

Help students connect the exact words of the text to inferences that they make.

- Let’s stay with this quote from Anne about school. The exact quote is, “If I were permitted to attend school like my brothers. . .” I think many of us will be making an inference from that. Who’d like to state the inference?

  In Anne’s colony, Connecticut in 1706, girls couldn’t go to school.

- Does Anne say explicitly, “I can’t go to school because I’m a girl and girls can’t”?

  No.

- No, but the inference is clear, if you read Anne’s exact words carefully. If you hadn’t noticed the exact words, you might have missed that idea.
Shared Reading

“The Reluctant Traveler”

KEY IDEA Kiku reluctantly accompanies her parents on a trip to Colonial Williamsburg. She writes emails and a postcard to her friend Elena, conveying her increasing excitement at learning about the American colonies.

PREVIEWING THE TEXT

Invite students to read the title of the story with you. Reintroduce the learning focus to the students from the Day 1 read aloud session.

Today we’re going to read another fiction story. Let’s read the title together. As we read, we are going to practice the same learning skills we used with the two colonial children’s diaries. We’re going to find exact quotes that explain the story’s explicit points and that support our own inferences.

CLOSE READING TO THE TEXT

Ask students to join the reading as they are comfortable. Reread the title and read together only the heading and salutation on the first page. Remind students to think about the learning focus as they read.

All we’ve read is the first four lines, but we’re going to see how much they tell us. Can you make an inference about what kind of text this is? And how do you know? Provide us with details to support your inference.

My inference is that it’s an email. I know because it says, “Subject,” and I see subject lines on emails. It’s to Elena. I know because her name is there.

That’s explicit information, and you used it to support your inference. Yes, this is an e-mail. Now, what can you infer from the subject about Kiku’s feelings? Quote the word that expresses them.

You can infer that she doesn’t like where she is. The quote is, “Ugh.”

Read to the end of the second page. Encourage students to keep making inferences and to base them on accurate quotes from the text.

I think we’ve got the hang of supporting our understanding and inferences by quoting details from the text. As we read these first two pages, you’ll find a lot of opportunities to practice this skill—and we’ll talk about them.

There are a few long words in this text, and some of them are names of foods. Tell us, do ordinary people eat asparagus today?

Yes.

Did they in colonial times?

No.

What words in the text tell you so?

“. . .it was only the gentry, or wealthy people, who ate so well.”

LEARNING FOCUS

RL.5.1 Students quote from the text to explain points the text makes explicitly and to support their own inferences.

TODAY AT A GLANCE

SHARED READING pp. 79–82

SMALL GROUP READING (see Theme at a Glance)

WORD RECOGNITION/STUDY pp. 114–115

WRITING WORKSHOP pp. 124–125

WORD RECOGNITION/STUDY

RF.5.3a Guide students to recognize the words asparagus, avocadoes, and caramel on page 12. First, invite students to read the words aloud using syllabication to guide them as necessary. Also as necessary, look up the words in a dictionary and read the pronunciations and definitions. Finally, ask who is familiar with the foods, and request brief explanations.

ELL SUPPORT

L.5.4 Vocabulary Support vocabulary such as boring, pretty exciting, and big deal in context using the ELL vocabulary strategies in Getting Started.
Read the remaining two pages with students. Encourage students to continue learning about Kiku and about Colonial Williamsburg by making inferences supported by details in the text.

On page 12, let’s start out with the heading again. It’s another email from Kiku to Elena. This time, what can you infer from it about Kiku’s reaction to Colonial Williamsburg? Who’d like to answer this one?

She’s more excited about it.

What words tell you?

“History is alive!”

DISCUSSING THE TEXT

Facilitate a discussion in which students make inferences and support those inferences with details and quotes from the text. Allow students time to read the full text of Kiku’s correspondence with Elena before discussing the selection.

In this story, Kiku starts out thinking her trip will be boring. Then she changes her mind during the course of the story. Did anyone develop any inferences about the character Kiku?

Yes, I think she uses her cell phone and computer a lot when she’s home, and so she thought that not using them would be boring.

Let’s talk about this inference. What details support it?

Kiku is annoyed that she can’t bring her cell phone or tablet and can’t text. She even tries to text with her dad’s cell phone. And she says she doesn’t miss playing games on her cell phone. So I think she’s used to having fun and entertaining herself with her cell phone.

Invite students to discuss with a partner Kiku’s reactions to what she experiences of American history.

Turn and talk to a partner about what Kiku learns about American history at Colonial Williamsburg. I’d like you to focus on a couple of questions. First, what is something about history that Kiku sees or experiences? Second, what are her thoughts about them? Your challenge is to find text quotes for your answers. Who’d like to share what you discussed with your partner?

We talked about how Kiku saw someone playing Patrick Henry give a speech. We decided that she agrees with Henry and is annoyed about the tax. The quote we found is, “…heard a famous speech by someone playing Patrick Henry.” She says, “…it was pretty exciting.”
Now I’d like you to make an inference about it. Did Kiku always feel that way, or did her opinion change?

*Her opinion changed. She says, “At first I didn’t really get what the big deal was.” That says that she felt one way first, then another way later.*

**Focus on the word representatives on page 13.**

As we were reading, we encountered a lot of words having to do with politics and history. For example, here is the word representatives. Let’s talk about this word and figure out what it means. Can anyone use the details in the paragraph to figure out this word?

*Kiku says something about not wanting to get taxed by people she didn’t vote for. I think the word representatives means “people who are voted for.”*

How does understanding the meaning of this word help you understand the story?

*Kiku is saying that the colonists didn’t vote for the British government, so they were paying a tax to people they didn’t choose.*

Remind students of the utility of the comprehension strategy.

As we use today’s reading focus, I hope you’re finding how making inferences supported by the details really help us understand what we’re reading, especially with fiction. You’ve been able to develop ideas about Kiku and her experiences on her vacation that are supported by the text.

**CONNECTING TO THE THEME**

Engage students in a conversation about the theme, Stories from Colonial America, and the Essential Question, *What was life like in Colonial America?* Compare how the two selections in the theme so far approach the theme similarly and differently. Encourage students to talk with partners to integrate the texts.

All the selections we’ve read so far have been about Colonial America. But there’s a big difference between Kiku, and Daniel and Anne. Who can tells us some differences they noticed?

*Daniel and Anne actually live in the old colonies, while Kiku lives in the present day United States and is seeing a reenactment.*

Invite students to share their ideas. Encourage them to see how the stories of the modern and historical characters are alike and different, and how America is similar and different in the two periods.

We’ve noticed that Kiku lives in a very different time than Daniel and Anne. But how are all three of them and their stories alike? Who’d like to start a good discussion about that?

*They’re all kids about the same age. They all like to learn. They all live with their parents and like their parents.*
Here’s a question that you’ll have to make an inference to answer: How do you think Kiku would get along with Daniel and Anne if she suddenly went in a time machine back to colonial times? And what text quotes let you infer your idea?

I think she’d get along with them well. When she plays Hoop Toss with Anabel, she says, “I never thought I’d have so much fun with a hoop and ball!” That makes me infer that she likes old-fashioned games and that she gets used to things quickly.

**CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE**

**Construct** Question: How does Kiku’s response to her vacation change, and why? Support your answer with exact quotes from the text. Have students use the blackline master on page 134 for collecting evidence as they answer the following question: How does Kiku’s response to her vacation change, and why? Support your answer with exact quotes from the text. Have students write notes containing specific quotes with the end goal of writing their own responses to the question. Students can work on this task during independent writing time or during shared writing on Day 3 of the theme.

**WHAT’S NEXT?**

**SMALL GROUP READING**
Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

**WORD RECOGNITION/STUDY**
Turn to pages 114–115 for review.

**WRITING WORKSHOP**
Turn to pages 124–125 for constructed response shared writing instruction.
Shared Reading

“The Reluctant Traveler”

RETURNING TO THE TEXT

3 minutes

Encourage students to share their thoughts about “The Reluctant Traveler.” Then explain the learning focuses for this session.

- Today we’re going to reread the story together. Who will remind us what “The Reluctant Traveler” was about?
  
  *Kiku has to go with her parents to Colonial Williamsburg. At first she thinks she’ll be bored, but then she starts liking it.*

- As we reread and discuss the story, we’ll make sure we understand the meanings of the words. In addition, we’ll compare and contrast Kiku’s email messages with the diaries of Daniel and Anne.

CLOSE READ OF THE TEXT

7 minutes

Ask students to join in reading as they are comfortable. Read the first page together. Remind students to think about the learning focuses as they read along with you.

- Let’s reread the first page together and look for words that are unfamiliar or confusing. We can talk about these words, which will help us better understand the story and what Kiku is experiencing. Here’s the word tablet. This word can mean a lot of things; for example, it can mean “a large piece of stone on which ancient people carved images or words.” But let’s figure out the meaning here. Can anyone find context clues to determine the meaning?
  
  *Well, it says “tablet or cell phone” and “no texting,” so I think a tablet is like one of those larger computer things people read books with. It’s larger than a cell phone. It’s like an electronic pad.*

Guide students to use their understanding of the word tablet to make an inference about Kiku.

- Now we understand the meaning of the word tablet here, what can we figure out about Kiku? Does anyone have an inference they’d like to share?
  
  *I think it sounds like Kiku normally uses a lot of technology in her daily life and this trip will be quite a different experience for her.*

- Yes, I agree with you. Does anyone else have any inferences they’d like to share?
  
  *Well, I’m thinking how not only can Kiku not use technology while she’s on her vacation, she’s visiting a place to find out about people in the past who didn’t have that technology. So she’s sort of living a little more like them while she’s on vacation.*

LEARNING FOCUSES

RL.5.1, RL.5.4, RL.5.9

Students determine the meaning of words and phrases as they are used in the text, and they compare and contrast stories in the same genre while developing inferences supported by details in the texts.

TODAY AT A GLANCE

SHARED READING

pp. 83–84

SMALL GROUP READING

(see Theme at a Glance)

WORD RECOGNITION/STUDY

pp. 116–117

WRITING WORKSHOP

pp. 124–125

SL.5.2

COMPREHENSION

Recount

L.5.6 Point out the phrases *Hoop Toss* and *Furious Frogs* on page 14, and invite students to explain them and to explain how they know the phrases refer to two games, one old-fashioned and one electronic. Comment that students used context clues such as playing...on my phone” to infer the meaning, even though they don’t know a specific game called Furious Frogs.
Continue reading to the end of the text. Encourage students to compare and contrast the characters in the different selections using details from the texts.

Let’s talk about Kiku and about Daniel and Anne from the read aloud. Can anyone point out how they are similar? They’re all about our age.

Where do the texts tell you that? The title of each journal entry said “age 10” for both writers. Kiku doesn’t state her age, but I’m inferring it from the illustrations.

How are these characters alike and different? Who wants to share? I know how they are different. Daniel and Anne generally like where they are, and Kiku doesn’t, even though Daniel and Anne are working hard and Kiku is on vacation.

Now I think we understand more about both selections.

DISCUSSING THE TEXT

Guide a discussion to compare and contrast the selections.

Once we start comparing and contrasting Kiku with Daniel and Anne, we can develop a deep understanding of these texts. Who has an inference about these characters that compares or contrasts them? I’d say that life in the colonies was tough but not that bad. I say that because Daniel and Anne were generally happy and even Kiku learned to have fun.

WHAT’S NEXT?

SMALL GROUP READING

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

WORD RECOGNITION/STUDY

Turn to pages 116–117 for modeled practice.

WRITING WORKSHOP

Turn to pages 124–125 for constructed response shared writing instruction.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

Formative/Summative Assessment Have students continue using the blackline master on page 134 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write responses to the question: How does Kiku’s response to her vacation change, and why? Support your answer with exact quotes from the text. You may wish to have students use the blackline master on page 135 for drafting their constructed responses.
Shared Reading

“A Colonial Surprise”

**KEY IDEA** Pamela, a colonial girl, wakes up frustrated and unable to find the new bodice she has sewn. She suspects her sister Candace has taken it, but Candace reveals that she took it to sew a lace edge on it as a birthday present for Pamela.

**PREVIEWING THE TEXT**

Read the title of the story with students. Explain that today you’ll be reviewing their understanding and ability to apply the learning focus you’ve been practicing.

- Today we’re going to read “A Colonial Surprise.” Our work as readers will be to understand the details explicitly stated in the text and make inferences supported by those details.

**CLOSE READING OF THE TEXT**

Ask students to join in the reading as they are comfortable. Reread the title, and read the first two paragraphs of the story together. Remind students to keep the learning focus in mind as they read along with you.

- Let’s read this short text together. Read the title with me. . . . Who can remind me of our work as readers today?

  *We are explaining and making inferences about the story based on the exact words of the text.*

Remind students of why using the words of the text accurately is important.

- We’ve been talking a lot about using details from the text to support our inferences and making sure we accurately quote the text. Can anyone tell us why is it important to do this?

  *I think it’s important because if you have an idea and it’s not really based on the details, then it’s not an accurate inference. So it might confuse you instead of helping you understand the story. And I think it’s important to accurately quote the text so that we know for sure the exact details in the story.*

Point out the phrase *loft area* in the first paragraph.

- Let’s work together to figure out the meaning of *loft area* from the words around us. Who sees a clue to what the phrase *loft area* means?

  *Pamela says “where I sleep with my sister” and “hollered up.”*

- From those two clues, what can you infer about what a loft area is?

  *It’s a sleeping area that’s high up.*
Yes. If a dwelling is too small for a separate bedroom, people sometimes build a platform and put a mattress on it. That’s a loft. What does this word tell you about Pamela’s house?

It’s small.

Great. Using details to figure out the meaning of this unfamiliar phrase has helped us to better understand the story and the life that Pamela lives.

Continue reading to the end of the story. Continue using the learning focus of making inferences supported by details quoted from the text.

Let’s continue reading to the end of the story. I want to understand Pamela and her family and how they live. Read along with me. When you make inferences about this family and the setting, note them and the details that support them, and we’ll talk about them later.

DISCUSSING THE TEXT

Explain that students should prepare for their discussion by reading the text carefully so they will be able to spot important quotes.

As we discuss Pamela’s story, I’d like you all to make sure you’re prepared by reading the text carefully. That way, you’ll be able to find good quotes to explain the story. You can be prepared by flagging details in the story, underlining things, or taking notes to share with the class.

Focus on the word bodice, used three times in the third paragraph and once in the sixth.

Let’s look closely at this word bodice. It’s used several times throughout the story, and it’s a pretty uncommon word nowadays. So I think it is unfamiliar to some of you. Let’s use our vocabulary skills and figure out what a bodice is. Who can find some details and context clues that reveal the meaning of the word bodice?

The story says that Pamela was sewing it, so I know it is something that’s sewn. Also it’s something a girl can wear. It goes along with a skirt: “I put on my old bodice and skirt.”

Yes. Can anyone use these details to come up with an idea about the meaning of the word?

I think a bodice is a type of clothing, maybe like a shirt.

Great. One thing we can also do is look this word up in a dictionary. I can do that. Based on the dictionary, I know that a bodice is like a vest that is fitted and worn over a blouse or shirt. Sometimes it laces up the body.
Encourage students to talk together to continue to develop inferences based on supporting details. Remind them of the utility of the learning focus in other reading.

Who’d like to share an interesting quote that they found in Pamela’s narrative, quoting her accurately?

I think it’s interesting that Pamela says, “Shivering, I slipped on a pair of woolen stockings.”

What does that quote help you understand? Could you use this quote to develop an inference?

It helps me understand that their house was cold. And I inferred that her house didn’t have heat like we do now. Maybe most houses back then didn’t have heat or light or a lot of the conveniences that we have now.

Yes. Pamela doesn’t say, “The house was cold,” but you can infer it from her descriptions of what she does. In other words, you’re reading actively. It’s great to do that whenever you read. In fiction, you want to visualize the setting and understand what the characters do. Sometimes the author tells you those things directly, and sometimes you have to figure it out.

**CONNECTING TO THE THEME**

Engage students in a conversation about the theme, Stories from Colonial America, and the Essential Question, *What was life like in Colonial America?* Invite them to turn and talk to a partner about what the stories show them about colonial people’s lives.

Let’s talk more about our theme: Stories from Colonial America. These stories are fiction—they’re made up—but they tell us how colonial people really lived. Let’s discuss that topic: How did colonial people live, and how do you know it from the words of the texts? Let’s hear lots of ideas.

Colonial people lived without electricity or cars. They had to make a lot of the items they used. Kids worked a lot. They had close families. They didn’t always go to school, and they had different toys and played different games. They worked hard in the house and in the fields, doing things like sewing clothes, cooking, and chopping wood. Boys worked as apprentices in shops.

Encourage students to make additional links across the theme.

Who can make inferences about the stories we’ve read in this theme? Does anyone have an inference about colonial times or colonial people?

Kids had to work hard, and their parents expected a lot. But even so, they seemed to have fun and had good relationships with their families.
CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

**Constructed Response Question** How is Pamela similar to and different from the other characters you have read about in this theme? Use details from the story to support your response.

**Formative/Summative Assessment** Have students use the blackline master on page 134 for collecting evidence as they answer the following question: *How is Pamela similar to and different from the other characters you have read about in this theme? Use details from the story to support your response.* Have students gather specific evidence about Pamela with the end goal of writing their own responses to the question. Note that each guided reading lesson plan includes a constructed response question for students to work on independently as well.

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**WHAT’S NEXT?**

**SMALL GROUP READING**
Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

**WORD RECOGNITION/STUDY**
Turn to pages 116–117 for shared practice.

**WRITING WORKSHOP**
Turn to pages 126–127 for performance task modeled writing instruction.
Shared Reading

“A Colonial Surprise”

RETURNING TO THE TEXT

 Invite students to summarize “A Colonial Surprise,” which was read in the last session.

 Let’s briefly summarize “A Colonial Surprise.” Who’d like to do that for us? Pamela wakes up to find that the new bodice she sewed for herself is missing. She thinks her sister Candace stole it, but she finds out that Candace has trimmed it with lace as a birthday present for her.

 Explain the focus for today’s reading of the same text.

 We’re going to reread “A Colonial Surprise” today. We’re going to be comparing this selection to the other ones in the theme. We’re also going to determine the meaning of unfamiliar words. Then we’re going to see how we can use all this information to develop inferences about colonial life. Who’ll remind us what the other selections are? The others are “Diaries of Colonial Children” and “The Reluctant Traveler.”

CLOSE READING OF THE TEXT

 Ask students to join in the reading as they are comfortable. This is the third time students are utilizing these learning focuses, and the short text is ideal for additional reading practice. Read the entire story and remind students to think how the three reading focuses work together to help them understand “A Colonial Surprise.”

 As we reread “A Colonial Surprise,” look for quotes that explain things about Pamela and how she and her family live. Notice moments when Pamela’s story reminds you of the colonial kids’ diaries or of Kiku. Also look for words that are unfamiliar or confusing to you. Review those stories in your mind to prepare for our work today.

DISCUSSING THE TEXT

 Facilitate a discussion comparing and contrasting “A Colonial Surprise” with “Diaries of Colonial Children” and “The Reluctant Traveler.” Remind students to come to the discussion prepared with details and inferences about these stories.

 In today’s discussion, I want us to really delve into comparing and contrasting Pamela’s story with the other selections we’ve read in this theme. What I want us all to see is that by comparing and contrasting what the three selections show about colonial times, we learn more about that era in American history. So let’s start talking! Who has something they’d like to share about all four of these young characters?
Shared Reading (Continued)

I think they all seem like typical kids of their own time. The three colonial kids seem typical because they work hard and they’re used to a very simple life. Kiku is different: She takes vacations and she’s used to a life with electronic devices.

Encourage students to find specific quotes and vocabulary that shed light on the multiple the texts.

Each of these narrators seems typical of their times. How do their vocabularies show you that? Please quote their specific words and expressions.

The three colonial narrators use many old-fashioned words, such as breeches, the healing sciences, and “box Candace’s ears.” But you can tell Kiku is more from today or the modern era because she talks like a present-day person. She says things like, “You’re never going to believe” and “sounds like a commercial.”

Now let’s keep going. These stories have tons of details to compare!

**Conducted Response: Write to Source**

Formative/Summative Assessment Have students continue to use the blackline master on page 134 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the question: How is Pamela similar to and different from the other characters you have read about in this theme? Use details from the story to support your response. You may wish to have students use the blackline master on page 135 for drafting their constructed responses.
# Instructional Overview

## MAIN READING FOCUSES

### Key Ideas & Details

- **RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

### Craft & Structure

- **RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.

### Integration of Knowledge & Ideas

- **RL.5.9** Compare and contrast stories in the same genre on their approaches to similar themes and topics.

## READING: LITERATURE

### Craft & Structure

- **RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

### Integration of Knowledge & Ideas

- **RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading & Level of Text Complexity

- **RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

## READING: FOUNDATIONAL SKILLS

### Phonics & Word Recognition

- **RF.5.3** Know and apply grade-level phonics and word analysis skills in decoding words.

### Fluency

- **RF.5.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

## LANGUAGE

### Conventions of Standard English

- **L.5.1c** Use verb tense to convey various times, sequences, states, and conditions.

### Vocabulary Acquisition & Use

- **L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

### Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **L.5.5**

### Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

- **L.5.6**

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RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review
### Instructional Overview

#### MAIN WRITING FOCUSES

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<tr>
<td><strong>W.5.3</strong> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
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#### SPEAKING & LISTENING

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<tr>
<td><strong>SL.5.1</strong> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</td>
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<td><strong>W.5.5</strong> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</td>
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<td><strong>SL.5.4</strong> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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<td><strong>W.5.6</strong> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</td>
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<td><strong>W.5.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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**Range of Writing**

**W.5.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

RA = Read Aloud | SR = Shared Reading | MW = Modeled Writing | SW = Shared Writing | MP = Modeled Practice | SP = Shared Practice | RV = Review

*standard adapted from another grade

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**STORIES FROM COLONIAL AMERICA**
Read Aloud

“Journal of William Winslow, Cabinetmaker’s Apprentice”

KEY IDEA In five diary entries from May 1721, 11-year-old William describes his first weeks as an apprentice cabinetmaker. His master’s household is a welcoming one, in contrast with what William’s friend Bradley, an apprentice blacksmith, experiences.

PREVIEWING THE TEXT

Read the title of the selection, then read to the end of the first paragraph. 3 minutes

Who’d like to briefly retell William’s journal entry?

William begins work as an apprentice cabinetmaker for Master Turner. He eats breakfast with the Turners, who are friendly, especially Turner’s young son Nate.

CLOSE LISTENING TO THE TEXT

7 minutes

Explain the learning focus. Tell students that by analyzing how characters are like and unlike each other, readers can understand the characters better. The same is true for settings and events. Continue reading to the second stopping point.

Many of the things we know or think in life come from comparing and contrasting. For example, if you have two favorite snack foods, you might say, “This one is sweeter, but that one is better for me.” We do the same thing when we read stories. We might say, “This character is cold-hearted but fair, while that character is warm-hearted but silly.” Or, “First the hero lived in a big, fancy house, but now he’s living in a poor cottage.” Comparisons and contrasts help us build our mental picture of the story.

Model how you compare and contrast elements of the selection.

In the first section that I read aloud, the main event described was William’s first breakfast with the Turners. They seemed like a warm, friendly family, and it seems to be a good place to be an apprentice. In the second section, the setting and events are different. William goes to school, then works at the cabinetmaking shop. That’s a contrast. But I’m thinking that there are similarities in all these events and settings, too. What they have in common is that everything seems nice. William seems welcome wherever he goes. My impression is that he’s lucky to be an apprentice with Mr. Turner. The comparisons show me that.

Encourage students to continue comparing and contrasting on their own as they continue listening to your reading. Read to the third stopping point. Model making comparisons and contrasts, and encourage students to share their own. Then finish the story.

As you listen, think about the characters, settings, and events and try to compare and contrast them. That means you should consider how things are different and
how things are similar. In the section I just read, we meet a new character, Bradley. How are Bradley and William similar, and how are they different?

*Bradley and William are similar because they’re boys from the same town and of the same age, and are apprentices in the same town. But they’re apprenticed in different trades.*

Yes, let’s continue to explore this. They’re in different trades, but are their apprenticeships similar in any way?

*They both have evening curfew, and they don’t want to get in trouble with their masters.*

Interesting. So by comparing and contrasting, we’ve been able to consider what an apprentice’s life was like in the 1700s.

**DISCUSSING THE TEXT**

Model comparing and contrasting aspects of the end of the selection. Then encourage students to discuss similarities and differences they found throughout the selection.

In his final entry, William says that the last few days have been both good and bad. That immediately tells me there’s a contrast. Who’d like to state what’s been good and what’s been bad?

*The good is that William is doing well. The bad is that Bradley’s master is mean.*

Yes, so while both boys have a lot in common, there are some significant differences. Knowing that really helps us understand the story.

**WHAT’S NEXT?**

**TEACHER’S CHOICE**

**CONNECTING TO THE THEME**

Initiate a conversation about the theme, Stories from Colonial America, and the Essential Question, *What was life like in Colonial America?* Encourage students to turn and talk to a partner to discuss how the text relates to the theme and Essential Question.

As we listen to and read the texts in this theme, I’d like you to think about the Essential Question, *What was life like in Colonial America?* Now turn and talk to a partner about the text “Journal of William Winslow, Cabinetmaker’s Apprentice” and what you learned about life in colonial times.
May 4, 1721

I ate breakfast with my master’s family for the first time this morning. His young son Nate asked when I would no longer live with them. At first I worried that sharing his home with his father’s apprentice was something he disliked. But when Master Turner replied, “Ten years more, until William is 21, and can call himself master of our trade,” Nate pouted and asked, “So soon as that?” We all laughed, and I breathed a sigh of relief to know that I was welcome.

May 7, 1721

My morning school lessons are teaching me the ciphering skills I need as a cabinetmaker. However, I’d rather spend my days learning from Master Turner. He says that I will probably go to school for only this first year, and work with him full days next year.

May 12, 1721

Today, Master Turner’s journeyman showed me how to plane boards. We’ll use them to make the cabinets for the new dry goods store. The journeyman was Master Turner’s apprentice until three years ago. Now that he is no longer under contract, he intends to marry his sweetheart. He said that if I swept up all of the shavings and sawdust, he would save me a piece of groom’s cake. It seemed a generous offer. Then I realized I have no choice but to sweep up everyday, with no thought of reward or payment. I don’t mind, though. I suspect he’ll bring me cake, anyway.

May 18, 1721

While buying nails for Master Turner at Mr. Greeley’s store, I met an old friend from home. Bradley is now the apprentice to the blacksmith. We were glad to see each other and to talk of home. We both miss it very much. Neither of us could stay long. Idling is frowned upon, and we don’t want any trouble with our masters.

May 28, 1721

The past several days have been both good and bad. The good is that the cabinets for the dry goods store are well under way. Master Turner taught me how to lathe the knobs for the doors. He says I’ve got an artist’s touch!

The bad is that the blacksmith won’t let Bradley meet me after supper. I’m afraid he treats my friend cruelly. I count my blessings that Master Turner and his family are so kind to me. I only wish I could help Bradley.
Read Aloud

“Journal of William Winslow, Cabinetmaker’s Apprentice”

LEARNING FOCUSES

RL.5.3, RL.5.6

Students describe how the narrator’s point of view influences the way events are narrated. While doing so, they continue to compare and contrast characters, settings, or events in the story.

TODAY AT A GLANCE

READ ALOUD
pp. 95–97

SMALL GROUP READING
(see Theme at a Glance)

WORD RECOGNITION/STUDY
pp. 118–119

WRITING WORKSHOP
pp. 128–129

SL.5.2

COMPREHENSION
Recount

REFLECTING ON THE TEXT

Engage students in a brief discussion about “Journal of William Winslow, Apprentice Cabinetmaker.”

Let’s review the story I read to you in our last session. Think for a moment to yourself about what you feel the story was mostly about. Can someone share?

A boy named William Winslow was an apprentice cabinetmaker in the 1700s. He likes it and likes his master, but his friend Bradley has a bad master.

CLOSE LISTENING TO THE TEXT

Explain the new learning focus for this rereading. Help students think about the effect of William’s point of view on the selection. Read up to the first stopping point. Then model your thinking for the students.

Before I reread this story to you today, I’d like to talk about how William is narrating the story. That means the character William is the one telling the story, so the entire story is from his point of view. As I reread the story, let’s look for details about this.

I noticed William tells readers about his reactions to events and to the other characters. He says he was worried at first. Because he is telling the story, we hear a lot about his thoughts, opinions, and feelings.

Continue to read up to the second stopping point. Model thinking about William’s narrative point of view and make comparisons and contrasts based on it.

As I read the next section, let’s keep noticing how William’s point of view affects the way we see things. In this section we meet the Journeyman. Think carefully about how William describes the Journeyman. What does William think about the Journeyman? Tell us the details you noticed.

He thinks the Journeyman is generous. He says the Journeyman will bring him cake. He likes the Journeyman.

Now let’s make a comparison. From William’s point of view, how are the Journeyman and Mr. Turner alike?

They both treat him well. They’re both good to him.

Read to the third stopping point and encourage students to share the comparisons and contrasts they made.

I’ll read the last section of the text. Keep noticing how William’s narration affects the text. When William says that the last few days have been both good and bad, that’s a contrast. Who tells you about the contrast—does William, or Bradley, or someone else?

William

SHARE

Try making a compare-contrast chart or a Venn diagram to compare characters, settings, or events. Review the details in the story carefully in order to note them on the chart.

STOP for discussion
It’s William’s point of view that things have been both good and bad. What if Bradley were narrating? Would he also think things were both good and bad, or would he think everything was bad? Who’s got an idea about that?

*He’d think everything was bad because the bad stuff was happening to him and the good stuff was happening to William.*

That’s a big contrast in their points of view.

**DISCUSSING THE TEXT**

Guide a discussion about how William’s narrative point of view affects the story.

- How does William contrast his life with Bradley’s?
  
  *He worries about Bradley and wishes he could help him. He feels blessed that he has Mr. Turner as a master.*

- And how do you know these things?
  
  *He tells us!*

- His narration tells us. It makes a clear contrast between himself and Bradley.

Encourage students to keep using the learning focuses as they discuss this selection and with other readings.

- Let’s try comparing and contrasting William at the beginning of the story and at the end, using his narration. How is he different, and how is he the same?
  
  *He’s basically the same person, but he knows more. He seems more mature.*

- You can hear his narration becoming more confident. We’ve found all this out by making comparisons and contrasts, and noticing William’s point of view. Do that whenever you read stories!
Shared Reading

Freedom’s Fire

LEARNING FOCUS

RL.5.3
Students compare and contrast characters, settings, or events in the story, drawing on details such as character interactions.

KEY IDEA
This excerpt from Freedom’s Fire tells about James and Joe and their families’ story surrounding the Battle of Long Island that occurred on August 27, 1776.

PREVIEWING THE TEXT

On an interactive whiteboard or projector, invite students to read the title with you.

Today we’re going to read a text about the American Revolution. Let’s read the title together. Who’ll briefly describe what the title page tells us about the text?

Based on the title and the images, it looks like the text might be about these children and their fight for freedom.

Reintroduce the learning focus from the recent read aloud session.

When we read “Journal of William Winslow, Cabinetmaker’s Apprentice,” we compared and contrasted the characters, events, and settings to help us understand the story. As we read Freedom’s Fire, we’re going to use that same strategy.

CLOSE READING OF THE TEXT

Ask students to join in reading when they feel comfortable. Reread the title page and then have students examine the summary of the full text and the map on page 6. Remind students to think about the learning focus as they read along with you.

Who can remind us of what our work as readers is today?

We’re going to talk about ways things are similar and different, or how they are alike or not.

As you read, you may notice how different the four main characters are. But they’re similar in some ways.

Ask students to point out comparisons and contrasts that they found in the summary.

We can already make some comparisons and contrasts based on things in this summary. Who will volunteer to share one?

There are comparisons and contrasts among the four main characters. Maggie is a British girl and the other three are Americans. Joe is a slave and the others are free. Taipa is the only Native American, and James is a white colonist.

How are the settings different?

They’re the different places the four characters live: England, New York City, an upstate manor, and a Native American nation.
Have students locate the word *descent* in the summary. Display the word and have a volunteer pronounce it and explain the meaning. Offer corrections as necessary. To contrast the pronunciation and meaning with the frequently confused word *decent*, display it and ask a student to pronounce and explain it.

**These two words, descent and decent, look almost alike, but they aren’t similar in meaning at all. Descent means “the act or state of descending, or going down.” The base word is descend. (Write descend and descending.) How can a person be “of Dutch descent”? Who sees how that is a kind of “going down”? He comes from Dutch ancestors. So it’s like when I imagine a family tree or generations, he has come down from Dutch ancestors.**

Yes. When we think of someone descending from certain ancestors, we imagine them as coming down from them. You can descend a staircase. You can descend into a bad mood. You can descend from your relatives before you. They all use that word. But what does decent mean?

*nice, polite, good*

Yes, that’s totally different. Now whenever you see one of those two words, you’ll know how to pronounce it and what it means.

Read with students pages 20 through 31. Remind students to keep the learning focus in mind as they finish the chapter.

**We’re starting to read about James. In this portion of the text, the other three main characters don’t appear. But there are plenty of comparisons and contrasts to make just in this part alone. For instance, compare and contrast James with the other characters. Compare the events of James’s home life with the big events in the outside world. Compare the settings in which the events and scenes take place.**

**DISCUSSING THE TEXT**

Invite students to discuss what they read. Explain that they can come to the discussion prepared with examples of comparisons or contrasts that they have made or questions about possible comparisons and contrasts.

**Today, as you prepare to talk about the text, think about any comparisons or contrasts you made while reading. You can keep these in mind during the discussion and share them if you like. Or if you didn’t make any comparisons and contrasts, you can bring up any questions you had while reading.**
Help students understand that in discussions, they should speak clearly in order to give their classmates the opportunity to contribute in turn. Invite students to get the conversation under way as they offer comparisons and contrasts.

Today as we talk about the text, we’re going to listen carefully to everyone’s contributions and build on them with our own ideas. Let’s talk about comparisons and contrasts. We read a lot about James and his dad discussing events that lead up to the American Revolution. What are some similarities and differences you notice between James and his dad?

James and his dad are different because James is just learning about the events and his dad is able to explain what is going on to him. They are similar in that they both think that the English king is being an unfair tyrant.

Encourage students to continue discussing comparisons and contrasts.

You’ve got a great start toward analyzing the comparisons and contrasts in this text. Who has another one they would like to share?

There’s a contrast between the main part of the house and the printing shop. Also, James’s dad is worried about work but James isn’t. James seems to have a peaceful life, but there was a lot of violent events in the Revolution that James’s father tells him about. There’s a similarity because James and his father are both on the American side.

Point out the word burgesses in the last paragraph on page 22.

Let’s take a closer look at the proper noun Virginia House of Burgesses in the last paragraph on page 22. Burgesses isn’t a word that we commonly use. Does the text provide any clues to the meaning of this word?

Virginia was one the original colonies, and now it is a state. I wonder if it has something to do with the government.

Is there a word from another text in this theme that you could substitute for burgesses and confirm that your thinking is correct?

When we read the “Reluctant Traveler” we talked about the word representatives. If we change House of Burgesses to House of Representatives then that sounds like the United States government today.

Yes, a burgess was someone who was elected to represent a district, which is very similar to the House of Representatives today. Remember to use this strategy when you come across other words you are not familiar with in text based on history.
**CONNECTING TO THE THEME**

Initiate a conversation about the theme, Stories from Colonial America, and the Essential Question, *What was life like in Colonial America?*, by having students recall, compare, and contrast the previous selections.

- Let's talk more about our theme, Stories from Colonial America. First, who’d like to remind us of what we’ve read so far in this theme?
  
  *We read some emails and a postcard of a girl visiting a colonial town, and also diaries of colonial children.*

- Yes, and we’ve thought a lot about characters, settings, and events and how they are similar or different. Did anyone learn anything new from *Freedom’s Fire* that they could compare or contrast with what they learned in earlier readings?
  
  *Well this was different because it showed how colonial life was scary. People could get in trouble for their ideas. I didn’t understand that before. I did notice how things were similar. James liked his family and worked hard, like the other colonial kids we’d read about.*

Encourage students to share what the selections have shown them about Colonial America.

- Think about all the Colonial American children you’ve gotten to know in this theme. Daniel, Anne, Pamela, William, James, and others. Here’s a challenge: choose any two of them, and say one way they’re similar and one way they’re different. Who’ll go first?
  
  *Daniel and William are similar because they’re both apprentices and different because Daniel still lives at home and William doesn’t.*

**WHAT’S NEXT?**

**SMALL GROUP READING**

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

**WORD RECOGNITION/STUDY**

Turn to pages 118–119 for review.

**WRITING WORKSHOP**

Turn to pages 128–129 for performance task modeled writing instruction.
LEARNING FOCUSES

RL.5.3, RL.5.6, RL.5.9

Students are going to describe how the narrator’s point of view influences the way events are narrated. They are going to consider this in order to compare and contrast characters, settings, or events in this story and compare and contrast this story with other texts.

TODAY AT A GLANCE

SHARED READING
pp. 102–103

SMALL GROUP READING
(see Theme at a Glance)

WORD RECOGNITION/STUDY
pp. 120–121

WRITING WORKSHOP
pp. 130–131

RETURNING TO THE TEXT

3 minutes (pages 20–31)

Ask students to review what they learned so far from Freedom’s Fire.

Let’s briefly talk about what we read in Freedom’s Fire last time. What is the story about, and what has happened so far?

This text takes place at the beginning of the American Revolution. The part we read was about James, who lives in New York City. He helps take care of his baby sister.

Clarify the learning focuses for this session.

We’ve begun finding comparisons and contrasts in this text. We’ll keep doing that, and also we’ll make comparisons and contrasts with the other texts we’ve read. Plus, we’re going to think and talk about how the narrative point of view affects this selection.

CLOSE READING OF THE TEXT

7 minutes

Ask students to join in the reading. Reread from page 20 to page 23. Remind students to think about the learning focuses as they read along with you.

Let’s reread the text and expand on thinking from the previous session. There’s one big contrast between the way James’s story is narrated, or told, and the way the other kids’ stories in this theme were told. Who sees what I mean?

All the other stories were narrated from the main characters’ first-person point of view. James’s story is narrated from the third-person point of view.

Yes. Think about how it might affect the story if James were narrating it as I. What are your ideas about that?

We would see into James’s mind. We might understand his feelings more clearly.

But if the first person would let us understand more about the character’s feelings, why would an author write in third person instead?

Third person lets us see all the characters from outside without bias.

Have students compare and contrast James’s narration with the first-person narration of the other selections. Instruct students to finish reading Chapter 2.

Let’s look back at “Diaries of Colonial Children,” the first text we read in this theme. Daniel and James are pretty similar, aren’t they? What are a couple of their similarities?

Both are boys in colonial times. Both help their parents at home.
But Daniel tells his own story. He’s the narrator. James doesn’t tell his story. What does that let you experience in Daniel’s story more than in James’? Give specific examples, please.

You share Daniel’s feelings, such as when he writes, “I was bone weary.”

Keep this in mind as we finish reading Chapter 2.

**DISCUSSING THE TEXT**

Facilitate a discussion about the point of view and making comparisons and contrasts.

Let’s look closely at the long conversation between James and his dad about what General Gage is doing at Concord. James asks for information on the events and his dad gives him the information. What if James were narrating this conversation? Who’d like to imagine that and tell us what it would be like?

The author would have written the story in first person. James would share his reactions with the reader more. He might insert comments such as, “I didn’t understand,” or “That got me angry.”

Who would like to add to that thought?

James might also joke around a little more and take the conversation less seriously than his dad.
RETURNING TO THE TEXT 3 minutes (pages 32–44)

Invite students to return to the text, sharing their ideas and building on each other’s contributions. Explain the learning focus.

Before we read today, let’s briefly review what we’ve read in Freedom’s Fire so far. Who’d like to do that?

James is a boy living in New York City in 1776. He helps take care of his baby sister, and he learns about the newspaper business from his father.

In our last two sessions, we paid close attention to comparing and contrasting characters, events, and settings. Today we’ll continue doing those things.

CLOSE READING OF THE TEXT 7 minutes

Ask students to join in the reading as they are comfortable. Read pages 32-37 together. Remind students to think about the learning focus as they read along with you.

We’re going to read part of Chapter 3. At this point, let’s read pages 32–37. I think we’ll find some interesting comparisons and contrasts in them. . . Now that we’ve read these pages, who’ll give us a brief summary?

Jessie is a slave. She worked for a master at Underhill Manor. She hears Lord Underhill talk about sending a slave to war instead of his son.

What would you say is the big difference between these pages and Chapter 2 of Freedom’s Fire that you read previously?

These pages are really different. Jessie is a girl, whereas James was a boy. Jessie is a slave, whereas James was not. Jessie is upset, whereas James was generally happy.

Instruct students to finish reading Chapter 3, using the learning focus.

Now, let’s finish reading Chapter 3. As we read, we’ll continue making comparisons and contrasts in our minds. There are more comparisons and contrasts I came up with while reading. For example, I noticed that Joe calls Jessie “mama.” So that means that Jessie is his mother. She’s worried about her son. James’s dad was worried about him, too, but not as intensely or for as scary a reason as Jessie.
DISCUSSING THE TEXT

Encourage students to analyze and discuss today’s reading portion by comparing and contrasting aspects of the text.

This chapter really offers us a lot of opportunities to make comparisons and contrasts because this chapter is about the lives of slaves in Colonial America. This chapter really reveals how different people’s lives could be during the same period of time. Did anyone notice any similarities or differences between Jessie or Joe and James?

There are lots of differences. But one thing I noticed was a similarity. It seems like no matter what—even on an awful day when Jessie learns her son Joe might be sent away—everyone is working.

CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 134 for collecting evidence as they answer the following question: How are James and Joe similar and different? Use evidence from the text to support your response.
Shared Reading

Freedom’s Fire

LEARNING FOCUSES

RL.5.3, RL.5.6, RL.5.9

Students consider how the narrator’s point of view influences the way events are narrated. Students use this in order to continue comparing and contrasting characters, settings, or events in the story and comparing and contrasting with other stories in the same genre.

TODAY AT A GLANCE

SHARED READING
pp. 106–107

SMALL GROUP READING
(see Theme at a Glance)

WORD RECOGNITION/STUDY
pp. 120–121

WRITING WORKSHOP
pp. 130–131

RETURNING TO THE TEXT

3 minutes (pages 20–44)

Explain to students the purpose of this session.

Today we’re going to go back over this portion of Freedom’s Fire and examine its narrative point of view, while comparing and contrasting characters, settings, and events.

CLOSE READING OF THE TEXT

7 minutes

Ask a student to state what the class has read in this selection.

Now that we’ve read this whole section of Freedom’s Fire, let’s summarize it very briefly. Who’ll do it?

Jessie serves her master tea and overhears that he wants to send her son Joe, who is a slave, to war instead of sending his own son. All the slaves have to work even though they are sad, and then the overseer takes Ben from his family.

Invite students to say how the learning focuses have helped them understand the selection.

I’m sure that using comparisons and contrasts helped us understand the characters, settings, and events. Who would like to say something more about how comparing events helped them understand the selection?

I think it helps to compare the lives of Jessie and Joe and Ben, who are slaves, in comparison to James. Their lives are so different even though they live at the same time and are faced with the same war.

Encourage students to connect the narrative point of view with the presentation of events.

Let’s talk about point of view with this text. It’s very unique and unusual. Can anyone describe the point of view used in this book?

Well, it’s interesting. All the chapters are about different characters. But I noticed that the chapters are not told from the point of view of the main characters, like Joe isn’t telling his own story.

That’s right. Each of the chapters is told in third-person, meaning a narrator is telling us about the characters. So this narrator knows a lot about all the characters, which helps us understand them.

SHARE

You can compare and contrast features in stories told by different authors. From whose point of view is the story told? Is it first person or third person?
DISCUSSING THE TEXT

Facilitate a conversation that ties together the three learning focuses.

- As we wrap up our discussion about *Freedom’s Fire*, let’s connect it with the other selections in this theme. Compare and contrast the different points of view of Daniel, Anne, Pamela, William, and James’s father. What would you say the colonial characters’ points of view have in common?
  
  *They seem realistic, fair, and direct.*

- Kiku is the character from a different time—our time. How would you compare and contrast her viewpoint with theirs?
  
  *She seems more focused on being silly and having fun.*

Continue the conversation by comparing and contrasting the many characters and points of view. Remind students that the strategies they used in these lessons will be helpful to them whenever they read fiction.

- One way to use comparison and contrast for point of view is to ask what a story would have been like if the author had used a different point of view. Who can think of a way Chapter 3 of *Freedom’s Fire* would be different if Joe were narrating it himself?
  
  *I think we’d hear how shocked he was when he was taken away. I think we’d be more frightened because we’d really be experiencing what it is like to be him and get taken away.*

- You can use these strategies whenever you read fiction in the future.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

**E-RESOURCE** Formative/Summative Assessment Have students continue using the blackline master on page 134 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the question: *How are James and Joe similar and different? Use evidence from the text to support your response.* You may wish to have students use the blackline master on page 135 for drafting their constructed responses.

WHAT’S NEXT?

**SMALL GROUP READING**

Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

**WORD RECOGNITION/STUDY**

Turn to pages 120–121 for review.

**WRITING WORKSHOP**

Turn to pages 130–131 for performance task shared writing instruction.
**Shared Reading**

“Meals from the Past”

**LEARNING FOCUS**

**RL.5.3**

Students continue to compare and contrast characters, settings, or events in the story, drawing on details such as character interactions.

**KEY IDEA**

For a class project, Jason eats a colonial-era diet for a day. He finds it difficult, but filling. The next morning, he’s glad to have a glass of orange juice again!

**PREVIEWING THE TEXT**

3 minutes

Invite students to read the title of the story with you. Reintroduce the learning focus from prior sessions, explaining that you’d like students to lead some of the thinking.

- We’re going to read a new one-page story today. First let’s read the title together. As we read, we’ll practice the same thinking skills we used with our two last stories. We’ll make comparisons and contrasts about characters, events, and settings.

**CLOSE LISTENING TO THE TEXT**

7 minutes

Invite students to join in the reading as they feel comfortable. Reread the title, then read the first two paragraphs together. Remind students to think about the learning focus as they read along with you.

- Let’s reread the title together and then continue to the end of the second paragraph. I’m seeing a couple of comparisons and contrasts already, and I wonder which ones you’re seeing. Who’s got an example they’d like to share?

  There’s a contrast between the colonial food that Jason has to eat for a day and the modern food he eats all the time.

- Right. That’s a contrast that I noticed right away. Now let’s go a little deeper in thinking about what Jason’s eating. How are his modern diet and his colonial diet similar?

  They’re both nutritious. They’re both typically American, but from different times.

- When you see a contrast, look for comparisons too, and when you see a comparison, look for contrasts. Most things have differences and similarities, not just one or the other.

Read one more paragraph, telling students to continue paying attention to comparisons and contrasts. Then read to the end of the story.

- Let’s find comparisons and contrasts in characters. Who’s the other character in this scene, and what’s a comparison and a contrast between him and Jason?

  It’s Jason’s father. The comparison is that they’re in the same family. The contrast is that Jason’s father is positive about the colonial foods, while Jason is mostly negative.
Now let’s find a comparison and contrast in the setting. This one might be harder to find. Think about it this way: In what setting would you expect to find colonial food?

*in the setting of colonial times*

And in the setting of a modern American home like Jason’s, what kind of food would you expect to find?

*modern food*

That’s a contrast! It’s a contrast between what we expect to find in a certain setting, and what we actually find in the setting of this story. A contrast of settings can help make a story interesting.

**DISCUSSING THE TEXT**

Remind students that they can build upon each other’s ideas by bringing in their knowledge about such topics as colonial times or modern eating habits.

As we discuss “Meals from the Past,” let’s remember to speak clearly and come to the discussion prepared. That means try to have comparisons and contrasts you want to share with the class and details from the story that you can refer to. Can anyone volunteer to talk about either a similarity or difference they noted?

*It was actually something that Jason talked about. He said he usually was hungry at lunchtime, but when he ate a colonial diet, it sounds like he didn’t eat lunch. Instead he had a big breakfast and a big afternoon meal, and then a little supper. That is different from his normal life. I thought that was interesting because it’s not just that he ate different foods, he ate different meals. He didn’t have lunch. So colonial diets were different in lots of ways.*

Yes, and identifying that difference really helps us understand colonial life better.

Focus on the phrases *thick as cement* and *stick to your ribs* in the second paragraph.

Let’s look at the phrases *thick as cement* and *stick to your ribs*. These aren’t literal phrases; they are a simile and a metaphor. Who can tell us what one or both of these phrases means?

*I think thick as cement doesn’t mean that Jason was eating cement or even that his porridge was actually as thick as cement. It might have been, but I think it meant that the porridge was really, really thick. Also, I don’t think the porridge sticks to Jason’s ribs. But it does say that Jason stayed full for a lot longer than expected. So I think this phrase means the food “sticks” to you or keeps you full.*
Guide a discussion about other comparisons and contrasts students can make about the story.

- Let’s continue to find comparisons and contrasts between events. What’s the event at the end of the story?
  
  *Jason drinks a glass of orange juice.*

- Who sees why that’s an event for him, even though it’s something he does most days? What has changed this time?
  
  *It’s his first modern food after the day of colonial food.*

- Yes! Keep going! Tell us how orange juice is different from the colonial food.
  
  *I guess they didn’t have orange juice then. It comes from far away. And they didn’t have refrigerators.*

- Sometimes, similarities and differences aren’t obvious. But if you look for them, you can find them.

**CONNECTING TO THE THEME**

Prompt a discussion about the theme, Stories from Colonial America, and the Essential Question, *What was life like in Colonial America?* Encourage students to share what they have learned about Colonial America from “Meals from the Past.”

- What new thing do you know now about Colonial America?
  
  *I know specific foods that colonial Americans ate and their mealtimes.*

- You also know a recipe for one colonial food, hasty pudding. Read the recipe. Let’s think about this recipe and what we read earlier about what people ate during the colonial era. Can anyone make a comparison or contrast?
  
  *I think this is something that poor people in colonial times ate because Kiku talked about how fancy food was for the gentry, and this isn’t fancy. This is pretty basic.*

Invite students to continue comparing and contrasting aspects of “Meals from the Past” with aspects of other stories in the theme.

- As we read, we can also compare and contrast this story to our other theme selections. Who can start us off by telling us a comparison or contrast you made?
  
  *I have a comparison or something similar I noticed. Both Kiku in “The Reluctant Traveler” and Jason from “Meals from the Past” try out what life was like in colonial times. I have a contrast or something different. It seems like Kiku learned to really like her colonial experiences, whereas Jason seemed okay with them but was happy to go back to eating his normal modern food. Of course that’s because there’s another difference—Kiku had to try out colonial experiences for longer. Maybe if Jason did the diet for a few days he’d get used to eating like a colonist and like it better than his regular food.*
CONSTRUCTED RESPONSE: COLLECT TEXT EVIDENCE

Formative/Summative Assessment Have students use the blackline master on page 134 for collecting evidence as they answer the following question: What has Jason learned by the end of the day? Use evidence from the text to support your answer.
RETURNING TO THE TEXT

Ask students to share what they remember about the story from the last reading.

Before we begin today’s session, who can give us a quick reminder about what happens in “Meals from the Past”?

Jason’s class is assigned to eat colonial food for a day. He eats things like a big stew at midday and hasty pudding. He’s glad the next day, when he can go back to having modern food, like orange juice.

CLOSE READING OF THE TEXT

Reread the first paragraph of the story together. Ask students to join in the reading as they are comfortable. Remind them to think about the learning focus as they read.

We’re continuing to compare and contrast elements of this story. Let’s look carefully at what the story says about the food. One thing we all care about in food is how it tastes. Is the colonial food delicious? Who has imagined how the food tastes, as they read the story?

It doesn’t taste good. The cider is at room temperature, the porridge is like cement, and the bread is so stale it makes Jason’s jaw ache.

Wow! How does that contrast with the orange juice?

The orange juice is delicious.

We’ve made a contrast between the food of two different eras, so we understand both eras better.

Continue to read, bringing in the learning focus of point of view.

In this story, we learn about how the food tastes because we see how Jason reacts to it. We share Jason’s point of view in some places. But is this story narrated in the first person point of view, or the third person? Will the person who answers remind us about what that means?

It’s in the third person, because Jason is called he. There isn’t an I narrator.

Right, Jason isn’t telling the story. Someone outside the story is telling the story. This narrator knows about all the character’s thoughts and feelings. Can anyone share examples of this?

The narrator says how Jason’s jaw aches and how he’s happy that supper is small.

Yes, so a third-person narrator can tell us all about a character so we know a lot about that character. Who’ll share their reaction to knowing how Jason feels?

It makes me like the story better. I understand Jason better. I would feel the way he feels.
Continue reading to the end of the story, expanding the focus of comparison and contrast to include other selections in the theme.

- If you remember, the narrative point of view affected the other stories in this theme, too. Who remembers how it did that? Compare and contrast their points of view.
  
  Some of the stories were diaries. “The Reluctant Traveler” was Kiku’s emails. So they were first person. Freedom’s Fire was in the third person, and so was “Meals from the Past.”

DISCUSSING THE TEXT

Continue to discuss the theme selections in light of the three learning focuses. Guide students to see that by using the three learning focuses, they understand the text better.

- Let’s compare and contrast Jason’s point of view with Kiku’s, since they both live in modern times. Who do we learn more about Jason or Kiku and why?
  
  We learn more about Kiku, because she tells her own story. We read her emails.

- Can you compare how they feel about colonial times?
  
  Kiku likes colonial times more than Jason does.

- But in both cases, you learn about colonial times through a story about modern children. Why does that help you, as readers?
  
  It helps us because we’re like Kiku and Jason, so we’re interested in what they do.

- Here are two stories about a similar topic, with similar characters, but written in different ways. But each way is a way that makes the story effective.

CONSTRUCTED RESPONSE: WRITE TO SOURCE

- Formative/Summative Assessment Have students continue using the blackline master on page 134 for collecting evidence as they reread the text. Ask them to finalize their thoughts and write their own responses to the question: What has Jason learned by the end of the day? Use evidence from the text to support your answer. You may wish to have students use the blackline master on page 135 for drafting their constructed responses.

WHAT’S NEXT?

- Writing Respond to Question
  
  Turn to the Theme at a Glance fold-out in this Teacher’s Edition to choose books based on whole group instructional focus and/or reading level, interest, or other criteria.

- Word Recognition/Study
  
  Turn to pages 114–121 for review of skills based on students’ needs.

- Writing Workshop
  
  Turn to pages 132–133 for performance task shared writing instruction.

DAY 15 PUBLISHING AND PRESENTATION

Students will spend the majority of the instructional day sharing and presenting their performance tasks. Turn to page 133 for more information.
**Model Sentence:** Benjamin Franklin invented a wooded *(board/bored)* to be used as a swimming paddle.

**DAY 1 MODELED PRACTICE**

Write the model sentence on a chart or interactive whiteboard and read it with students. Discuss or review that some words are pronounced the same but are spelled differently and have different meanings. Help students determine the meaning of each homophone. Have students come up with sentences that use *board* and *bored*.

Let's read this sentence together . . . what are the different meanings of the word *board*?

*b-o-a-r-d* means “a flat piece of wood”; *b-o-r-e-d* means not interested.

Which spelling fits best into this sentence?

*b-o-a-r-d*

A wooden board makes sense in this sentence. Can you think of a sentence that uses *bored* spelled *b-o-r-e-d*?

Ben Franklin must have been bored when he invented a new swimming paddle.

**DAY 2 SHARED PRACTICE**

Write the words *they’re*, *their*, and *there* on a chart or whiteboard. Invite students to determine the correct meanings of the words *they’re*, *their*, and *there*. You may wish to keep a running list of common homophones with example sentences for students to reference in class. Guide them to write sentences that will help them remember the meaning of each word. Save their work for the review session.

A word that has several different spellings is *there*. There are three forms of *there*: *t-h-e-r-e*, *t-h-e-i-r*, and *t-h-e-y-‘-r-e*. Which form would be used in the sentence, “The horses are over *there*”?

*there*

What does this form mean?

*T-h-e-r-e* gives a place or a position of something.

Which form of *their* is used in the sentence, “This is their horse”?

*their* spelled *t-h-e-i-r*
What does this form mean?

Th-e-i-r shows belonging or possession.

Th-e-y-’r-e is a contraction for “they are.” Can you think of a sentence that uses this form of they’re?

They’re going to sell this horse.

DAY 3 REVIEW

Bring up the running list of homophones with example sentences and the work students did during the shared practice session. Remind students that these words are pronounced the same but have different meanings. Guide students to review the meanings of the words.

Let’s take a look at the work we did yesterday. Which words have different spellings in the sentence, “The colonists needed to wear their hats to protect them from the sun”?

wear, their, sun

Which form of the word wear is used in this sentence?

w-e-a-r, to put on, such as clothing

What is the other form of wear?

w-h-e-r-e, “a word about the location of something”

Which form of the word sun is used in the sentence?

s-u-n, “the object that gives light and warmth”

What is the other spelling of sun?

s-o-n, “a male child”

INDEPENDENT PRACTICE

Have students use the blackline master on page 136 to practice identifying common homophones. Have students write the correct form of the words on the lines. Then they can exchange work with a partner to check each other’s work and discuss the meanings of each word.
**Model Sentence:** All of the patriots’ planning paid off when the plans to sabotage the British tea supply were carried out perfectly.

**DAY 4 MODELED PRACTICE**

Write the model sentence on a chart or interactive whiteboard and read it with students. Review the definition of inflectional endings. Draw their attention to the words with the inflectional endings (planning, carried). Explain that these words follow different rules before adding the endings. Clarify the endings and rules.

Let’s read this sentence together. We’ve talked about how an inflectional ending changes a root word with regard to number, verb tense, or comparison. Who can spot the inflectional endings in this sentence? -ing, -ed

Let’s take these endings one at a time, starting with planning. I chose to use the word plan and add -ing. We double the final letter when a one-syllable verb ends in consonant + vowel + consonant, like plan. So plan becomes planning. Now look at the word carried. The root word is carry. When I want to add the ending -ed to a word that ends in -y, I must drop the -y and add the letter -i. So the word carry becomes carried. Let’s apply these rules to other words before I model a different sentence.

**DAY 5 SHARED PRACTICE**

 Invite students to create a theme-related sentence containing at least two words with inflectional endings that follow the rules you’ve practiced. Elicit some word suggestions. Write the sentence on a chart or interactive whiteboard. Save the work for the review session that follows.

Today let’s work together to write another sentence with some words that have the inflectional endings –ed and –ing. We’ll stick with the theme, Stories from Colonial America. Who has one?

The British never identified those responsible for putting all the tea in Boston Harbor.

Who can spot the words with inflectional endings?

identified, putting

What are each of the base words?

identify, put

This sentence demonstrates both of the rules we discussed for inflectional endings. Can anyone identify these rules?

When a words ends in -y, we drop that letter and add an i before adding -ed, and we double the consonant of certain word endings before we add the ending.
DAY 6 REVIEW

Bring up the work students did during the shared practice session on a chart or whiteboard. Elicit from them the rules that changed the spelling of each of these words. Then give them a list of words that follow the rules for inflected endings that have been taught in this skill. Guide students to review how the endings affect the words they have been added to. Review the spelling rules for all inflected endings you include.

Today we’re going to review the work we did yesterday with inflected endings on various types of words. Let’s review the spelling rules we used in order to add those endings. Now, I have four words for you: justify, plan, empty, run. Help me add inflected endings to these words.

How about justified, planning or planned, emptied, and running.

I’ll write those up here--who can tell me how to spell them? Now let’s construct a sentence that uses all three.

INDEPENDENT PRACTICE

Have students use the blackline master on page 137 to add inflectional endings to given words and write three theme-related sentences that contain the words they added inflectional endings to. Ask students to exchange sentences with a partner and circle or highlight words with inflectional endings, labeling how the spelling of the word changed with the addition of the ending. With partners, they can discuss the rule that applies to each word.

TEACHING TIP

Different inflectional endings involve a variety of spelling rules. The rules are not always consistent and may be confusing. Challenge students to make a class chart identifying as many rules as possible and listing sample words for each rule. Display the class chart somewhere prominent in the room so students who are struggling with inflected endings have access.

INTERVENTION/REVIEW

Days 13 and 14 have been allocated for additional targeted review for students who are struggling with this skill. Use the word bank provided or the blackline master for repeated practice.
WORD BANK
boycott, enlist, Pilgrims, Squanto, export, import, frontier, market, harbor, charter, carry

Model Sentence: The original thirteen colonies were under British rule.

DAY 7 MODELED PRACTICE
Write the model sentence on a chart or interactive whiteboard and read it with students. Review the definition of a syllable with students. Also review the difference between vowels and syllables. Explain that breaking words down into their syllables makes it easier to read the words.

- Let’s read this sentence together. We are looking for words that have two syllables separated by consonants. A syllable is a part of a word. A consonant is any letter that is not a, e, i, o, or u. Who can spot the two-syllable words separated by consonants?
  - thirteen, under

- What are the syllables that make up the word thirteen and under?
  - thir/teen; un/der

- Each syllable can be read on its own. In this sentence, British is also a two-syllable word. However, it is divided between a consonant and a vowel: Brit/ish.

DAY 8 SHARED PRACTICE
Write the word Pilgrim on a chart or whiteboard. Invite volunteers to separate the word into its syllables. Guide them to write a sentence using the word and encourage them to remember how to spell the word by breaking it into syllables. Save their work for the review session.

- We’ve talked about breaking words into syllables to help us read. Today we’ll use syllables to help us spell words out when writing. The word Pilgrim can be broken into its syllables. What syllables make up the word Pilgrim?
  - Pil/grim

- It’s easier to spell a word one syllable at a time. The first syllable is Pil. Pil has the sounds /P/ /i/ /l/. The next syllable is grim. Grim has the sounds / gr/ /i/ /m/. I can spell the words by breaking them into syllables, then breaking the syllables into their sounds. Write a sentence using the word Pilgrim. Try spelling the word by sounding it out. What syllables make up the word partner?
  - part/ner

- What sounds make up each syllable?
  - /p/ /ar/ /t/ | /n/ /er/

- Write a sentence using the word partner.
DAY 9 REVIEW

Write the words market, Squanto, and shipment on a chart or whiteboard. Ask students to identify the syllables for each word. Review how the syllables can be broken into sounds. Have students spell Pilgrim using what they learned in the previous lesson. After students spell the word aloud or on paper, ask them if they broke the word into syllables to help them spell. Guide students to practice separating words into syllables when reading and spelling.

Let’s take a look at some other words that have two syllables. Who can read these words on the board? A market is a place where people can shop. What syllables make up the word market?

market

Squanto was a Native American friend of the Pilgrims. What syllables make up the word Squanto?

Squanto

Finally, a shipment is the act of sending goods. What syllables make up the word shipment?

shipment

It’s easier to read and spell words one syllable at a time. Who remembers how to spell Pilgrim?

Pilgrim

INDEPENDENT PRACTICE

Have students use the blackline master on page 138 to separate words into their syllables. Have students write the syllables on the lines. Ask students to exchange papers with a partner and check that the syllables can stand alone when the word is read.

TEACHING TIP

Encourage students to recognize common suffixes that often make up a syllable, such as -ment. Have students practice dividing syllables with words such as judgment, garment, statement, payment, moment, treatment, etc.

TEACHER’S CHOICE

Days 13 and 14 have been allocated for additional targeted review for students who are struggling with this skill. Use the word bank provided or the blackline master for repeated practice.
Prefixes (con-, com-)

Model Sentence: The colonists decided to congregate at the town hall for a combination of business and fun.

DAY 10 MODELED PRACTICE

Write the model sentence on a chart or interactive whiteboard and read it with students. Discuss or review the meaning of the term prefix. Have students identify the words with the prefixes com- and con- in the sentence. Then guide the students to use the meanings of the prefixes and base words to help them figure out the meanings of the words. Use the word bank in the margin for more examples of similar words to use in follow-up sentences. Review the skill at the end of the lesson.

Let’s read this sentence together. We are looking for words with the prefixes com- and con-. Remember that a prefix is a word part that is added to the beginning of a word to change its meaning. Which words in the sentence have the prefix com- or con-?

congregate, combination

The prefixes com- and con- mean “with, together.” The word combination means “to bring things together.” What do you think congregate means?

“to come together”

Let’s see if we can create other sentences that have words with the prefixes com- and con-.

DAY 11 SHARED PRACTICE

Write the words from the word bank on an easel or interactive whiteboard. Ask students to identify the prefix and base word in each word. Review the meanings of the prefixes com- and con-. Have students discuss the meanings of the base words. Then have them use the meanings of the prefixes and base words to determine the meanings of the words. Invite them to use the words in sentences related to the theme, Stories from Colonial America. Review the skill at the end of the lesson. Save students’ work for the review session.

Today we will be looking at words with the prefixes com- and con-. What is the prefix in the word complement?

com-

What is the meaning of the prefix com-? Use the meaning of the prefix in a definition of the word.

“works well together”

What is the prefix in the word consensus?

con-
What is the meaning of the prefix con-? Use the meaning of the prefix in a definition of the word.

“come to an agreement together”

Let’s continue with the other words. . . . Now that we know the meanings of the words, we can use them in sentences. Who would like to share a sentence using one of these words?

There was a consensus among the colonists that they should fight for their independence.

Who can think of another sentence?

**DAY 12 REVIEW**

On chart paper or an interactive whiteboard, write the sentences from the shared practice session on Day 11. Review the meanings of the prefixes com- and con-. Have students underline the words with these prefixes in the sentences. Then have them explain how they can use the word parts to figure out the meanings of the underlined words.

Yesterday you wrote sentences using words with the prefixes com- and con-. What do these prefixes mean?

“with, together”

Let’s underline the words with the prefixes com- and con- in these sentences. . . . Look at this sentence: The combination of smoke and fog on the battle field made it difficult for the soldiers to see. How can we figure out the meaning of combination?

The prefix com- means “with or together,” so with or together should be part of the definition. Combination means “the joining of two or more things together.”

Let’s continue with the other words.

**INDEPENDENT PRACTICE**

Have students use the blackline master on page 139 to define words with the prefixes com- and con-. Then they will write sentences using a given word containing com- or con-.

**TEACHER TIP**

Remind students that they should look at the context of the sentence to help them determine the meaning of the words with com- and con-. This combined with their knowledge that both prefixes mean “with or together” will help them craft a definition.

**TEACHER’S CHOICE**

**DAYS 13–14 INTERVENTION/REVIEW**

Days 13 and 14 have been allocated for additional targeted review for students who are struggling with the skills in this theme. Use the word banks provided or the blackline master for repeated practice.

**DAY 15 PUBLISHING AND PRESENTATION**

Students will spend the majority of the instructional day sharing and presenting their performance tasks. Turn to page 133 for more information.
DAY 1 OVERVIEW

Introduce the theme, Stories from Colonial America, and the Essential Question, *What was life like in Colonial America?*

- Our theme for the next couple of weeks is Stories from Colonial America. Let’s quote exact words to analyze this theme name. Who can tell us what word in the theme name explains what kinds of selections are in the theme?
  - “Stories”

- What words in the theme name explain what the selections will be about?
  - “from Colonial America”

- Putting those clues together, what are we likely to find in this theme?
  - *We’re likely to find characters who live in colonial America. We’ll find out what life in Colonial America was like.*

Introduce narrative writing. State the writing focus for the theme.

- The selections we’ll read in this theme are narratives—they’re stories. And they’re fiction. Who’ll remind us what fiction is?
  - *It’s stories that are made up.*

- Was everything in the diaries we read made up? Or were some things taken from real history?
  - The characters and events were made up, but Colonial America was a real place and time.

- In this theme, our writing will be fictional narratives—stories about made-up people and events. We’ll be writing about Colonial America, so the setting will be real.
Today we’ll read a question about the two colonial diaries we read. I’ll model the thinking I’d do when I answer a question about a text I’ve read. Let’s read the question together. (Read the question in the margin aloud.) First I ask myself, “Who do I want to write about?” and “What do I imagine a day in his or her life to be like?”

In order to create a really good narrative, I need to go back to the two children’s diaries and make notes about details that I should include in my narrative. For example, I might use words, phrases, and sentences that describe what the characters do. Who’d like to share some details that we should include in a narrative about a day in the life of Anne Cartwright’s brothers or Daniel Bradford’s sisters? Let’s hear from a couple of people.

Well, I think if we write about Anne Cartwright’s brothers, we should say how they go to school and wear breeches.

Model how to draft a constructed response.

In the first sentence I write, I’ll state the title of my diary entry “Diary of Joseph Cartwright of Connecticut Colony, age 12.” Now I have to write a diary entry about his day including historic details. I can use details from both diary entries. I might say something like, “I woke up just before sunrise and cut wood for a fire for breakfast and watered the horses.” Later in my answer, I can write, “I went to school and studied. I know my sister Anne would like to come with us.”

INDEPENDENT WRITING

Students think about additional text evidence to support their own answer. They then use these details to draft their own responses to the question.
How does Kiku’s response to her vacation change, and why? Support your answer with exact quotes from the text.

We just read “The Reluctant Traveler” together. Let’s read this question about the text together. First, we need to discuss facts and ideas about Kiku that we found in the words of the text. Look back at the story and your notes for the exact quotes.

Invite students to share what they and their partners came up with.

Who’d like to share some ideas about Kiku? Your answers can be based on what the story states explicitly, or on inferences from the story, or both. And give us a quote from the text to support your idea.

At first, Kiku writes to Elena, “It’s going to be SOOOOOOO boring!” Later, she writes, “I hate to admit it, but it was pretty exciting.” That shows a change from not wanting to experience history, to wanting to.

Guide students to find evidence for their possible answers in the text. With student input, record their answers in the collecting text evidence blackline master (page 134). Encourage students to read the text closely for evidence.

Let’s return to the text together to find specific evidence about how Kiku’s attitude toward Colonial Williamsburg changed. I think you’ve got a very good grasp of her attitude at this point, so let’s look for more pieces of evidence to back us up. Who sees another supporting detail and would like to share it?

She says “I hate to admit it, but it was pretty exciting” and this shows how she didn’t really want to like it but ended up liking her trip.

There seem to be a lot of details that show how Kiku changed.

INDEPENDENT WRITING

Students use the blackline master to collect text evidence that supports their responses to the question.
DAY 4 WRITE TO SOURCE

Explain the learning focus and review the constructed response question. Support students to draft their answers using evidence they collected on Day 3. Remind students to recall the steps you modeled for them.

Let’s draft a response to the question about “The Reluctant Traveler.” We’ll use the notes and text evidence we collected, and we’ll return to find the exact words of the text. We’ll return to the text pretty often, because it’s hard to remember exact words without looking at them.

Record students’ ideas on a whiteboard or chart. Guide students through each step of drafting their answer. You may wish to use the blackline master on page 135 of this lesson plan as you draft the response.

We’ll start by drafting a sentence that states the key idea of our response. We’ll state it in a very clear way. And it should be a way that identifies our topic. It can’t be just, “She feels better about it,” because that doesn’t identify the topic for people who haven’t read the question. We need to be specific. Who’d like to suggest a sentence?

Kiku started out thinking she would be bored on her trip, but in the end, she found she was very interested in Colonial Williamsburg.

INDEPENDENT WRITING

Have students draft their responses using the text evidence.
DAY 5 ANALYZING THE TEXT TYPE

Explain the writing performance task for this theme.

- Over the next several days we will be learning more about narratives, or stories. Then we will work toward writing our own narrative piece. First I’m going to demonstrate how I might plan, draft, revise, and edit a narrative, or story. Then we’ll create a story together. You’ll have time to practice writing your own stories, too. Our task is to craft a story about colonial times.

Review the components and characteristics of narrative text.

- Let’s discuss about what we already know about the elements of a narrative text.
  The characters and events are usually made up. There’s a plot—a series of actions that starts with a problem. There’s a setting—a time and place where the story occurs.

  RESOURCE: Analyze the structure and elements of a narrative using the mentor text (Themed Text Collection, Volume 2 page 47) and the two texts read during shared reading.

- Let’s look at “Dear Diary” and see what we can learn about narratives to help us write our own story. What do you notice?
  The format is a little different because it begins with a date. The voice of the author is very casual like she knows the person she is talking to. The narrator is the author.

- Let’s remember this when we write our own narrative texts, as this will come in handy. Now let’s look back briefly at the texts we read together. Our purpose for doing so is to gather more ideas about the structure and elements of narrative texts.

INDEPENDENT WRITING

Students create a page entry in their writing journals titled “Narrative.” They list the structure and story elements from lesson.
DAY 6 CHOOSING A TOPIC/PLANNING

Explain the writing performance task for this theme. Model how you choose a topic.

Here’s our writing task: write an additional diary entry for Daniel or Anne, or an additional email or postcard for Kiku, or a scene for Pamela. My first decision is which character to write about. I’m choosing Pamela. She has to face a problem. I’ll make my story about a conflict between Pamela and her sister Candace.

Create a planning organizer (see model on page 140) on chart paper or display on a whiteboard. You may wish to do this prior to the lesson, or you can create it as you model your thinking. Model for students the planning of the narrative you’ve come up with. Do this on the hand-drawn planner you’ve created in advance, or use the sample provided here. Be sure to save the completed planning organizer for use in the next session.

What problem could a teenage girl face in colonial times? How about this: Pamela has to drive the wagon into town on market days to sell eggs, butter, and clothing she has made. There’s a boy from another farm named Ben who also sells things at the market. Pamela tries to talk with him, but Candace won’t leave them alone.

INDEPENDENT WRITING

Students look through other stories for additional elements and structures.

Sample Plan
Setting
The market
Characters
Pamela, Candace, Ben
Challenge
Candace won’t leave Pamela alone
Plot Summary
Pamela and Candace drive to the market together in the wagon. They meet Ben, the boy from another farm. Pamela begins to talk to Ben. Candace butts in. Pamela is annoyed. She sends Candace on an errand. Candace does the errand in record time. Suddenly there’s a thunderstorm. Pamela rushes to protect the family’s things from the rain. When she returns she sees Candace and Ben talking merrily. Pamela is upset. Then she hears Candace tell Ben, “Pamela is so nice! You’ll really like her!” Pamela likes Candace again!
**DAY 7 DRAFTING**

Display your planning organizer from the previous session. Review your plan with students and add any new ideas you might have had.

I’ve been visualizing my characters and events in my mind, and one thing I realize is that I should include many descriptive details in order to make the events interesting and clear. Who can help with suggestions about what kinds of details to include?

- details of the characters, like how they look and how they act

Create a draft on chart paper or whiteboard using the bullets in the margin. Working off your planning organizer, model for students how you would draft the narrative.

- When I write my first draft, I’ll concentrate on getting the major events down in the sequence in which they happen. I’ll also try to write some description and dialogue.

Model drafting a narrative based on the planning organizer.

- Now that I have some of the events, I really want to include some details. I can use some details from the story, for example, I know that Pamela wears woolen stockings. So maybe I will have Candace interrupt the conversation between Pamela and Ben to ask if she can buy wool to make new stockings.

**INDEPENDENT WRITING**

Students choose a topic for a narrative text about colonial times.

**DAY 8 REVISING**

Display your narrative draft from the previous session. Explain that revising gives writers an opportunity to improve their writing. You may wish to add more details about colonial times based on details in the story. Review your first draft of the story with students.

The revising step is my chance to improve my draft. One way I do this is by reading it aloud to find out if the events in the story develop a natural flow and if the details are clear. I also want to listen to whether Pamela’s voice comes through as she narrates the story. I’ll read it aloud and mark places where I think I need to make changes.

Share with students the places in the text that need revision.

- I think my story could include more details that show colonial life. Can anyone help me add more details?
  - Pamela’s family doesn’t have a lot of candles, so Candace can buy candles at the market.
INDEPENDENT WRITING

Ask students to think about an initial topic for their independent narrative texts.

DAY 9 EDITING

Explain that the editing step is the writer’s last opportunity to be sure the text is correct in every detail. Review the editing tips (see margin for shareable tips). Then model the process of editing the text.

When I edit, I pay attention generally to spelling, grammar, capitalization, and punctuation. The editing tips on this chart are helpful reminders; there is a lot to think about when editing. In this narrative I also want to watch for correct verb tense. Since Pamela is telling her story after it happens, I want her to mostly use the past tense. But if she’s telling what she thinks while she’s writing her story, she can say, “I think,” for example. If there are any appropriate shifts in verb tense, I’ll catch them.

INDEPENDENT WRITING

Have students share and compare story ideas with peers.

EDITING TIPS

1. Reread to be sure your message is clear.
2. Listen for your voice as you read the work.
3. Use proofreading marks where you need to make corrections or changes.
4. Check your conventions (spelling, grammar, punctuation, capitalization).
5. Check your paragraphing.
6. Reread once more.
Shared Writing

Performance Task: Narrative

**LEARNING FOCUSES**

**W.5.3** Students write fiction using effective narrative technique, descriptive details, and clear event sequences. They use transitions to manage event sequences; use concrete words and sensory details; and provide a conclusion.

**Performance Task** Choose your favorite character from this theme, and write a diary entry from that character’s point of view, telling about a day in his or her life. Include at least one other character from the diary entries you read by this writer.

**DAY 10 CHOOSING A TOPIC/PLANNING**

Explain the writing performance task for this theme.

- Today we’ll begin creating a new narrative stories together. You’ll also work independently writing your own narrative stories individually or with a partner. The narrative we’ll work on needs to relate to the Essential Question of our theme: “What was life like in colonial America?” I modeled writing a diary entry that relates to our theme topic, Stories from Colonial America.

Encourage students to work together to choose a topic for the shared writing project.

- Our work today is to start creating a diary entry written by one of the characters we’ve read about in this theme. We can pick any character from any of the selections. It can be one of the characters who wrote a diary, or it can be one of the characters who didn’t. However, don’t use a character you previously wrote a narrative about. Who can remind us of some of the characters who wrote diary entries, and some who didn’t?

  Daniel, Anne, and William wrote diaries. Kiku, James, Constance, Bradley, and several other characters didn’t.

- Let’s decide which character’s diary entry to write for this model.

**INDEPENDENT WRITING**

Students select a final topic for their independent narrative texts.

**DAY 11 PLANNING**

Create a planning organizer (see blackline master on page 140) on chart paper or display on a whiteboard. Invite students to think about the elements of a fictional diary entry in preparation for writing the first draft.

- Great—we’ve chosen our character: Anne. We’ll use this chart to help guide our thinking as we plan our diary entry. Now that we’ve agreed on the character, we need to return to her diary in the first selection of the theme. We’ll all reread her text individually. Then we’ll use our imaginations to think of a new entry for her. This new entry should be connected to her entries that are already in the theme. Who’s got a suggestion for us?

  I think she gets up and starts doing the usual chores, but something unusual happens, like the cows get loose.

**INDEPENDENT WRITING**

Have students add events, character and setting notes, and details to their planning organizer.
DAY 12 DRAFTING

Display and review the planning organizer from the prior session. Encourage students to review it and perhaps add some new ideas.

- Let’s review our planning notes. Do you like our ideas so far? Who’d like to share an idea to build on what we have?
  
  *Maybe there’s a family dog who tries to help them round up the cows, but it only scares the cows more.*

Draft an outline on chart paper or a whiteboard using the model listed in the margin. Encourage students to refer to the planning organizer as you write.

- Let’s think together about drafting sentences for our story that expand on our notes. As we write, we want to be sure to include details. Details are important for describing events, characters, and setting. Who has a good idea for a beginning that includes a descriptive detail? Remember that it needs to be in Anne’s first-person voice.
  
  *How about, “When I opened the barn door this morning, I heard an eerie silence—the cows were gone!”*

INDEPENDENT WRITING

Students draft their independent narrative texts.
DAY 13 REVISING

Display the students’ draft. Remind students that revising gives them an opportunity to improve their writing. Read aloud the first draft of the diary entry with students.

The revising step of the writing process gives us a chance to improve our writing. Let’s look for places where we can add sensory details using concrete words, and where we can add transitional words and phrases. We’ll read our draft. If you put self-stick notes on places where we can revise, let us know when we reach those points.

Review with students the places in the text that were marked for revision. Work with students to make revisions.

Let’s have a look at the places you asked me to flag for revising. Who asked me to mark this passage near the beginning? I’m interested in what you think is weak about the sentence and how you think we could improve it.

I think this scene needs more descriptive words to make it come alive. I think we should use concrete words to describe the cows loose in the field.

I agree. And let’s pay attention to vivid verbs as well as concrete nouns. The verbs should be in the past tense. Okay, let’s take the sentence, “The cows were in the field.” Who can suggest a detail to make that more vivid and sensory?

How about, “The three brown-and-white cows stood in the field, munching the grass and waving their tails”?

Do we agree that that’s a good revision for sensory detail, and that the verb tense is appropriate?

Yes.

Let’s continue, then.

Guide students to draft a conclusion for the diary entry.

A diary conclusion can be short: one or two sentences. Who’s got an idea about what a good conclusion for a diary entry should contain?

It should say what the diary writer thinks or feels at the end of the day.

Let’s go with that idea. Can someone say a sentence that Anne might write to wrap up her diary entry? It shouldn’t just be, “I went to bed.” It should refer to what happened during the day and how she feels about it.

“Even more tired than usual because of chasing the cows, I fell asleep as soon as I climbed into bed.”

INDEPENDENT WRITING

Students revise their narrative drafts for clarity and consistency.
DAY 14 EDITING

Remind students that the editing step is their last opportunity to make sure the text is correct in every detail. Display the editing tips in the margin as a guide for students as they edit their draft together.

*The editing step of the writing process is our last chance to make sure our diary entry is in perfect shape. There are many aspects of the text that we need to think about as we reread and edit our draft. As always, we’ll check for grammar, usage, spelling, punctuation, and capitalization. Our grammar focus is going to be on using the appropriate verb tense and avoiding inappropriate shifts in verb tense. Remember to use the editing tips on this chart as a guide.*

INDEPENDENT WRITING

Ask students to edit their independent narratives using the editing tips.

DAY 15 PUBLISHING AND PRESENTATION

Encourage students to share and present the final group text as well as the diary entry they created individually or with partners. Celebrate their writing accomplishments.

*We’ll start with a read-aloud of our class diary entry. Then you’ll each share your diary entry with the class. I’ll also put your texts in our browsing box for you to read later. As we listen, compare and contrast what the entries show about the characters, events, and settings. Then we’ll discuss what our texts show of Colonial America.*
**Constructed Response: Collect Evidence**

Check off the question you are responding to. Then complete the chart with information you find in the text.

- ☐ How does Kiku’s response to her vacation change, and why? (RL.5.1)
- ☐ How is Pamela similar to and different from the other characters you have read about in this theme? (RL.5.1)
- ☐ How are James and Joe similar and different? (RL.5.3)
- ☐ What has Jason learned by the end of the day? (RL.5.3)

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Score: ____________
Constructed Response: Write to Source

What to Do

• Read the question carefully.
• Review your text evidence.
• Draft an opening sentence that restates the question and indicates what your answer will be.
• Include several details that support your answer.
• Draft a closing statement that briefly restates your answer.
• Proofread your work to revise and edit.

_____________________________________

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Score: ___________
Homophones

Write the word that best fits in the sentence.

1. Early settlers baked bread from ______________. (flower/flour)
2. Paul Revere instructed the patriots, “One if by land, ______________ if by sea.” (two/to/too)
3. One colonial motto was “______________ not, want not.” (waist/waste)
4. The British soldiers ______________ red uniforms. (wore/war)
5. Most colonists worked 6 days a ______________. (week/weak)
6. Colonists ______________ foods similar to the foods we eat today. (eight/ate)
7. The Jamestown colonists were fortunate to ______________ the Native Americans. (meet/meat)
8. Colonial men liked to ______________ three-cornered hats. (where/wear)
9. The colonists learned that ______________ was stronger than iron. (steel/steal)
10. The Pilgrims named ______________ ship the Mayflower. (their/there/they’re)

Score: ______________
Name __________________________________________ Date ____________

**Inflectional Endings -ed, -ing**

Add the inflectional ending shown to each word and write it on the line.

- cry (-ed) ___________ put (-ing) ___________
- carry (-ing) ___________ unify (-ing) ___________
- declare (-ed) ___________ warn (-ed) ___________
- plan (-ed) ___________ stop (-ing) ___________
- ride (-ing) ___________ satisfy (-ed) ___________
- rely (-ed) ___________ try (-ed) ___________
- supply (-ed) ___________ knit (-ing) ___________

Write three theme-related sentences using four of the words from above.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Score: ___________
Syllables

Draw a line between the syllables in each word. Write the two syllables of the word on the given lines.

1. enlist
2. harbor
3. charter
4. frontier
5. export
6. settle
7. carry
8. boycott
9. harvest
10. consent
11. English
12. expel
13. barter
14. freedom
15. explore

Score: ____________
Prefixes *com-*, *con-*

Read the words. Think about the meanings of the prefixes and base words. Write a definition for each word on the line.

1. combination ____________________________

2. conformity ______________________________

3. compact _________________________________

4. convene _________________________________

Read each word and circle the prefix. Then write a sentence using each word.

5. combine

____________________________

6. complement

____________________________

7. consensus

____________________________

8. congregate

____________________________

Score: __________
Planning Organizer

Fill in each box below as you plan your narrative.

Setting

Characters

Challenge

Plot Summary