



# Columbus and the Pilgrims

Tell It Again!™ Read-Aloud Supplemental Guide







# Columbus and the Pilgrims

## Supplemental Guide to the Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



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Table of Contents

# Columbus and the Pilgrims

Supplemental Guide to the  
Tell It Again!™ Read-Aloud Anthology

<b>Preface</b> to the <i>Supplemental Guide</i> . . . . .	v
<b>Alignment Chart</b> for <i>Columbus and the Pilgrims: Supplemental Guide</i> . . . . .	xvii
<b>Introduction</b> to <i>Columbus and the Pilgrims: Supplemental Guide</i> . . . . .	1
<b>Lesson 1:</b> The Spice Seekers . . . . .	16
<b>Lesson 2:</b> 1492 . . . . .	48
<b>Lesson 3:</b> Not the Indies. . . . .	65
<b>Pausing Point</b> . . . . .	95
<b>Lesson 4:</b> The Voyage of the Mayflower . . . . .	101
<b>Lesson 5:</b> The First Thanksgiving . . . . .	128
<b>Domain Review</b> . . . . .	160
<b>Domain Assessment</b> . . . . .	164
<b>Culminating Activities</b> . . . . .	166
<b>Appendix</b> . . . . .	171





# Preface to the Supplemental Guide

## Columbus and the Pilgrims

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The *Supplemental Guide* is designed as a companion to the Core Knowledge Language Arts *Tell It Again! Read-Aloud Anthologies*. There is one *Supplemental Guide* per domain. This preface to the *Supplemental Guide* provides information about the guide's purpose and target audience, describes how it can be used flexibly in various classroom settings, and summarizes the features of the guide that distinguish it from the *Tell It Again! Read-Aloud Anthologies*.

### ***Intended Users and Uses***

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This guide is intended to be used by general education teachers, reading specialists, English as a Second Language (ESL) teachers, special education teachers, and teachers seeking an additional resource for classroom activities. The use of this guide is intended to be both flexible and versatile. Its use is to be determined by teachers in order to fit the unique circumstances and specific needs of their classrooms and individual students. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide for Listening & Learning. Teachers may also choose to begin a domain by using the *Supplemental Guide* as their primary guide before transitioning to the *Tell It Again! Read-Aloud Anthology*, or may choose individual activities from the *Supplemental Guide* to augment the content covered in the *Tell It Again! Read-Aloud Anthology*. Such teachers might use the Vocabulary Instructional Activities and some of the modified read-alouds during small-group instruction time. Reading specialists and ESL teachers may find that the tiered Vocabulary Charts are a useful starting point in addressing their students' vocabulary learning needs.

The *Supplemental Guide* is designed to allow flexibility with regard to lesson pacing, and encourages education professionals to pause and review when necessary. A number of hands-on activities and graphic organizers are included in the lessons to assist students with learning the content presented.

## Supplemental Guide Contents

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The *Supplemental Guide* contains modified read-alouds, tiered Vocabulary Charts, Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities. For each modified read-aloud, a variety of Multiple Meaning Word Activities, Syntactic Awareness Activities, and Vocabulary Instructional Activities are available for classroom use, affording students additional opportunities to use domain vocabulary. The activities integrated into the lessons of the *Supplemental Guide* create a purposeful and systematic setting for English language learning. The read-aloud of each story or nonfiction text builds upon previously taught vocabulary and ideas, and introduces language and knowledge needed for subsequent more complex text. The *Supplemental Guide*'s focus on oral language in the earlier grades addresses the language learning needs of students with limited English language skills, who may not be exposed to the kind of academic language found in written texts outside of a school setting.

### Modified Read-Alouds

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The modified read-alouds in the *Supplemental Guide*, like the read-alouds in the corresponding *Tell It Again! Read-Aloud Anthology*, are content-rich and designed to build students' listening comprehension, which is a crucial foundation for their reading comprehension abilities. You may notice that not all of the read-alouds in the *Tell It Again! Read-Aloud Anthology* appear in the corresponding *Supplemental Guide*. Some of the read-alouds were omitted to provide ample time for teachers to review read-aloud content and language, and to engage students in extended dialogue about the text. Nonetheless, students who listen to the *Supplemental Guide* read-alouds will learn the same core content as students who listen to read-alouds from the corresponding *Tell It Again! Read-Aloud Anthology*.

In the modified read-alouds, the teacher presents core content in a clear and scaffolded manner. Lessons are designed to be dialogic and interactive in nature. This allows students to use acquired content knowledge and vocabulary to communicate ideas and concepts with their peers and teachers in an accommodating and safe environment. Maximizing time for student conversation by structuring supportive situations—where students can engage in meaningful, collaborative discussions with their teacher and peers—is an important catalyst to oral language development.



### ***Tips and Tricks for Managing the Flip Book During the Read-Alouds***

Please note that many modified read-alouds ask that you show Flip Book images in a non-sequential order that differs from the order in which the images are arranged in the Flip Book. Furthermore, some modified read-alouds make use of Flip Book images from two or more separate lessons.

**It is highly recommended that you preview each modified read-aloud, with the Flip Book in hand, before teaching a lesson.** It is critical that you be familiar with the order of the Flip Book images for a given read-aloud, so that you are able to confidently present the read-aloud text and the appropriate image without searching through pages in the Flip Book.

We recommend that you consider using one or more of the following tips in preparing the Flip Book prior to the read-aloud to ensure a smooth transition in moving from one image to the next:

- Number the Flip Book thumbnails in each read-aloud lesson of the *Supplemental Guide*. Place corresponding, numbered sticky notes in the order Flip Book images will be shown, projecting from the side of the Flip Book so that each number will be clearly seen. (For example, if the number “3” is written next to an image thumbnail in the read-aloud, write the number “3” on a sticky note, and then place this on the appropriate image so the sticky note projects from the side of the Flip Book.)
- Alternatively, write the Flip Book image numbers as they appear in the read-aloud lesson of the *Supplemental Guide* (e.g., 4A-3) on sticky notes that project out from the side of the Flip Book so that image numbers are clearly visible.
- If you need to show images from two separate, nonconsecutive lessons, use different colored sticky notes for the different lessons. Be aware that images are printed on both sides of pages in the Flip Book. In some instances, you may need to be prepared to physically turn the Flip Book over to locate the next image and continue the read-aloud.

## Vocabulary Charts

Vocabulary Chart for [Title of Lesson]			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>			
<b>Multiple Meaning</b>			
<b>Phrases</b>			
<b>Cognates</b>			

Vocabulary Charts at the beginning of each lesson categorize words into three tiers, which are generally categorized as follows:

- Tier 1 words are words that are likely to appear in the basic repertoire of native English-speaking students—words such as *ship*, *gold*, and *king*.
- Tier 2 words are highly functional and frequently used general academic words that appear across various texts and content areas—words such as *convince*, *survival*, and *route*.
- Tier 3 words are content-specific and difficult words that are crucial for comprehending the facts and ideas related to a particular subject—words such as *Indies*, *Pilgrim*, and *North America*.

English Language Learners and students with limited oral language skills may not necessarily know the meanings of all Tier 1 words, and they may find Tier 2 and Tier 3 words confusing and difficult to learn. Thus, explicit explanation of, exposure to, and practice using Tier 1, 2, and 3 words are essential to successful mastery of content for these students (National Governors Association Center for Best Practices, Council of Chief State School Officers 2010, 32–35).

In addition, the Vocabulary Chart indicates whether the chosen words are vital to understanding the lesson (labeled *Understanding*); have multiple meanings or senses (labeled *Multiple Meaning*); are clusters of words that often appear together (labeled *Phrases*); or have a Spanish word that sounds similar and has a similar meaning (labeled *Cognates*). Words in the Vocabulary Chart were selected because they appear frequently in the text of the read-aloud or because they are words and phrases that span multiple grade levels and content areas. Teachers

should be aware of and model their use as much as possible before, during, and after each individual lesson, in addition to using these words to connect lessons. The Vocabulary Chart is also a good starting point and reference for keeping track of students' oral language development and retention of domain-related and academic vocabulary. These lists are not meant to be exhaustive, and teachers are encouraged to include additional words they feel would best serve their students.

### **Multiple Meaning Word Activities**

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Multiple Meaning Word Activities help students determine and clarify the different meanings of individual words. This type of activity supports a deeper knowledge of content-related words and a realization that many content words have multiple meanings associated with them. Students with strong oral language skills may be able to navigate through the different meanings of some words without much effort. However, students with limited English language proficiency and minimal vocabulary knowledge may be less likely to disambiguate the meanings of words. This is why it is important that teachers have a way to call students' attention to words in the lesson that have ambiguous meanings, and that students have a chance to explore the nuances of words in contexts within and outside of the lessons.

### **Syntactic Awareness Activities**

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Syntactic Awareness Activities call students' attention to sentence structure. During the early elementary grades, students are not expected to read or write lengthy sentences, but might be able to produce complex sentences in spoken language when given adequate prompting and support. Syntactic Awareness Activities support students' awareness of the structure of written language, relationships between words, and grammar. Developing students' oral language through syntactic awareness provides a solid foundation for written language development in the later elementary grades and beyond.

### **Vocabulary Instructional Activities**

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Vocabulary Instructional Activities are included to build students' general academic, or Tier 2, vocabulary. These words are salient because they appear across content areas and in a variety of written texts. Vocabulary Instructional Activities support students' learning of Tier 2 words, and deepen their knowledge of academic words and the connections of

these words to other words and concepts. The vocabulary knowledge students possess is intricately connected to reading comprehension, as well as the ability to access background knowledge, express ideas, communicate effectively, and learn about new concepts.

## ***English Language Learners and Students with Disabilities***

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The *Supplemental Guide* assists education professionals who serve students with limited English language skills or students with limited home-literacy experience, which may include English Language Learners (ELLs) and students with special needs. Although the use of this guide is not limited to teachers of ELLs and/or students with special needs, the following provides a brief explanation of these learners and the challenges they may face in the classroom. Further, it outlines teaching strategies that address those challenges.

### **English Language Learners**

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The *Supplemental Guide* is designed to facilitate the academic oral language development necessary for English Language Learners (ELLs) to fully participate in the read-alouds and activities in the *Tell It Again! Read-Aloud Anthology*, and to strengthen ELLs' understanding of the core content presented in the Anthologies.

When teaching ELLs, it is important to keep in mind that they are a heterogeneous group from a variety of social backgrounds and at different stages in their language development. There may be some ELLs who do not speak any English and have little experience in a formal education setting. There may be some ELLs who seem fluent in conversational English but do not have the academic language proficiency to participate in classroom discussions about academic content. The following is a chart showing the basic stages of second language acquisition; proper expectations for student behavior and performance; and accommodations and support strategies for each stage. Please note that ELLs may have extensive language skills in their first language, and that they advance to the next stage at various rates depending on their acculturation, motivation, and prior experiences in an educational setting.

Language Development Stage	Comprehension and Production	Accommodations and Support Strategies
<b>Entering</b>	<ul style="list-style-type: none"> <li>• Produces little or no English</li> <li>• Responds in nonverbal ways</li> <li>• Has a minimal receptive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use predictable phrases for set routines</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use gestures (e.g., point, nod) to indicate comprehension</li> <li>• Use lessons that build receptive and productive vocabulary, using illustrated pre-taught words</li> <li>• Use pre-taught words to complete sentence starters</li> <li>• Use simply stated questions that require simple nonverbal responses (e.g., “Show me . . . ,” “Circle the . . . ”)</li> <li>• Use normal intonation, emphasize key words, and frequent checks for understanding</li> <li>• Model oral language and practice formulaic expressions</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>
<b>Emerging (Beginner)</b>	<ul style="list-style-type: none"> <li>• Responds with basic phrases</li> <li>• Includes frequent, long pauses when speaking</li> <li>• Has basic level of English vocabulary (common words and phrases)</li> </ul>	<ul style="list-style-type: none"> <li>• Use repetition, gestures, and visual aids to facilitate comprehension and students’ responses</li> <li>• Use manipulatives, visuals, realia, props</li> <li>• Use small-group activities</li> <li>• Use lessons that expand receptive and expressive vocabulary, especially Tier 2 vocabulary</li> <li>• Use illustrated core vocabulary words</li> <li>• Use pre-identified words to complete cloze sentences</li> <li>• Use increasingly more difficult question types as students’ receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• Questions that require short answers</li> <li>• Open-ended questions to encourage expressive responses</li> </ul> </li> <li>• Allow for longer processing time and for participation to be voluntary</li> <li>• Pair with another ELL who is more advanced in oral language skills for activities and discussions focused on the English language</li> <li>• Pair with same-language peers for activities and discussions focused on content</li> </ul>

<b>Transitioning (Intermediate)</b>	<ul style="list-style-type: none"> <li>• Speaks in simple sentences</li> <li>• Uses newly learned words appropriately</li> <li>• With appropriate scaffolding, able to understand and produce narratives</li> <li>• Has a much larger receptive than expressive vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Use more complex stories and books</li> <li>• Continue to focus on Tier 2 vocabulary</li> <li>• Introduce academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use increasingly difficult question types as students' receptive and expressive language skills improve: <ul style="list-style-type: none"> <li>• Questions that require short sentence answers</li> <li>• <i>Why</i> and <i>how</i> questions</li> <li>• Questions that check for literal and abstract comprehension</li> </ul> </li> <li>• Provide some extra time to respond</li> <li>• Pair with high-level English speakers for activities and discussions focused on the English language</li> </ul>
<b>Expanding (Advanced)</b>	<ul style="list-style-type: none"> <li>• Engages in conversations</li> <li>• Produces connected narrative</li> <li>• Shows good comprehension</li> <li>• Has and uses expanded vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Continue work with academic terms (e.g., making predictions and inferences, figurative language)</li> <li>• Use graphic organizers</li> <li>• Use questions that require opinion, judgment, and explanation</li> <li>• Pair with native English speakers</li> </ul>
<b>Commanding (Proficient)</b>	<ul style="list-style-type: none"> <li>• Uses English that nearly approximates the language of native speakers</li> <li>• Can maintain a two-way conversation</li> <li>• Uses more complex grammatical structures, such as conditionals and complex sentences.</li> <li>• Has and uses an enriched vocabulary in English</li> </ul>	<ul style="list-style-type: none"> <li>• Build high-level/academic language</li> <li>• Expand figurative language (e.g., by using metaphors and idioms)</li> <li>• Use questions that require inference and evaluation</li> <li>• Pair with students who have a variety of skills and language proficiencies</li> </ul>

(Adapted from Hirsch and Wiggins 2009, 362–364; New York Department of Education 2013; Smyk et al. 2013)

## Students with Disabilities and Students with Special Needs

Students with disabilities (SWDs) have unique learning needs that require accommodations and modifications to the general education curriculum. When using the *Supplemental Guide* with SWDs and students with special needs, it is important to consider instructional accommodations, tools, strategies, and Universal Design for Learning (UDL) Principles, which promote learning for all students through the use of multiple forms of representation, expression, and engagement (Hall, Strangman, and Meyer 2003).

### ***Pacing***

Pacing is the purposeful increase or decrease in the speed of instruction. Educators can break lessons into manageable chunks depending on the needs of the class, and then follow each portion of the lesson with a brief review or discussion. This format of instruction ensures that students are not inundated with information. Additionally, you may want to allow students to move around the room for brief periods during natural transition points. When waiting for students to respond, allow at least three seconds of uninterrupted wait time to increase correctness of responses, response rates, and level of thinking (Stahl 1990).

### ***Goals and Expectations***

Make sure that students know the purpose and desired outcome of each activity. Have students articulate their own learning goals for the lesson. Provide model examples of desired end-products. Use positive verbal praise, self-regulation charts, and redirection to reinforce appropriate ways for students to participate and behave.

### ***Directions***

Provide reminders about classroom rules and routines whenever appropriate. You may assign a partner to help clarify directions. When necessary, model each step of an activity's instructions. Offering explicit directions, procedures, and guidelines for completing tasks can enhance student understanding. For example, large assignments can be delivered in smaller segments to increase comprehension and completion (Franzone 2009).

### ***Instruction Format and Grouping***

Use multiple instruction formats (e.g., small-group instruction, individual work, collaborative learning, and hands-on instruction). Be sure to group students in logical and flexible ways that support learning.

### ***Instructional Strategies***

The following evidence-based strategies can assist students with disabilities in learning content (Scruggs et al. 2010):

- **Mnemonic strategies** are patterns of letters and sounds related to ideas that enhance the retention and recall of information. They can be used as a tool to encode information.
- **Spatial organizers** assist student understanding and recall of information using charts, diagrams, graphs, and/or other graphic organizers.

- **Peer mediation**, such as peer tutoring and cooperative learning groups, can assist in assignment completion and enhance collaboration within the classroom.
- **Hands-on learning** offers students opportunities to gain understanding of material by completing experiments and hands-on activities that reinforce content.
- **Explicit instruction** utilizes clear and direct teaching using small steps, guided and independent practice, and explicit feedback.
- **Visual strategies** (e.g., picture/written schedules, story maps, task analyses, etc.) represent content in a concrete manner to increase focus, communication, and expression (Rao and Gagie 2006).

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# Alignment Chart for Columbus and the Pilgrims: Supplemental Guide

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.















## Alignment Chart for Columbus and the Pilgrims: Supplemental Guide

### Lesson

	1	2	3	4	5
<b>Core Content Objectives</b>					
Identify the continents of Europe, Africa, Asia, North America, and South America	✓		✓	✓	
Explain why Europeans wanted to travel to Asia	✓				
Identify King Ferdinand and Queen Isabella of Spain	✓		✓		
Recall that 1492 was the year of Columbus's first voyage to America		✓	✓		
Recall the names of Columbus's three ships: <i>Niña</i> , <i>Pinta</i> , and <i>Santa María</i>		✓	✓		
Explain that Columbus's journey was very long and difficult		✓			
Explain why Columbus called the inhabitants of the place he landed <i>Indians</i>			✓		
Describe why we remember Columbus on Columbus Day			✓		
Explain why Europeans eventually thought Columbus had discovered a New World			✓		
Explain that native people were already living on the continent where Columbus's ships landed			✓		
Identify the reasons the Pilgrims left England				✓	
Describe the Pilgrims' voyage on the <i>Mayflower</i>				✓	
Explain the significance of Plymouth Rock					✓
Describe the Pilgrims' first interaction with the Wampanoag					✓
Describe the Pilgrims' first year in America					✓
Describe the first Thanksgiving Day celebration					✓
<b>Reading Standards for Informational Text: Kindergarten</b>					
<b>Key Ideas and Details</b>					
<b>STD RI.K.1</b>	With prompting and support, ask and answer questions about key details in a text.				
<b>CKLA Goal(s)</b>	With prompting and support, ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> ) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud	✓			
	Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering <i>why</i> questions that require recognizing cause/effect relationships	✓			





**Alignment Chart for  
Columbus and the Pilgrims: Supplemental Guide**

**Lesson**

Alignment Chart for Columbus and the Pilgrims: Supplemental Guide		1	2	3	4	5
Craft and Structure						
STD RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.					
CKLA Goal(s)	With prompting and support, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions					
STD RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.					
CKLA Goal(s)	With prompting and support, describe the role of an author and illustrator in a nonfiction/informational text					
Integration of Knowledge and Ideas						
STD RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).					
CKLA Goal(s)	With prompting and support, describe illustrations from a nonfiction/informational read-aloud, using the illustrations to check and support comprehension of the read-aloud					
STD RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.					
CKLA Goal(s)	With prompting and support, identify the reasons or facts an author gives to support points in a nonfiction/informational read-aloud					
STD RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).					
CKLA Goal(s)	With prompting and support, compare and contrast similarities and differences within a single nonfiction/informational read-aloud or between two or more nonfiction/informational read-alouds					
Range of Reading and Level of Text Complexity						
STD RI.K.10	Actively engage in group reading activities with purpose and understanding.					
CKLA Goal(s)	Actively engage in nonfiction/informational read-alouds					
Writing Standards: Kindergarten						
Text Types and Purposes						
STD W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.					
CKLA Goal(s)	Use a combination of drawing, dictating, and writing to present information from a nonfiction/informational read-aloud, naming the topic and supplying some details					




**Alignment Chart for  
Columbus and the Pilgrims: Supplemental Guide**

**Lesson**

Alignment Chart for Columbus and the Pilgrims: Supplemental Guide		1	2	3	4	5
Research to Build and Present Knowledge						
STD W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.					
CKLA Goal(s)	With assistance, categorize and organize facts and information within a given domain to answer questions	✓		✓	✓	✓
Speaking and Listening Standards: Kindergarten						
Comprehension and Collaboration						
STD SL.K.1	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups.					
STD SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).					
CKLA Goal(s)	Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.					
STD SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.					
CKLA Goal(s)	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud					
Presentation of Knowledge and Ideas						
STD SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.					
CKLA Goal(s)	Add drawings or other visual displays to descriptions as desired to provide additional detail					
Language Standards: Kindergarten						
Conventions of Standard English						
STD L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.					
STD L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what where, when, why, how</i> ).					
CKLA Goal(s)	Ask questions beginning with <i>who, what, where, when, why, or how</i>	✓		✓	✓	✓
STD L.K.1f	Produce and expand complete sentences in shared language.					
CKLA Goal(s)	Answer questions orally in complete sentences					
	Produce and expand complete sentences in shared language	✓		✓	✓	✓

**Alignment Chart for  
Columbus and the Pilgrims: Supplemental Guide**

**Lesson**

Alignment Chart for <i>Columbus and the Pilgrims: Supplemental Guide</i>		1	2	3	4	5
Vocabulary Acquisition and Use						
STD L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.					
STD L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ).					
CKLA Goal(s)	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> )					
STD L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.					
STD L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).					
CKLA Goal(s)	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)				✓	✓
STD L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).					
CKLA Goal(s)	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )					
STD L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					
CKLA Goal(s)	Use words and phrases acquired through conversations, being read to, and responding to texts					



These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Columbus and the Pilgrims

## Supplemental Guide Introduction

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This introduction includes the necessary background information to be used in teaching the *Columbus and the Pilgrims* domain. The *Supplemental Guide for Columbus and the Pilgrims* contains five lessons.

### **Lesson Structure**

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#### **Lessons 1 and 3–5**

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##### ***First Instructional Day***

On the first instructional day, Parts A and B of the lesson (50 minutes total) are to be covered at different intervals during the day. Part A (35 minutes) includes the following:

- Introducing the Lesson
- Presenting the Read-Aloud
- Discussing the Read-Aloud

If necessary, Part A can be divided into two sessions: 15 minutes for Introducing the Read-Aloud up to Purpose for Listening; and 20 minutes for Purpose for Listening, Presenting the Read-Aloud, and Discussing the Read-Aloud.

Later in the day, you can take 15 minutes to cover Part B, which includes the activities unique to the *Supplemental Guide*:

- Multiple Meaning Word Activity
- Syntactic Awareness Activity
- Vocabulary Instructional Activity

Each activity may take up to 5 minutes to complete. The Multiple Meaning Word Activity helps students to determine and clarify the different meanings of a particular word. The Syntactic Awareness Activity calls students' attention to sentence structure, word order, and grammar. The Vocabulary Instructional Activity focuses on building students' general academic, or Tier 2, vocabulary. Part B concludes with an interim assessment opportunity called an End-of-Lesson Check-In. This is a dual opportunity for the teacher to 1) focus on a select group of students

to directly assess the students' language and content knowledge in a low-stress environment; and 2) gauge which students may be in need of additional language or content support.

### ***Second Instructional Day***

On the second instructional day, Parts C and D of the lesson (50 minutes total) are to be covered at different intervals during the day. Part C (35 minutes) includes:

- Reviewing the Read-Aloud
- Presenting the Read-Aloud or Interactive Read-Aloud
- Discussing the Read-Aloud

If necessary, Part C can be divided into two sessions: 10 minutes for Reviewing the Read-Aloud up to Purpose for Listening; and 25 minutes for Purpose for Listening, Presenting the Interactive Read-Aloud, and Discussing the Read-Aloud.

Later in the day, you can take 15 minutes to cover Part D, which includes extension activities similar to those of the related lesson in the *Tell It Again! Read-Aloud Anthology for Columbus and the Pilgrims*.

## **Lesson 2**

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Please note that Lesson 2 is one instructional day with content-related Extension activities.

This domain includes a Pausing Point following Lesson 3 at the end of the section on Columbus. At the end of the domain, a Domain Review, a Domain Assessment, and Culminating Activities are included to allow time to review, reinforce, assess, and remediate content knowledge. **You should spend no more than thirteen days total on this domain.**



Week One: Read-Aloud Anthology				
Day 1 #	Day 2 #	Day 3 #	Day 4 #	Day 5 #
Lesson 1A: “The Spice Seekers” (35 min.)	Lesson 2A: “Ferdinand and Isabella” (35 min.)	Lesson 3A: “1492” (35 min.)	Lesson 4A: “Not the Indies” (35 min.)	Lesson 5A: “Further Adventures of Columbus” (35 min.)
Lesson 1B: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: Extensions (15 min.)	Lesson 4B: Extensions (15 min.)	Lesson 5B: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week One: Supplemental Guide				
Day 1 ⑩ #	Day 2 #	Day 3 #	Day 4 ⑩ #	Day 5 #
Lesson 1A: “The Spice Seekers” (Day 1 of 2) (35 min.)	Lesson 1C: “The Spice Seekers” (Day 2 of 2) (35 min.)	Lesson 2A: “1492” (35 min.)	Lesson 3A: “Not the Indies” (Day 1 of 2) (35 min.)	Lesson 3C: “Not the Indies” (Day 2 of 2) (35 min.)
Lesson 1B: SG Activities (15 min.)	Lesson 1D: Extensions (15 min.)	Lesson 2B: Extensions (15 min.)	Lesson 3B: SG Activities (15 min.)	Lesson 3D: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Two: Read-Aloud Anthology				
Day 6 ⑩	Day 7 #	Day 8 #	Day 9	Day 10
Pausing Point (50 min.)	Lesson 6A: “Colonies in Native American Lands” (35 min.)	Lesson 7A: “The Voyage of the <i>Mayflower</i> ” (35 min.)	Lesson 8A: “The Wampanoag” (35 min.)	Lesson 9A: “Thanksgiving” (35 min.)
	Lesson 6B: Extensions (15 min.)	Lesson 7B: Extensions (15 min.)	Lesson 8B: Extensions (15 min.)	Lesson 9B: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)
Week Two: Supplemental Guide				
Day 6 ⑩	Day 7 ⑩ #	Day 8 #	Day 9 ⑩ #	Day 10 #
Pausing Point (50 min.)	Lesson 4A: “The Voyage of the <i>Mayflower</i> ” (Day 1 of 2) (35 min.)	Lesson 4C: “The Voyage of the <i>Mayflower</i> ” (Day 2 of 2) (35 min.)	Lesson 5A: “The First Thanksgiving” (Day 1 of 2) (35 min.)	Lesson 5C: “The First Thanksgiving” (Day 2 of 2) (35 min.)
	Lesson 4B: SG Activities (15 min.)	Lesson 4D: Extensions (15 min.)	Lesson 5B: SG Activities (15 min.)	Lesson 5D: Extensions (15 min.)
(50 min.)	(50 min.)	(50 min.)	(50 min.)	(50 min.)

Week Three		
Day 11	Day 12 ⑩	Day 13 #
Domain Review (50 min.)	Domain Assessment (50 min.)	Culminating Activities (50 min.)
(50 min.)	(50 min.)	(50 min.)

⑩ Lessons include Student Performance Task Assessments.

# Lessons require advance preparation and/or additional materials; please plan ahead.

**Note:** Use this chart to see how lessons in the *Tell It Again! Read-Aloud Anthology for Columbus and the Pilgrims* correlate with the lessons in the *Supplemental Guide*.

Lesson Match-Up for <i>Columbus and the Pilgrims</i>	
Anthology	Supplemental Guide
Lesson 1: The Spice Seekers	Lesson 1: The Spice Seekers
Lesson 2: Ferdinand and Isabella	Lesson 1: The Spice Seekers
Lesson 3: 1492	Lesson 2: 1492
Lesson 4: Not the Indies	Lesson 3: Not the Indies
Lesson 5: Further Adventures of Christopher Columbus	Lesson 3: Not the Indies
Lesson 6: Colonies in Native American Lands	Lesson 4: The Voyage of the <i>Mayflower</i>
Lesson 7: The Voyage of the <i>Mayflower</i>	Lesson 4: The Voyage of the <i>Mayflower</i>
Lesson 8: The Wampanoag	Lesson 5: The First Thanksgiving
Lesson 9: Thanksgiving	Lesson 5: The First Thanksgiving

## Lesson Implementation

It is important to note that the interactive activities in the *Supplemental Guide* count on the teacher as the “ideal reader” to lead discussions, model proper language use, and facilitate interactions among student partners.

It is highly recommended that teachers preview the read-aloud, Flip Book images, and comprehension questions to determine when to pause during the read-aloud and ask guiding questions. To check for understanding—especially before a difficult point is to be presented—you might say, “While we are reading this part of the read-aloud, I want you to think about . . .,” or you could ask supplementary questions, such as Who/What/When/Where/Why literal questions.

### Student Grouping

Teachers are encouraged to assign partner pairs prior to beginning a domain, and partners should remain together for the duration of the domain. If possible, English Language Learners should be paired with native English speakers, and students who have limited English oral language skills should be paired with students who have strong English language skills. Keep in mind that in some instances beginning English Language Learners would benefit from being in a group of three. Also, pairing an older student or an adult volunteer with a student who has a

disability may prove to be an advantage for that student. Partnering in this way promotes a social environment where all students engage in collaborative talk and learn from one another.

In addition, there are various opportunities where students of the same home-language work together, fostering their first-language use and existing knowledge to construct deeper meanings about new information.

## Graphic Organizers and Domain-Wide Activities

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Several different organizers and domain-wide activities are included to aid students in their learning of the content in the *Columbus and the Pilgrims* domain.

- **Songs and Chants for *Columbus and the Pilgrims***—Use the Song and Chant for Columbus (Instructional Master 1C-1) to help students remember content from Lessons 1 through 3. This song can be sung to the familiar tune of “If You’re Happy and You Know It.” Use the Song and Chant for the Pilgrims (Instructional Master 4C-1) to help students remember content from Lessons 3 and 4. This song can be sung to the familiar tune of “I’m a Little Teapot.”
- ***My Travel Journal***—The writing project for this domain is an informational text journal. Students will create one for Columbus and another for the Pilgrims. Instructional Masters are provided for each page of the journal. Students will show their understanding of a lesson on a designated *My Travel Journal* page and will present their journal pages to their partners or home-language peers. Students can make a cover page for their journals during the Pausing Point and Culminating Activities.
- **Using a Globe and World Map**—A main focus of this domain is to strengthen students’ concept of world geography by working with a globe and a world map. In every lesson, students will be shown or will be asked to show several continents, including Europe, Asia, Africa, and North America. It is recommended that each small group has access to a globe. The classroom should have a large world map on the wall, where it is easily accessible.
- **Using Cardinal Directions**—Students will use cardinal directions as they discuss the different routes taken to the Indies and various locations in this domain. Several Instructional Masters are provided to help students understand and remember north, south, east, and west (Instructional Masters 1C-2: student copy of a compass rose; PP-4: cardinal directions with the *Santa Maria*; DR-1: cardinal directions with

the *Mayflower*). There are additional activities in the Pausing Point and Domain Review for students to practice using cardinal directions.

- Somebody Wanted But So Then Chart—There are two opportunities for the class to fill in a SWBST Chart in Part C (the Interactive Read-Aloud) of Lesson 1.
- Wh-Question Chart—There are two opportunities for the class to fill in a Wh-Question Chart in Part C (the Interactive Read-Aloud) of Lesson 5.

## Anchor Focus in Columbus and the Pilgrims

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This chart highlights two Common Core State Standards and relevant academic language associated with the activities in this domain.

Anchor Focus	CCSS	Description of Focus and Relevant Academic Language
Writing	W.K.2	<i>My Travel Journal</i> : Informative/explanatory text: <i>draw, dictate, label, share, name the topic, describe</i>
Language	L.K.1d	Understand and use question words (e.g., <i>who, what, where, when</i> and <i>why</i> )

## Domain Components

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Along with this *Supplemental Guide*, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *Columbus and the Pilgrims*
- *Tell It Again! Image Cards* for *Columbus and the Pilgrims*
- *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims* for reference

\*The *Tell It Again! Multiple Meaning Word Posters* for *Columbus and the Pilgrims* are found at the back of the *Tell It Again! Flip Book*.

Recommended Resource:

*Core Knowledge Kindergarten Teacher Handbook*, edited by E.D. Hirsch, Jr., and Souzanne A. Wright (Core Knowledge Foundation, 2004)  
ISBN: 978-1890517694

## ***Why Columbus and the Pilgrims Are Important***

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This domain will introduce students to two important topics in the history of the United States: the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The progression of American history moves naturally from the land and its first inhabitants to Columbus and the Pilgrims, so it is recommended that the *Native Americans* domain be taught prior to *Columbus and the Pilgrims*.

The read-alouds stress the similarities between the voyages of Columbus and the Pilgrims (how small the ships were, how long the journey was, and how they both led to interactions between Europeans and Native Americans). In addition, the read-alouds emphasize the motives that prompted both Columbus's and the Pilgrims' voyages. (gold and spices for Columbus; freedom for the Pilgrims) Though these similarities between Columbus and the Pilgrims are stressed, be sure to make explicit that they are two quite separate chapters in American history and that Columbus and the Pilgrims were never together. This domain also reinforces basic geography concepts, including the locations of the different continents as well as cardinal directions.

The topics of *Columbus and the Pilgrims*, including Thanksgiving, are important because they touch on fundamental issues of the nation's founding—how Europeans learned about the Western Hemisphere, how the nation was settled by Europeans with a strong desire for religious freedom, and why the colonies struggled with their dependency on Great Britain. Along with these basic ideas, students will examine why it was not correct to call the people that Columbus met *Indians*, or to call the land he reached *India*, and why the New World was new only to Europeans.

Throughout this domain, students will be learning core content information through the pedagogical technique of song lyrics. These lyrics will be sung to familiar, child-friendly tunes such as “If You’re Happy and You Know It” and “I’m a Little Teapot.” These songs are not intended to in any way diminish the seriousness of the topics being taught. Rather, they are intended to facilitate students’ ability to learn key concepts in the read-alouds.

# Core Vocabulary for Columbus and the Pilgrims

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The following list contains all of the core vocabulary words in *Columbus and the Pilgrims* in the forms in which they appear in the domain. These words appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. In the read-alouds. All instances where core vocabulary is used are boldfaced to make apparent the context in which core vocabulary appears and to provide a quick way for teachers to identify these words. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure throughout the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

Lesson 1	Lesson 3	Lesson 5
adventures	ashamed	celebration
convince	courage	chief
fleet	discovered	crops
journey	empire	fascinated
navigators	explore	harvest
ships	governor	legend
spices	island	store
travelers	native	survival
treasures	Lesson 4	tribe
victorious	cargo	wisdom
Lesson 2	colonies	
crew	destination	
expedition	disappointed	
rulers	explorers	
shore	glory	
	overboard	
	passenger	
	religion	
	refused	

In addition to this core vocabulary list, every lesson includes its own tiered Vocabulary Chart categorized according to the model for conceptualizing words presented by Beck, McKeown, and Kucan (2008). Words in this chart either appear several times in the read-aloud or are words and phrases that support broader language growth, which is crucial to the English language development of young students. Most words on the chart are part of the *General Service List of English Words* (West 1953) or part of the Dale-Chall (1995) list of 3000 familiar words known by fourth grade. Moreover, a conscious effort has been made to include words from the *Primary Priority Words* list according to Biemiller's (2010) *Words Worth Teaching*. The words on the Vocabulary Chart are not meant to be exhaustive, and teachers are encouraged to add additional words they feel would best serve their group of students.

Vocabulary Chart for The Spice Seekers			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Africa Asia Constantinople Europe explorer gold/silk/ <b>spices</b> <i>Indies</i> <b>navigators</b> perfume Spain	<b>convince*</b> east/west excited <b>fleet</b> <b>journey*</b> route* <b>treasures</b> <b>victorious</b>	<b>adventures</b> clothes cousin king map ocean queen <b>travelers</b> uncle
<b>Multiple Meaning</b>			<b>ships</b> <u>trips</u>
<b>Phrases</b>	Atlantic Ocean Christopher Columbus King Ferdinand Queen Isabella		
<b>Cognates</b>	África Asia Constantinopla Europa explorador(a) <b>especia</b> <b>navegante</b> perfume España el océano Atlántico Cristóbal Colón	<b>convencer*</b> este/oeste rehusar ruta <b>tesoro</b> <b>victorioso(a)</b>	<b>aventura</b> mapa océano



## References

1. Beck, Isabel L., Margaret G. McKeown, and Linda Kucan. *Creating robust vocabulary: Frequently asked questions and extended examples*. New York, NY: Guilford, 2008.
2. Biemiller, Andrew. *Words Worth Teaching*. Columbus: SRA/McGraw-Hill, 2010.
3. Dale, Edgar, and Jeanne Chall. *Readability Revisited: The New Dale-Chall Readability Formula*, 1995.
4. West, Michael. *A General Service List of English Words*. London: Longman, Green and Co., 1953.

## Comprehension Questions

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In the *Supplemental Guide for Columbus and the Pilgrims*, there are three types of comprehension questions. *Literal* questions assess students' recall of key details from the read-aloud; these questions are text dependent, requiring students to paraphrase and/or refer back to the portion of the read-aloud in which the specific answer to the question is provided. These questions generally address Reading Standards for Literature 1 (RL.K.1) and Reading Standards for Informational Text 1 (RI.K.1).

*Inferential* questions ask students to infer information from the text and to think critically; these questions are also text dependent, but require students to paraphrase and/or refer back to the different portions of the read-aloud that provide information leading to and supporting the inference they are making. These questions generally address Reading Standards for Literature 2–4 (RL.K.2–RL.K.4) and Reading Standards for Informational Text 2–4 (RI.K.2–RI.K.4).

*Evaluative* questions ask students to build upon what they have learned from the text using analytical and application skills; these questions are also text dependent, but require students to paraphrase and/or refer back to the portion(s) of the read-aloud that substantiate the argument they are making or the opinion they are offering. *Evaluative* questions might ask students to describe how reasons or facts support specific points in a read-aloud, which addresses Reading Standards for Informational Text 8 (RI.K.8). *Evaluative* questions might also ask students to compare and contrast information presented within a read-aloud or between two or more read-alouds, addressing Reading Standards for Literature 9 (RL.K.9) and Reading Standards for Informational Text 9 (RI.K.9).

The *Supplemental Guides* include complex texts, thus preparing students in these early years for the increased vocabulary and syntax demands that aligned texts will present in later grades. As all of the readings incorporate a variety of illustrations, Reading Standards for Literature 7 (RL.K.7) and Reading Standards for Informational Text 7 (RI.K.7) are addressed as well.

## ***Student Performance Task Assessments***

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In the *Supplemental Guide for Columbus and the Pilgrims*, there are numerous opportunities to assess students' learning ranging from informal observation, such as the End-of-Lesson Check-In and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified with this icon: ⑩. There is also an end-of-domain summative assessment. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each SPTA into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## ***Above and Beyond***

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In the *Supplemental Guide for Columbus and the Pilgrims*, there are numerous opportunities in the lessons and in the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are labeled “Above and Beyond” and are identified with this icon: ↗.

## ***Supplemental Guide***

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The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters; Syntactic Awareness Activities; and Vocabulary Instructional Activities. Several multiple-meaning words in the read-alouds are underlined. These activities afford all students additional opportunities to acquire a richer understanding of the English language. *Supplemental Guide* activities are identified with this icon: ↔.

## Recommended Resources for Columbus and the Pilgrims

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### Trade Book List

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The *Supplemental Guide* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from the list below to reinforce domain concepts through the use of authentic literature. In addition, teachers should consider other times throughout the day when they might infuse authentic domain-related literature.

If you recommend that families read aloud with their child each night, you may wish to suggest that they choose titles from this trade book list to reinforce the domain concepts. You might also consider creating a classroom lending library, allowing students to borrow domain-related books to read at home with their families.

1. *The Children of the Morning Light: Wampanoag Tales as Told By Manitonquat*, by Manitonquat and illustrated by Mary F. Arquette (Simon & Schuster Children's Publishing, 1994) ISBN 978-0027659054
2. *Christopher Columbus*, by Mary Dodson Wade (Children's Press, 2003) ISBN 0516277693
3. *Encounter*, by Jane Yolen and illustrated by David Shannon (Sandpiper, 1996) ISBN 978-0152013899
4. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050026
5. *Follow the Dream: The Story of Christopher Columbus*, by Peter Sis (Knopf, 2003) ISBN 0679806288
6. *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp and illustrated by Edwin Printup, Jr. (Lee and Low Books, 1997) ISBN 1880000547
7. *Giving Thanks: The 1621 Harvest Feast*, by Kate Waters and photographed by Russ Kendall (Scholastic, 2001) ISBN 0439243955
8. *The Golden Flower: A Taino Myth from Puerto Rico*, by Nina Jaffe and illustrated by Enrique O. Sanchez (Piñata Books, 2005) ISBN 978-1558854529

9. *If You Sailed on the Mayflower in 1620*, by Ann McGovern and illustrated by Anna DeVito (Scholastic, 1993) ISBN 0590451618
10. *In 1492*, by Jean Marzollo and illustrated by Steve Bjorkman (Scholastic, 1991) ISBN 0590444131
11. *Me on the Map*, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1998) ISBN 0517885573
12. *On the Mayflower*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1999) ISBN 0439099412
13. *People of the Breaking Day*, by Marcia Sewall (Aladdin, 1997) ISBN 978-0689816840
14. *A Picture Book of Christopher Columbus*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1992) ISBN 082340949X
15. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 0792266757
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern and illustrated by Elroy Freem (Scholastic Inc., 1993) ISBN 0590461885
17. *The Pilgrims' Thanksgiving from A to Z*, by Laura Crawford and illustrated by Judith Hierstein (Pelican Publishing Company, Inc., 2005) ISBN 1589802381
18. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590480537
19. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1993) ISBN 0590474006
20. *The Seven Continents*, by Wil Mara (Children's Press, 2005) ISBN 0516225340
21. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac and illustrated by Greg Shed (Sandpiper, 2007) ISBN 0152060448 [You will probably want to share this trade book in two sittings.]
22. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590202375

23. *Un Libro Ilustrado Sobre Cristobal Colon/Picture Book of Christopher Columbus (Spanish Edition)*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, Spanish Edition, 1992) ISBN 978-0823409907

## **Websites and Other Resources**

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### ***Student Resources***

1. **Columbus Quiz**  
<http://www.bbc.co.uk/schools/famouspeople/standard/columbus/game/index.shtml#focus>
2. **Continents Game**  
[http://www.softschools.com/social\\_studies/continents/map.jsp](http://www.softschools.com/social_studies/continents/map.jsp)
3. **Thanksgiving Slideshow**  
<http://www.scholastic.com/scholastic%5Fthanksgiving/feast/slideshow.htm>
4. **Thanksgiving Word Search**  
<http://puzzles.about.com/od/wordsearches/l/blthanks.htm>

### ***Teacher Resources***

1. **Christopher Columbus Video**  
<http://video.nationalgeographic.com/video/kids/history-kids/christopher-columbus-kids>
2. **King Ferdinand, Queen Isabella, and Christopher Columbus**  
<http://www.indepthinfo.com/columbus-christopher/ferdinand-and-isabella.htm>



# The Spice Seekers

# 1

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Identify the continents of Europe, Africa, and Asia
- ✓ Explain why Europeans wanted to travel to Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the role of an author and illustrator in a trade book about maps and geography (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud that show why the Europeans wanted to go to the Indies (RI.K.8)
- ✓ With prompting and support, compare and contrast the experiences of Giovanni and Columbus (RI.K.9)
- ✓ With assistance, compare and contrast the ways people traveled in the past and present on a T-Chart (W.K.8)
- ✓ With assistance, organize facts from the read-aloud onto Somebody Wanted But So Then Charts (W.K.8)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *trip*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*Indies*, *spices*, *journey*, *trip*, *convince*, and *route*—and their use (L.K.5c)

## Core Vocabulary

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**adventures, n.** Exciting experiences, often involving risk or danger

*Example:* I could not wait to start my adventures in the jungle.

*Variation(s):* adventure

**convince, v.** To cause someone to believe or accept something

*Example:* I was able to convince my mother to let me have dessert because I ate all my dinner.

*Variation(s):* convinces, convinced, convincing

**fleet, n.** A group of ships

*Example:* The fleet of ships sailed together to another country.

*Variation(s):* fleets

**journey, n.** A long trip or voyage from one place to another

*Example:* I once took a journey across America.

*Variation(s):* journeys

**navigators, n.** People who use knowledge and tools to plan the best route to travel

*Example:* My parents are both good navigators; they never get lost when they are driving.

*Variation(s):* navigator

**ships, n.** Large boats that sail on the sea

*Example:* The ships carried many things across the ocean.

*Variation(s):* ship

**spices, n.** Plant products used to flavor foods and drinks

*Example:* Cinnamon and nutmeg are spices used in pumpkin pie.

*Variation(s):* spice

**travelers, n.** People who go to places that are far from where they live

*Example:* I saw a lot of travelers at the airport today.

*Variation(s):* traveler

**treasures, n.** Valuable things, such as money or jewels

*Example:* The pirates were looking for hidden treasures.

*Variation(s):* treasure

**victorious, adj.** Having won or succeeded at something

*Example:* I ran the race and was victorious.

*Variation(s):* none

Vocabulary Chart for The Spice Seekers			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Africa Asia Constantinople Europe explorer gold/silk/ <b>spices</b> <i>Indies</i> <b>navigators</b> perfume Spain	<b>convince*</b> east/west excited <b>fleet</b> <b>journey*</b> route* <b>treasures</b> <b>victorious</b>	<b>adventures</b> clothes cousin king map ocean queen <b>travelers</b> uncle
<b>Multiple Meaning</b>			<b>ships</b> <u>trip</u>
<b>Phrases</b>	Atlantic Ocean Christopher Columbus King Ferdinand Queen Isabella		
<b>Cognates</b>	África Asia Constantinopla Europa explorador(a) <b>especia</b> <b>navegante</b> perfume España el océano Atlántico Cristóbal Colón	<b>convencer*</b> este/oeste rehusar ruta <b>tesoro</b> <b>victorioso(a)</b>	<b>aventura</b> mapa océano

## Image Sequence

This is the order in which Flip Book images will be shown for this read-aloud. Preview the order of Flip Book images before teaching this lesson. Please note that this image sequence includes images from two separate read-alouds in the *Tell It Again! Read-Aloud Anthology*.

1. 1A-2: Sofia and Giovanni
2. 1A-3: Caravan through the desert
3. 1A-5: Two children talking
4. 1A-4: Bandits in waiting




5. 1A-6: Land route closed
6. 1A-9: Map of the world in 1492
7. 2A-1: King at window
8. 1A-9: Map of the world in 1492
9. 2A-2: Columbus
10. 2A-3: Columbus shows the king a map
11. 2A-5: Columbus appeals to the king and queen



# The Spice Seekers

**1A**  
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	Domain Introduction	Image 3A-5; world map; globe; recording of ocean sounds; chart paper	15
	Timeline	yarn; index cards	
	Vocabulary Preview: Indies, Spices	Image 1A-8; world map; examples of different spices	
	Purpose for Listening	Images 1A-2 and 2A-5	
Presenting the Read-Aloud	The Spice Seekers	world map; globe; fake gold; silk; spices	10
Discussing the Read-Aloud	Lesson Review	Image 1A-9	10
	Word Work: Journey		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Trip	Poster 1M (Trip)	15
	Syntactic Awareness Activity: Asking Questions	Image 2A-5	
	Vocabulary Instructional Activity: Convince		
	End of Lesson Check-In	Image 2A-5	
Take-Home Material	Family Letter	Instructional Masters 1B-1–3	

## Advance Preparation

Set the scene for your students by showing them an image of the ocean and playing a recording of ocean sounds as they consider what it might be like to travel on the sea.

Prepare a two-column chart comparing how people traveled long, long ago (left column) to how people travel today (right column).

For Timeline, set up a timeline by using ten feet of colored yarn. Mark the yarn at one-foot increments. Make labels for 1400, 1500, 1600, 1700, 1800, 1900, 2000, and the current year on index cards. Label the beginning of the timeline, “1400” and place dated index cards one foot

from each other. Place the card for the current year a little to the right of 2000. Refer to this timeline anytime you mention a date in this domain. This will help students visualize how long ago Columbus's journey to North America was and how far apart the journeys of Columbus and the Pilgrims were.

For Vocabulary Preview, mark out the general vicinity of the Indies on a world map: India, Pakistan, Bangladesh, Indonesia, Thailand, Cambodia, Laos, Vietnam, Singapore, and Malaysia. Emphasize that the Indies is part of the continent of Asia. Keep referring to this part of the world map whenever the Indies is mentioned. **Note:** This was the area known as the "Indies" in Columbus's day. Today, the term *West Indies* refers to the islands of Southeast Asia, particularly those of the Malay Archipelago, which includes Indonesia.

Prepare several containers of spices for students to smell. Suggested spices include cinnamon, cassia, cardamom, ginger, turmeric, nutmeg, and black pepper. **Note:** Be sure to check with your school's policy regarding food distribution and allergies.

For Presenting the Read-Aloud, bring in examples of the treasures Europeans were seeking from East Asia: gold, silk, and spices. Cover up North America and South America on a globe to show that during Columbus's time, people did not know that these two continents existed. If possible, each small group should have their own globe to look at. Label the world map with the four cardinal directions: north, south, east, and west.

### ***Notes to Teacher***

This introductory lesson provides the groundwork for later lessons. Students will learn to use a world map and identify several continents (Europe, Asia, Africa) and the Atlantic Ocean. They will be introduced to cardinal directions as you talk about the routes to the Indies.

In addition, students will be introduced to the concept of a timeline and how to use a timeline to see how far apart events happened in time.



## Domain Introduction

### ◀ Show image 3A-5: Open ocean

- Ask students: “What is this a picture of?” (This is a picture of an ocean.)
- [Play a recording of ocean sounds.] Have students close their eyes and imagine what it might be like to travel on the ocean. What would they hear? What would they smell? How would they feel? Where would they be going? What are they travelling in? How would they know they are going in the right direction?

### Two-Column Chart

Long, Long Ago	Today

- Tell students that you are going to make a two-column chart showing the different ways people traveled long, long ago and the different ways people travel today. The left column lists how people traveled long ago. The right column shows how people travel today.

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

- Have partner pairs think of two things for each column: two ways people traveled long ago, and two ways people travel today.
- Call on each partner pair to share their answers. If there are repeated answers, acknowledge the repetition and put a tally next to it. If there is the same answer in both columns (e.g., walking, running, riding horses), put a star next to them.
- After each partner pair has had a turn to share their answer, lead the class in making observations about their chart (e.g., which answers came up the most, which answers are in both columns).
- Tell students that the people they will hear about in the read-alouds traveled by ship—or a large boat—long, long ago.

## Timeline

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- Show students the timeline you have prepared.
- Ask students for today's date. Point out the current year on the timeline (to the very right).
- Tell students that they will learn about the journeys—or trips—of Christopher Columbus. He took his journeys from Europe to the Americas long ago, in the 1400s. Point to the first year, 1400, on the timeline (to the very left). Point out that Columbus travelled over six-hundred years ago.
- [You may wish to count by 100s from 1400 to 2000 while pointing to the dates on the timeline.]

## Vocabulary Preview

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### *Indies*

1. You will learn that the Europeans wanted to go to the *Indies* to find treasures.
2. Say the word *Indies* with me three times.
3. [Show where the Indies is located on a world map. Name a few countries that were included in the Indies (e.g., India, Indonesia, Vietnam, Malaysia).]
4. The Indies include many, many islands. The Indies are a part of the continent of Asia.
5. [Point to Europe; then point to the Indies (in Asia).] Are the Indies close to Europe or far away from Europe? What are some ways people could travel from Europe to the Indies?

### *Spices*

#### ◀ **Show image 1A-8: Asian spices**

1. In today's read-aloud you will hear that people travelled to the Indies to get *spices*.
2. Say the word *spices* with me three times.
3. Spices are plant products that have a special smell or taste. Spices are used to flavor foods and drinks.
4. Pepper and cinnamon are common spices used in cooking.



5. [Pass around the different containers of spices for students to smell: cinnamon, cassia, cardamom, ginger, turmeric, nutmeg, and black pepper. Name the different spices. You may wish to take a quick tally of students' favorite spices.]



### Purpose for Listening

← **Show image 1A-2: Sofia and Giovanni**

Tell students that today's read-aloud takes place over five hundred years ago. Students will meet two make-believe characters: a young Italian boy named Giovanni (GEE-o-VAHN-ee) and his cousin Sofia. Giovanni is planning to take a long journey, or trip, to the Indies to buy spices (like the ones the students have just smelled).



← **Show image 2A-5: Columbus appeals to the king and queen**

Tell students that they will also meet three real characters: Christopher Columbus, King Ferdinand, and Queen Isabella. [Point to Columbus standing and pointing; point to King Ferdinand sitting and writing, and point to Queen Isabella on her throne sitting and listening.] Columbus also wants to take a journey to the Indies. Tell students to listen carefully to find out whether or not Giovanni and Columbus get to go on a trip to the Indies.

## Presenting the Read-Aloud

**10** minutes

### The Spice Seekers



← **Show image 1A-2: Sofia and Giovanni**

"Sofia! Sofia!" Giovanni (GEE-o-VAHN-ee) called out excitedly.

"Last night, Father told me that he and Uncle Gino are going to take me with them to the Indies!"

[Point to the area in Asia that was considered the Indies: India, Indonesia, Vietnam, Malaysia, the Philippines, etc.]



← **Show image 1A-3: Caravan through the desert**

"We are going to buy fragrant—good-smelling—**spices** such as pepper and cinnamon. These **spices** will make our food taste better and keep our food fresh for a longer time. We can even use some **spices** to make perfume that makes people smell good."



← **Show image 1A-5: Two children talking**

“And in the Indies,” Giovanni continued, “they have bright, beautiful silk cloth for making clothes. I will bring you back some beautiful cloth so you can make a dress to wear. And if I find gold there, we will be rich!”



← **Show image 1A-4: Bandits in waiting**

But Sofia was not **convinced** that the **journey** would be worth the risk and danger. “But Giovanni, everyone knows that going to the Indies is a long, dangerous **journey**! It will take years for you to travel to the Indies and back. Who will I play with while you are gone? And it will be a hard **journey**. You must walk or ride on the backs of mules and horses for many, many days. And I’ve heard of **travelers** who have run out of food and water in the middle of the desert. There are also bad men called bandits who steal from **travelers** who are far from home.”

[Point to the bandits lying in wait behind a wagon.]

“I do not want anything bad to happen to you, your father, or Uncle Gino.”

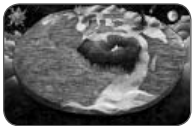
In her heart, Sofia prayed that they would not go.



← **Show image 1A-6: Land route closed**

Just a few days later, Giovanni sadly told his cousin, “We cannot go after all. Father has just learned that the people of Constantinople have decided not to let **travelers** go through their city anymore. They are blocking our passage—or way—to the Indies. The people of Constantinople want to get the gold, silk, and **spices** for themselves.”

Giovanni was upset, but Sofia was secretly glad that he would not try to make the dangerous **journey**.



← **Show image 1A-9: Map of the world in 1492**

All over Europe, people, especially the European kings and queens, wanted things they could get only from Asia.

[Point to the castle that designates Europe on the image. Point to the pagoda that signifies Asia on the image. In addition, show these two continents on a world map.]

But now the land route was closed—the road going through Constantinople was closed to **travelers** like Giovanni and his family. The road through Constantinople was also closed to the kings and queens of Europe.

[Point to the pinpoint for Constantinople on the map. Trace the land route that people from Europe could take through Constantinople into Asia.]



← **Show image 2A-1: King at window**

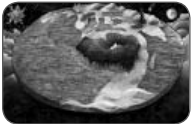
The kings and queens were rich and powerful, but they had no way of getting to the Indies by land. They had to think of another way to reach the Indies.

“Maybe we could send **ships**—or large boats,” thought the kings and queens. “We can find excellent sailors and brave explorers to sail to the Indies and fill our **ships** with wonderful **treasures** such as gold, silk, and **spices**, and then sail the **ships** back home.”

But a big question remained: how will the **ships** reach the Indies?

[Place a sticker on Europe and another on Asia. Remind students that the land route is closed. Ask students how travelers can go from Europe to Asia.]

In every European port, young **navigators** competed to lead **adventures** to Asia. The ones chosen to take the **journey** had to be smart, brave, and love **adventure**. Europeans had not sailed to the Indies before.



← **Show image 1A-9: Map of the world in 1492**

Most **navigators** planned to reach the Indies by sailing *south* in the Atlantic and east around the coast of Africa and up the other side to get to the Indies.

[Show this route going south and east on a world map.]

No one knew how far down the edge of Africa would be or how long it would take to sail up the other side of Africa to the Indies. No one knew if there were huge, hungry, sea monsters waiting to attack their **ships**. And no one knew whether the people they would meet along the way would be friendly. The kings and queens were looking for the best and bravest explorers.



← **Show image 2A-2: Columbus**



One of these explorers was a **navigator** from Italy named Christopher Columbus. What made Columbus stand out from the others was that he did not plan on reaching Asia by sailing south in the Atlantic and east around the coast of Africa.

[Show this route going south and east on a world map.]

He had a very different idea.

Christopher Columbus wanted to sail *west*, across the Atlantic Ocean, in order to reach the Indies.

[Show Columbus's proposed route west on a world map or globe.]



← **Show image 2A-3: Columbus shows the king a map**

Laying out his map, he tried to **convince** several kings and queens that his idea was a good one.

[Point to each European country as they are mentioned.]

Columbus could not **convince** the king of Portugal. Columbus could not **convince** the king of England. He could not even **convince** the king of his own country, Italy. He could only **convince** the king of Spain of his idea to sail west. But Spain was at war—fighting against another country—and had no time or money to give Columbus to make his trip.



← **Show image 2A-5: Columbus appeals to the king and queen**

Seven long years later, Columbus met again with King Ferdinand and Queen Isabella of Spain. This time he was hopeful because the Spanish war was over and the Spanish were **victorious**—they had won. Columbus hoped that the **victorious** king and queen would now have the time and money to help him.

Columbus walked into the fancy tent in which the king and queen were still living, for they had not even had time yet to move back into their palace. The royal couple sat upon thrones brought from their palace. They dined off plates made of silver, eating fine foods and drinking fine wine. Their many servants were there to take care of them.

[Ask students whether this reminds them of a saying from the *Kings and Queens* domain: “It’s good to be king.”]

The **victorious** King Ferdinand and Queen Isabella were too happy and proud to complain much about anything. They smiled as

Columbus bowed before them. They told Columbus to rise to his feet. “And now, Christopher Columbus,” said the queen, “let us talk about your plan of sailing west to the Indies . . .”

Columbus’s heart leaped within him—he was so happy and excited! The queen and the king gave Columbus money for the **journey** and put him in charge of a **fleet**—or group—of **ships**, and finally, he was going on an **adventure** in search for the **treasures** of the Indies in the east by sailing west!

## Discussing the Read-Aloud

10 minutes

### Lesson Review

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Who are the characters in today’s read-aloud?

- The characters in today’s read-aloud are Giovanni, Sofia, Christopher Columbus, King Ferdinand, and Queen Isabella. [Remind students that Giovanni and Sofia are make-believe characters and that Columbus, Ferdinand, and Isabella were real people.]

Do they live in today’s time? Show me evidence that they do not live in today’s time.

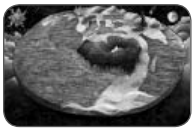
- They do not live in today’s time. [Accept accurate student responses for the second part of this question. Prompt students to locate evidence on various Flip Book images that show these characters were from the past. Answers may include that people only walked and rode on mules, there were many kings and queens, and images look like they are from the past.]

2. *Literal* To where do Giovanni and Columbus want to travel?

- They want to travel to the Indies.

3. *Literal* Why did people want to travel to the Indies?

- People wanted to travel to the Indies to get gold, spices, and silk.



← **Show image 1A-9: Map of the world in 1492**

4. *Inferential* What happened in the city of Constantinople? Was that a good thing or bad thing for people who wanted to travel from Europe to Asia?
  - The people of Constantinople decided not to let travelers go through their city anymore. This was a bad thing, for other people, because the land route to the Indies was blocked.
5. *Literal* [Use the image or a globe so that students can point out their answers.] Most navigators wanted to sail south and around the continent of Africa to get to the Indies on the continent of Asia. Who can show me this route?  
Columbus had a different idea. What was his idea? Who can show me his route?
6. *Literal* Which king and queen finally agreed to give Columbus money and ships for his trip to the Indies?
  - King Ferdinand and Queen Isabella from Spain gave Columbus money and ships for his trip.
7. *Inferential* Both Giovanni and Columbus wanted to take a trip to the Indies. Were they both able to take the trip? Who was not able to go? Who was able to go?
  - Giovanni was not able to go. Columbus was able to go.

Why wasn't Giovanni able to take the trip?

  - Giovanni wasn't able to take the trip because the land route through Constantinople was closed.

Why was Columbus able to take the trip?

  - Columbus was able to take the trip because King Ferdinand and Queen Isabella gave him money and ships to take the trip.

## Word Work: Journey

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1. In today's read-aloud you heard, "But Giovanni, everyone knows going to the Indies is a long, dangerous *journey*."
2. Say the word *journey* with me.
3. A journey is a long trip from one place to another.
4. The astronaut took a journey to the moon and back to Earth.
5. If you could take a journey to anywhere in the world or space, where would you like to go? Use the word *journey* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses: "I would like to take a journey to \_\_\_\_\_."]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to describe some types of trips people take. If the trip I describe sounds long, say, "That is a journey." If the trip sounds short, say, "That is a short trip."

1. sailing on a ship across the ocean from Europe to America
  - That is a journey.
2. walking across the street
  - That is a short trip.
3. riding on an airplane from North America to Asia
  - That is a journey.
4. walking across a large desert
  - That is a journey.
5. riding the bus to school
  - That is a short trip.
6. driving across many states in America
  - That is a journey.
7. going to the grocery store
  - That is a short trip.



**Complete Remainder of the Lesson Later in the Day**



# The Spice Seekers

1B

Day 1 of 2

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Trip*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 1M (Trip).] In the read-aloud you heard, “[The king and queen] had no time or money to give Columbus to make his trip.” In this sentence, *trip* means the act of traveling from one place to another place. Which picture shows this type of trip?
2. *To trip* also means to almost fall and stumble. Which picture shows this meaning of *trip*?
3. Now that we have gone over the different meanings for *trip*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “Robert’s family will take a trip to Brazil this summer.” And your partner should respond, “That’s number ‘1.’”

## ↔ Syntactic Awareness Activity

### Asking Questions

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their use. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentences.

#### **Wh– Question Word Reference Chart**

<b>Question Word</b>	<b>Explanation: I want to know the . . .</b>
<b>Who</b>	person or people
<b>What</b>	animal or thing; specific thing
<b>Where</b>	place, location, or position
<b>When</b>	time
<b>Why</b>	reason, explanation

Directions: Today we will make up questions using the question words *who*, *what*, *where*, *when*, and *why*. [Although this is an oral exercise, you may wish to write the five *Wh–* question words on the board followed by the rest of the question and ending with a question mark. Point out that students should use rising intonation at the beginning of their question and a falling intonation at the end of their question when they speak. Explain that question marks are used at the end of a question when they write.]



#### ◀ **Show image 2A-5: Columbus appeals to the king and queen**

1. Look at this painting, and think of a question that uses the question word *who* to ask your partner. Remember, we use the question word *who* when we ask about a person or people. [Call on several students to share their partner's question. Invite the rest of the class to answer.]
2. Think of a question that uses the question word *what* to ask your partner. Remember, we use the question word *what* when we ask about animals or things. For example, you could ask, "What is King Ferdinand writing on the paper?" [Call on several students to share their partner's question. Invite the rest of the class to answer.]
3. Think of a question that uses the question word *where* to ask your partner. Remember, we use the question word *where* when we ask about place. [Call on several students to share their partner's question. Invite the rest of the class to answer.]

4. Think of a question that uses the question word *when* to ask your partner. Remember, we use the question word *when* to ask about something related to time. For example, you could ask, “When was this painting made?” [Call on several students to share their partner’s question. Invite the rest of the class to answer.]
5. Think of a question that uses the question word *why* to ask your partner. Remember, we use the question word *why* when we ask about a reason. [Call on several students to share their partner’s question. Invite the rest of the class to answer.]
6. Let’s say the five *Wh*– question words together: *who*, *what*, *where*, *when*, and *why*.

## ⇒ Vocabulary Instructional Activity

### **Word Chart: Convince**

1. In the read-aloud you heard, “[Columbus] tried to *convince* several kings and queens that his idea was a good one.”
2. Say the word *convince* with me three times.
3. *To convince* someone means to cause that person to believe or agree with you.
4. Columbus could not convince the king of Italy to give him money and ships for his trip to the Indies.  
I was able to convince my mother to let me go outside and play because I finished all my homework.
5. Have you ever had to convince your mother or father to let you do something? Use the word *convince* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I had to convince my mother/father to let me . . .”]

Use a *Sharing* activity for follow-up. Directions: With your partner, think of ways you could convince the person to agree with you or let you do something.

- teacher: extra time for recess
- parents: have a movie night
- friend: come to your house for a playdate
- parents: let you take [art, music, martial arts] lessons
- parents: get a pet

## 10 End-of-Lesson Check-In

### *The Spice Seekers*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

Ask students the following questions to review the major points from today's lesson:

- On a world map, point to the continents of Europe, Africa, and Asia.
- What part of Asia did many people from Europe want to travel to? (the Indies)
- What kinds of treasure were in the Indies? (gold, spices, silk)



#### ← Show image 2A-5: Columbus appeals to the king and queen

- Who are the people in this painting? Can you point to Christopher Columbus, King Ferdinand, and Queen Isabella?
- What do you think they are they doing in this painting?

## **Take-Home Material**

### **Family Letter**


Send home Instructional Masters 1B-1–1B-3.





# The Spice Seekers

**1c**  
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Who Have We Met?	Images 1A-2, 2A-2, and 2A-5; world map	10
	Where Are We?	Image 1A-9; globe	
	Song and Chant	Image Cards 1 and 2; Instructional Master 1C-1; chart paper, writing tools; audio of children’s song, “If You’re Happy and You Know It”	
	Vocabulary Review: Indies, Spices	world map; examples of different spices	
	Purpose for Listening		
Presenting the Interactive Read-Aloud	The Spice Seekers	two large pieces of chart paper, chalkboard, or whiteboard to make two Somebody Wanted But So Then (SWBST) charts; writing tools	15
Discussing the Read-Aloud	Comprehension Questions	Timeline; world map; globe	10
	Word Work: Route	Instructional Master 1C-2; world map	
 Complete Remainder of the Lesson Later in the Day			
Extensions	My Travel Journal	Instructional Master 1D-1: Journal Page 1 (World Map), writing and drawing tools (red, green, yellow, blue crayons)	15
	Domain-Related Trade Book	Trade book suggestions: Items 11 and 20 from the trade book list (or another picture book about maps and geography)	

## Advance Preparation

Find an audio version of the children's song "If You're Happy And You Know It" to play for the class. The song and chant for the Columbus section of this domain will use this tune. Be sure that students are familiar with the tune before teaching them the lines to the song and chant for Columbus.

Write out the lyrics for stanzas 1 and 2 of the song and chant. Tape Image Card 1 (Land Route Closed) above stanza 1, and tape Image Card 2 (Columbus Appeals to the King and Queen) above stanza 2. Keep this song and chant up on the wall as you will add to it throughout this domain.

Prepare two, large, Somebody Wanted But So Then (SWBST) charts, one for Giovanni and another for Columbus. You will use these charts during the Interactive Read-Aloud.

Make a copy of Instructional Master 1C-2 for each student. This is their compass rose that shows the directions north, south, east, and west. Have students color in their compass rose and practice cardinal directions while learning the academic word *route*.

Make a copy of Instructional Master 1D-1 for each student. This will be the first page of their *My Travel Journal* (Columbus). They will color in the continents of Europe, Asia, and Africa on a world map and write a phrase or short sentence about their maps.

Find a trade book about maps and geography to read aloud to the class.

## Reviewing the Read-Aloud

10 minutes



### Who Have We Met?

#### ◀ Show image 1A-2: Sofia and Giovanni

- Ask students: “Who are the two children in this drawing? Which country are they from?”
  - The two children are Sofia and Giovanni. They are from Italy.

[Point to Italy on a world map. Ask if students know which continent Italy is a part of. (Europe)]



#### ◀ Show image 2A-2: Columbus

- Ask students: “Who is this man? What does he do for a living; what is his job?”
  - This is Christopher Columbus. He is a navigator or sailor.



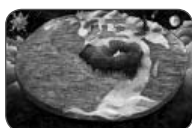
#### ◀ Show image 2A-5: Columbus appeals to the king and queen

- Ask students: “Can you find the king and queen in this painting? What are the names of the king and queen? Which country are they rulers of?”
  - Their names are King Ferdinand and Queen Isabella. They are rulers of Spain.

[Point to Spain on a world map. Ask if students know which continent Spain is a part of. (Europe)]

## Where Are We?

- Show students the globe with North America and South America covered with blue paper. Remind students that Europeans in Columbus' time did not know about all the continents.
- Have different students point to the continents of Europe, Africa, and Asia.
- Ask: "In which continent are the Indies located?"
  - The Indies are located in Asia.



### ◀ Show image 1A-9: Map of the world in 1492

- Say to students: "We heard in the read-aloud that the land route from the city Constantinople to the Indies was closed. With your partner, talk about other ways people from Europe could get to the Indies, which are in Asia."

[Invite partner pairs to point out different route options on the image.]

## Song and Chant

- Review lesson content with this song and chant.

**Note:** Prior to teaching students the lines to this song, make sure that they are familiar with the tune "If You're Happy And You Know It."

*The Indies in Asia had gold and spice.*

*The Indies in Asia had gold and spice.*

*But it was a distant land,*

*Miles and miles across the sand.*

*It was difficult to get the gold and spice!*

*Columbus made a plan to sail west.*

*Columbus made a plan to sail west.*

*The king of Spain thought it was neat,*

*So he gave him his own fleet*

*To search for riches in the east by sailing west!*

## Vocabulary Review

---

### *Indies*

1. In the read-aloud you heard Sofia tell Giovanni, “It will take years for you to travel to the *Indies* and back.”
2. [Point to the area of what was formerly known as the Indies on a world map (e.g., India, Indonesia, Vietnam, Malaysia, etc.).] The Indies include many, many islands. The Indies are a part of the continent Asia.
3. Was it easy for people during Sofia and Giovanni’s time to travel to the Indies? Why did people want to go to the Indies?

[Be sure to highlight that it was not easy for people to journey to the Indies. People wanted to go to the Indies to get gold, spices, and fine cloth such as silk.]

### *Spices*

1. In the read-aloud you heard, “The people of Constantinople want to get the gold, silk, and *spices* for themselves.”
2. Spices are plant products that have a special smell or taste. Spices are used to flavor foods and drinks.
3. [Pass around the different containers of spices for students to smell: cinnamon, cassia, cardamom, ginger, turmeric, nutmeg, and black pepper.] See if you can tell what kind of spice is inside the container.

## Purpose for Listening

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Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because the class will fill out a Somebody Wanted But So Then chart for Giovanni and for Columbus during the read-aloud.

You may alter the dialogic factors and instructional conversations within the lesson based on the needs of the class and your professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

## The Spice Seekers

**Note:** Fill in this SWBST chart throughout the first part of the read-aloud about Giovanni. Tell students that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the chart to them.

<b>Somebody</b>	Giovanni
<b>Wanted</b>	to travel to the Indies to get spices, gold, and cloth
<b>But</b>	the road by land was closed
<b>So</b>	he could not go by land
<b>Then</b>	he could not travel to the Indies



### ◀ Show image 1A-2: Sofia and Giovanni

“Sofia! Sofia!” Giovanni (GEE-o-VAHN-ee) called out excitedly.

“Last night, Father told me that he and Uncle Gino are going to take me with them to the Indies!”

[Ask students: “Why is Giovanni so excited to go to the Indies?”]



### ◀ Show image 1A-3: Caravan through the desert

“We are going to buy fragrant—good-smelling—**spices** such as pepper and cinnamon. These **spices** will make our food taste better and keep our food fresh for a longer time. We can even use some **spices** to make perfume that makes people smell good.”



### ◀ Show image 1A-5: Two children talking

“And in the Indies,” Giovanni continued, “they have bright, beautiful silk cloth for making clothes. I will bring you back some beautiful cloth so you can make a dress to wear. And if I find gold there, we will be rich!”

[At this point, the rows for *Somebody* and *Wanted* can be filled in.]



← **Show image 1A-4: Bandits in waiting**

[Point to the bandits lying in wait behind a wagon.]

Who are these people? What do they do?

- These people are bandits. They steal from travelers.

“I do not want anything bad to happen to you, your father, or Uncle Gino.”

In her heart, Sofia prayed that they would not go.



← **Show image 1A-6: Land route closed**

Just a few days later, Giovanni sadly told his cousin, “We cannot go after all.”

Why can’t Giovanni go to the Indies?

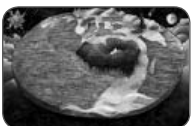
- The people of Constantinople have decided not to let travelers go through their city.

Giovanni was upset, but Sofia was secretly glad he would not try to make the dangerous **journey**.

[At this point, the rows for *But*, *So*, and *Then* can be filled in.]

**Note:** Fill in this SWBST chart throughout the second part of the read-aloud about Columbus. Tell students that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the chart to them.

<b>Somebody</b>	Columbus
<b>Wanted</b>	to travel west to get to the Indies
<b>But</b>	many kings and queens refused him
<b>So</b>	he waited a long time (7 years)
<b>Then</b>	the king and queen of Spain gave him money and ships



← **Show image 1A-9: Map of the world in 1492**

All over Europe the kings and queens wanted things they could get only from Asia.

[Have different students point to Europe and Asia on the image. In addition, have different students point to these two continents on a world map.]

But what problem did the kings and queens have with reaching the Indies?

- The land route going through Constantinople was closed.

The road going through Constantinople was closed to **travelers** like Giovanni and his family. The road through Constantinople was also closed to the kings and queens of Europe.

[Invite a student to trace the land route people from Europe could take through Constantinople into Asia.]



← **Show image 2A-1: King at window**

The kings and queens were rich and powerful, but they had no way of getting to the Indies by land.

Can you think of another way to get to the Indies?

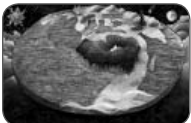
- Go to the Indies by sea using ships.

But a big question remained: How will the **ships** reach the Indies?

In every European port, young **navigators** competed to lead **adventures** to Asia. The ones chosen to take the **journey** had to be smart, brave, and love **adventure**. Europeans had not sailed to the Indies before.

With your partner, think of reasons why the ones chosen to take the **journey** had to be smart, brave, and love **adventure**.

[Allow fifteen seconds for students to talk. Call on several partner pairs to share.]



← **Show image 1A-9: Map of the world in 1492**

Most **navigators** planned to reach the Indies by sailing south in the Atlantic and east around the coast of Africa and up the other side to get to the Indies.

[Invite a student to show this route going south and east on a world map.]



← **Show image 2A-2: Columbus**

But Columbus had a different plan; he did not plan on reaching Asia by sailing *south* in the Atlantic and *east* around the coast of Africa.

[Invite a student to show this route going south and east on a world map.]

He had a very different idea.

Do you remember what his idea was?

- His idea was to sail west.

Christopher Columbus wanted to sail *west*, across the Atlantic Ocean, in order to reach the Indies.

[Show Columbus's proposed route west on a world map or globe. At this point, the rows for *Somebody* and *Wanted* can be filled in.]



← **Show image 2A-3: Columbus shows the king a map**

Laying out his map, he tried to **convince** several kings and queens that his idea was a good one.

[Point to each European country as they are mentioned.]

Did Columbus **convince** the king of Portugal that his idea to sail west was a good one?

Did Columbus **convince** the king of England?

Did Columbus **convince** the king of his own country, Italy?

[At this point, the row for *But* can be filled in.]

So which king did Columbus **convince**?

- The king of Spain.

Only the king of Spain seemed interested in his plans to sail west. But Spain was at war—fighting against another country—and had no time or money to give Columbus to make his trip.



← **Show image 2A-5: Columbus appeals to the king and queen**

Seven long years later, Columbus met again with King Ferdinand and Queen Isabella of Spain. This time he was hopeful because the Spanish war was over and the Spanish were **victorious**—they had won. Columbus hoped that the **victorious** king and queen would have the time and money to help him.

Will the king and queen of Spain help him this time?

[Pause for answers.]

The **victorious** King Ferdinand and Queen Isabella were too happy and proud to complain much about anything. They smiled as



Columbus bowed before them. They told Columbus to rise to his feet. “And now, Christopher Columbus,” said the queen, “let us talk about your plan of sailing west to the Indies . . .”

Columbus’s heart leaped within him—he was so happy and excited! The queen and the king gave Columbus money for the **journey** and put him in charge of a **fleet**—or group—of **ships**, and finally, he was going on an **adventure** in search for the **treasures** of the Indies by sailing west!

[At this point, the rows for *So* and *Then* can be filled in.]

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Did the events you heard about in the read-aloud happen long ago or recently?
  - The events happened long ago. [Refer to the 1400s on the Timeline. Emphasize that the events took place over 500 years ago.]
2. *Inferential* [Refer to a world map.] Which continent were the characters in today’s read-aloud from? Which continent did they want to travel to?
  - The characters were from Europe. They wanted to travel to Asia.
3. *Literal* Show me the route that most navigators wanted to sail to get to the Indies on the continent of Asia.
  - Most navigators wanted to sail south around the continent of Africa and east to Asia.

Show me the route Columbus wanted to sail to get to the Indies.

- Columbus wanted to sail west.

4. *Inferential* [Refer to the globe with North and South America covered.] Did people from Europe know about the continents of North and South America during Columbus's time?

- No, the people from Europe did not know about the continents of North and South America.

Why not?

- Answers may vary and might include that they have never travelled there before; the ocean is so vast that they might have thought nothing was on the other side.

5. *Evaluative* The title for the read-aloud is "The Spice Seekers." What does it mean to seek for something?

- To seek for something means to look for it.

Do you think "The Spice Seekers" is a good title for the read-aloud?

- Answers may vary; be sure to emphasize that one of the reasons why people wanted to go to the Indies was to look for spices.

[Please continue to model the Think Pair Share process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Do you think Giovanni felt happy?  
Do you think Columbus felt  
happy? (Yes/No)

Giovanni/Columbus felt \_\_\_\_\_

Giovanni/Columbus felt \_\_\_\_\_  
because . . .

6. *Evaluative Think Pair Share:* In today's read-aloud, both Giovanni and Columbus wanted to go to the Indies, but in the end, only one of them was able to go. How do you think each of them felt when they found out they could or could not go?

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Route (Instructional Master 1C-2)

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1. In the read-aloud you heard “But now the land *route* was closed—the road going through Constantinople was closed to travelers.”
2. Say the word *route* with me.
3. A route is a way or path you take to get from one place to another place.
4. The school bus takes the same route to school every day.
5. Do you take the same route to school every day?
6. What’s the word we’ve been talking about?

Use a *Terms* activity for follow-up. Directions: [Pass out Instructional Master 1C-2, and have students color in the compass rose.] When we talk about a route, we can use words such as *north*, *south*, *east*, and *west*. Can you find north/N, south/S, east/E, and west/W on your compass rose?

1. Which letter stands for *north*? Which direction does it point?
  - (N/up)
2. Which letter stands for *south*? Which direction does it point?
  - (S/down)
3. Which letter stands for *east*? Which direction does it point?
  - (E/right)
4. Which letter stands for *west*? Which direction does it point?
  - (W/left)

Let’s practice using the words *north*, *south*, *east*, and *west* as I talk about different routes people can take to the Indies. Point to the N, S, E, or W on your compass rose to answer.

- Which direction does the route from Europe to Africa go? (*south*)
- Which direction does the route from Africa to Asia go? (*east*)
- Which direction does the route from Asia to Europe go? (*west*)
- Which direction does the route from Africa to Europe go? (*north*)



## Complete Remainder of the Lesson Later in the Day



# The Spice Seekers

**1D**  
Day 2 of 2

## Extensions

**15** minutes

### My Travel Journal (Instructional Master 1D-1)

- Tell students that they will make their own Travel Journal to record information they learn in this domain.
- Give each student Instructional Master 1D-1. Ask students what this worksheet shows. Invite students to identify and name continents they know already. Be sure that the following continents are identified: Europe, Africa, and Asia.
- Tell students to listen carefully to your instructions.
  - [Point to Europe on a world map.] Color the continent of Europe in red.
  - [Point to Africa on a world map.] Color the continent of Africa in green.
  - [Point to Asia on a world map.] Color the continent of Asia in yellow.
  - [Point to the Atlantic Ocean.] Color in the ocean to the west of Europe and Africa blue.
  - Finally, write a phrase or short sentence about your map.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this *Supplemental Guide*, and choose a general picture book about maps and geography to read aloud to the class. [Suggested trade books are Items 11 and 20.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



1492

2

## ✓ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson.

Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify new meanings for the word *rulers*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*crew*, *shore*, *rulers*, and *ordered*—and their use (L.K.5c)

## Core Vocabulary

**crew, n.** A group of people that works together

*Example:* The ship's crew celebrated their safe arrival home.

*Variation(s):* crews

**expedition, n.** A journey made by a group of people for a special reason

*Example:* The scientists went on an expedition into the rainforest to find new types of plants.

*Variation(s):* expeditions

**rulers, n.** Leaders in charge of a country or land

*Example:* King Ferdinand and Queen Isabella were the rulers of Spain.

*Variation(s):* ruler

**shore, n.** The land along the edge of a body of water

*Example:* We walked on the shore looking for seashells.

*Variation(s):* shores

Vocabulary Chart for 1492			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	1492 Asia Columbus continent Indies <i>Niña/Pinta/Santa María</i> seaweed <b>shore</b> Spain	excited <b>expedition</b> largest/middle-size/ smallest provided	bird fire king/queen ocean sailor wind
<b>Multiple Meaning</b>	branches <b>crew</b> <b><u>rulers</u></b>	ordered* passed sight stick trade	land ship
<b>Phrases</b>	Yo ho!		
<b>Cognates</b>	Asia continente España	<b>expedición</b>	océano

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses a different sequence from the *Tell It Again! Read-Aloud Anthology*.


1. 3A-1: Columbus receives contributions
2. 3A-2: *Niña, Pinta, and Santa María*
3. 3A-1: Columbus receives contributions
4. 3A-5: Open ocean
5. 3A-6: Calm waters
6. 3A-7: Stick floating in ocean
7. 3A-8: Additional signs of land
8. 3A-9: Columbus spots land
9. 3A-10: Landing





1492

2<sub>A</sub>

At a Glance	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where Are We?	Image 1A-9; globe with North and South America covered up; Journal Page 1 (World Map)	15
	Song and Chant		
	Vocabulary Preview: Crew, Shore	Image 3A-1; additional images of a crew of a ship, airplane, and spaceship	
		Image 3A-10; additional images of a shore	
	Purpose for Listening		
Presenting the Read-Aloud	1492	Image Cards 4–6; Timeline; large calendar; a branch with leaves; flashlight or cutout of a campfire; monocular (optional)	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Ordered		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Rulers	Poster 2M (Rulers); twelve-inch ruler	15
	My Travel Journal	large calendar; Instructional Masters 2B-1 (At Sea) and 2B-2 (cutouts); scissors, glue, writing and drawing tools	

### Advance Preparation

Find additional images of a crew on a ship, an airplane, and a spaceship, as well as images of a seashore to show the class.

Prior to presenting the read-aloud, mark off the sizes of the three ships in your classroom (or around the school) to give students an idea of the size of each boat. [*Niña* (50 feet); *Pinta* (56 feet), *Santa María* (120 feet)]

Mark off the dates between August 3rd and October 12th on a large calendar.

Make a copy of Instructional Master 2B-1 for each student. This will be the second page of their *My Travel Journal* (Columbus). They will draw and write about sailing on the sea. Instructional Master 2B-2 has cutouts of the three ships with a space for students to write the first letter of the name of each ship.

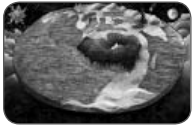
### ***Notes to Teacher***

To make the read-aloud more interactive and to emphasize that Columbus's journey was very long and difficult, invite students to chime in during the read-aloud to answer these questions: "Any land in sight?" and "Yo ho! What do you see?" When you ask, "Any land in sight?" Have students use their monocular (or pirate spyglass) to look at the Flip Book images and answer. If they see land, they should answer, "Land ho!" When you ask, "Yo ho! What do you see?" Have students use their monocular to look at the Flip Book images and answer. You may wish to have students make their own monocular (instructions below) or direct students to use their hands to pretend they are looking through a monocular.

Explain that sailors use the expression "Yo ho!" to get attention. In the read-aloud, "Yo ho!" will hint to students that Columbus and his crew found a sign that land is near. During the read-aloud, make sure that students are aware of the following five signs that made Columbus think that land was near: seaweed, stick, branches with green leaves, birds, and light on the shore.

Making a monocular:

In advance, you may wish to have students make their own monocular (or pirate spyglass) by using paper tubes (e.g., paper towel or wrapping paper rolls), different colored construction paper, plastic wrap, and glue or tape. Take a small square of plastic wrap to cover one end of the tube. Next, cover the surface of the roll with colored construction paper. Then, add a narrow (2.5 inch) strip of a different colored construction paper to the end that has the "glass" (plastic wrap).



### Where Are We?

#### ◀ Show image 1A-9: Map of the world in 1492

- Remind students that people from Europe used to travel to Asia by land, following a route that went through Constantinople.
- Ask students: “What happened to this land route?”
  - The land route was closed.
- Have students use their Journal Page 1 to explain to their partner what other ways people from Europe could travel to Asia.

[Allow thirty seconds for students to talk. Call on two volunteers to share.]

- Using the globe, remind students that most people chose to travel *south* around the continent of Africa and *east* up towards Asia.

[Have students trace this route on Journal Page 1.]

- Ask: “What was Columbus’s idea? What was his plan to travel to the Indies in Asia?”
  - Columbus’s idea was to sail *west* to reach the Indies.

[On the globe, show the route Columbus planned to take. Remind students that during the time of Columbus, over five hundred years ago, the people in Europe did not know about North and South America. You may wish to have students write a question mark on North America and South America on Journal Page 1.]

### Song and Chant

- Point to Image Card 1 (Land Route Closed), and review the song’s first stanza introduced in the previous lesson. The song is sung to the tune of “If You’re Happy and You Know It”:

*The Indies in Asia had gold and spice.*

*The Indies in Asia had gold and spice.*

*But it was a distant land,*

*Miles and miles across the sand.*

*It was difficult to get the gold and spice!*

- Ask students: “If people could not travel by land from Europe to Asia, what other way could they travel?”

- They could travel by ship.
- Explain to students that traveling by ship five hundred years ago was very difficult and cost a lot of money. Ask, “Who were the richest people back then? Who were ones who had enough money to pay for the ships and sailors?”
  - The kings and queens of Europe were the richest people; they had enough money to pay for ships and sailors.
- Point to Image Card 2 (Columbus Appeals to the King and Queen), and sing the song’s second stanza:

*Columbus made a plan to sail west.*

*Columbus made a plan to sail west.*

*The king of Spain thought it was neat,*

*So he gave him his own fleet*

*To search for riches in the east by sailing west!*

## Vocabulary Preview

### Crew



#### ◀ Show image 3A-1: Columbus receives contributions

1. In today’s read-aloud you will hear that Columbus picked the best crew he could find to sail and work on his ships. [Point to Columbus’s crew.]
2. Say the word *crew* with me three times.
3. A crew is a group of people that works together on a ship, airplane, or spaceship.
4. Everybody on the ship’s crew had an important job to do. A ship’s crew usually includes a captain, deck mates, engineers, stewards, and cooks.
5. [Show additional images of crews on ships, airplanes, and spaceships.] This picture shows a \_\_\_\_\_’s crew. With your partner, think of some jobs the people on the crew might have.



## ***Shore***

### ◀ **Show image 3A-10: Landing**

1. In today's read-aloud you will hear that Columbus saw a fire on the *shore*.
2. Say the word *shore* with me three times.
3. The shore is the land along the edge of a body of water, such as an ocean.  
[Point to the ocean and the shore in the image.]
4. Columbus and some of his crew rowed to shore on small boats.
5. [Show additional images of *shore*. Invite students to point out the water and the shore in those images.] What do you think of when you hear the word *shore*?

### **Purpose for Listening**

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Tell students that they will hear about Columbus and his crew's journey to the Indies. Tell students to look and listen carefully to find out whether their journey was long and difficult or short and easy.



1492

◀ **Show image 3A-1: Columbus receives contributions**

The year was 1492.

[Point to where 1492 would be located on the Timeline. Stress that 1492 was a long time ago.]

King Ferdinand and Queen Isabella were the **rulers** of Spain.

[Point to King Ferdinand and Queen Isabella in the painting. Ask students how they can tell they are the king and queen. (royal dress, crown)]

The **rulers** of Spain provided—or gave—Christopher Columbus a fleet of three ships. They also gave him money to pay for **crews**—or people to sail and work on the ships. The king and queen also provided food and water for their long journey.

Columbus and his **crew** were to sail westward to the Indies. When they reached the Indies they would trade their things from Spain for the spices, gold, and fine cloth of the Indies and bring them back to the **rulers** of Spain.



◀ **Show image 3A-2: Niña, Pinta, and Santa María**

Columbus's three ships had names: the *Niña* (NEEN-yah), the *Pinta*, and the *Santa María*. The *Niña* is the smallest ship. Can you find it?

[Invite a volunteer to point to the smallest ship.]

The *Pinta* is the middle-size ship. Can you find it?

[Invite a volunteer to point to the middle-size ship.]

The *Santa María* is the largest ship. Can you find it?

[Invite a volunteer to point to the largest ship.]

Columbus chose to ride on the largest ship, the *Santa María*. The *Santa María* was one hundred and twenty feet long.

[Give students an idea of the length, 120 feet, of the *Santa María*.]

Columbus was proud of his three ships, and he picked the best **crew** he could find to sail and work on his ships. Columbus could not wait for this **expedition**—or journey—to the Indies to begin.



← **Show image 3A-1: Columbus receives contributions**

At last everyone and everything was ready. The date was August 3, 1492.

[Point to August 3 on a calendar. Mark it off with an X.]

Columbus and his **crew** were ready to board—or get on—the *Niña*, the *Pinta*, and the *Santa María* to begin their **expedition** to the Indies. As they sailed away from the **shore**—or the land next to the water—of Spain, Columbus and his **crew** were proud and excited, but also nervous.

[Have students identify the people in this image: the king, queen, Columbus, and his crew. Say to students: “With your partner, discuss how Columbus and his crew look like they feel about taking this journey. Do they look very happy? Do they look nervous? Do you think they are scared?” Allow fifteen seconds for students to talk. Call on a few partner pairs to share their answers.]



← **Show image 3A-5: Open ocean**

Soon, Columbus and his **crew** found themselves in an open sea, out of sight of any land.

*Any land in sight?*

[Pretend to look through a monocular at the Flip Book image to see if there is any land in sight.]

Days passed, and then weeks.

[Count off days and three weeks from August 3 on a calendar. Mark them off with X's.]

*Any land in sight?*

Columbus and his **crew's** excitement began to turn to doubt, and then to fear. The **crew** began to be frightened that they would never see land again.



← **Show image 3A-6: Calm waters**

Long days and long nights passed.

*Any land in sight?*

The *Niña*, the *Pinta*, and the *Santa María* had entered a part of the ocean where long, thick seaweed could be seen in every direction for as far as the eye could see.

[Review the directions north, south, east, and west. Place Image Card 4 (Seaweed) under the ships.]

*Yo ho! What do you see? (seaweed)*

[Pretend to look through a monocular at the Flip Book image to see if there is anything interesting in sight.]

“I see seaweed! This is a good sign,” Columbus thought. “Maybe land is near.”

But then the winds died down to nearly nothing, causing the *Niña*, the *Pinta*, and the *Santa María* to stop moving for days.

Columbus and the sailors wondered, “Will we ever get out of this seaweed? Will the wind come back to us? Or will we be stuck in this seaweed forever?”

At last, after days and days, the wind picked up again, and they sailed free of the clinging seaweed and back into the open sea.

[Take away Image Card 4 (Seaweed) from the image.]

*Any land in sight?*

By now, the **crew** had become tired and doubtful that they would ever reach land. “When will we find the lands you promised us?” they impatiently asked Columbus.

“Wait three more days,” ordered Columbus, trying to look confident. “If we have not seen land by then, we will turn around and end our **expedition**.”



◀ **Show image 3A-7: Stick floating in ocean**

*Any land in sight?*

But the days passed with no sign of land.

*Yo ho! What do you see? (a stick or log)*

Then on the third day, a sailor called out, “There is something floating in the water up ahead.”

“Fish it up out of the water,” Columbus ordered.

“It is a stick!” cried one of the sailors. “It looks as if someone has carved its sides with a knife.”



“That must mean there’s land ahead, and someone is living there,” the others said excitedly.

The next day, several sailors called out, “Yo ho! We see branches with green leaves floating on the surface of the water. Land must be near!”

[If available, hold up a branch with leaves, and have students look at it through their monoculars.]



◀ **Show image 3A-8: Additional signs of land**

*Yo ho! What do you see?* (birds)

Then the **crews** of all three ships saw a large flock of land birds flying overhead. “We must be getting close to land!” the men cried with great excitement.

“Follow those birds,” Columbus ordered. “The birds will lead us to land.”

Soon the salty sea breezes began to carry a new scent their way. “Is that the smell of spices from Asia up ahead?” the sailors asked one another, growing more and more excited.

On the evening of Thursday, October 11, Columbus ordered the ships to drop anchor.

[Point to October 11 on a calendar. You may wish to count off the days that have passed between August 3 and October 11. Show Image Card 5 (Anchor). Explain that an anchor is a heavy metal object attached to a ship that is thrown into the ocean to keep the ship from moving.]



◀ **Show image 3A-9: Columbus spots land**

That night, walking the deck of the *Santa María*, Columbus saw a light in the distance. “It is too far away to be coming from the *Pinta*. And the light is too low in the sky to be a star. It must be a fire made by people on the **shore**—or land—up ahead!”

[Ask: “What are the people on the ship pointing at and looking at?” (the light)]

*Any land in sight?* (Land ho!)

A few hours later, in the early morning hours of October 12, 1492, Columbus heard the sound of a cannon.

[Ask: “How many days have Columbus and his crew been at sea?” (70 days!)]  
Show Image Card 6 (Cannon). Explain that a cannon is a weapon that makes a loud booming noise when it fires large metal balls.]

“It is coming from the *Pinta*,” he thought. “They must have seen land!”

Columbus waited impatiently for the early light of dawn to shine brighter so he could see the **shore** ahead. The **crew** of the *Pinta* was the first to see the **shore** and started cheering, and a moment later, cheering broke out aboard the *Niña* and the *Santa María*, too.



◀ **Show image 3A-10: Landing**

Dressing formally—or nicely—for the occasion, and proudly carrying a long pole with the flag of Spain hanging from it, Columbus and some of his men rowed to **shore** on small boats.

Columbus believed he had landed on the continent of Asia and had found the Indies. Then, he plunged the flagpole into the sandy **shore** and said, “On behalf of the **rulers** of Spain, I, Christopher Columbus, claim this land and all that is in it for Spain.”

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Inferential* Why is the title of today’s read-aloud “1492”?
  - 1492 is the year Columbus began his journey to the Indies.

Is 1492 a long time ago or not so long ago?

- 1492 is a long time ago—more than 500 years ago.



◀ **Show image 3A-1: Columbus receives contributions**

2. *Literal* Who were the rulers of Spain in 1492?
  - King Ferdinand and Queen Isabella were the rulers of Spain in 1492.

What did they give to Columbus for this expedition to the Indies?

  - They gave him money and three ships.



3. *Literal* What were Columbus and his crew supposed to do for the king and queen of Spain?
- They were supposed to trade their things from Spain for the gold, spices, and fine cloth of the Indies and bring them back to the king and queen.

◀ **Show image 3A-2: *Niña, Pinta, and Santa María***

4. *Literal* Point to and name the three ships.
- the *Niña*, the *Pinta*, and the *Santa María*

On which ship did Columbus travel?

- Columbus traveled on the *Santa María*.

5. *Literal* What five signs did Columbus and his crew see that made them think they were getting close to land?
- The five signs were seaweed, a stick, branches with leaves, birds, and light.

6. *Inferential* Where did Columbus think he landed?
- Columbus thought he landed in Asia (or in the Indies).

Do you think Columbus really found the Indies?

- Answers may vary. [Tell students they will find out the answer in the next lesson.]

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Was it a short journey? (Yes/No)

The journey was \_\_\_\_\_  
and \_\_\_\_\_.

The journey was \_\_\_\_\_  
and \_\_\_\_\_ because ...

7. *Evaluative Think Pair Share:* Do you think Columbus and his crew's journey to the Indies was long and difficult or short and easy? Why do you think that?
8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Ordered

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1. In the story you heard that when the crew wanted to turn back, Columbus *ordered* his crew to wait three more days.
2. Say the word *ordered* with me.
3. *Ordered* means commanded or demanded that someone do something.
4. The pilot ordered all the passengers to fasten their seatbelts.
5. When you hear the word *ordered*, what comes to mind? [Make a list of student responses. Point out that when something is ordered, it is usually done in a forceful and authoritative way.]
6. What's the word we've been talking about?

Use a *Making Choices* activity for follow-up. Directions: We know that when something is ordered, it is demanded in a forceful way. Another way to say *ordered* is *requested*. When something is requested, it is asked for in a nice and polite way. I am going to say some sentences that may or may not be an example of *ordered*. If you think my sentence is an example of *ordered*, say, "That was ordered." If you think my sentence is an example of *requested*, say "That was requested."

1. Columbus said to his crew, "Bring that stick up from the water right now!"
  - That was ordered.
2. The rulers of Spain told Columbus, "You better bring back a lot of gold and spices, or else!"
  - That was ordered.
3. The crew nervously asked Columbus, "Can we turn back now?"
  - That was requested.
4. Columbus bowed to the king and queen and asked if they would give him ships and a crew to sail to the Indies.
  - That was requested.
5. "Take me to your leader right this instant!" Columbus demanded.
  - That was ordered.



**Complete Remainder of the Lesson Later in the Day**

**Extensions****15** minutes**↔ Multiple Meaning Word Activity****Definition Detective: Rulers**

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. In the read-aloud you heard the word *rulers* in this sentence, “On behalf of the *rulers* of Spain, I, Christopher Columbus, claim this land and all that is in it for Spain.”
2. With your partner, think of as many meanings for *rulers* as you can, or discuss ways you can use the word *rulers*.
3. [Show Poster 2M (Rulers).] Point to the picture on the poster that shows how the word *rulers* is used in today’s read-aloud.
4. *Rulers* can also mean other things. Rulers are straight pieces of wood, plastic, or metal that are used to measure length or draw a straight line. Which picture shows these kinds of *rulers*?
5. Did you or your partner think of any of these definitions?

**My Travel Journal (Instructional Master 2B-1)**

- Tell students that they will continue to make their own travel journal to record information they learn in this domain.
- Give each student Instructional Master 2B-1. Ask students what they see on this worksheet. (an ocean) Remind students that Columbus and his crew sailed on the ocean for a very long time—70 days.  
[On a large calendar, show students the days between August 3rd and October 12th. Explain that Columbus and his crew were at sea for two months—during August, September, and part of October.]
- Have students think about how Columbus and his crew might have felt sailing on the ocean for so long, not knowing when they would find land.

- Tell students to listen carefully to your instructions.
  - Draw a picture of the three ships: the *Niña*, the *Pinta*, and the *Santa María*. [Students may wish to color, cut, and paste the cutouts of the three ships that are on Instructional Master 2B-2.]
  - Draw something you might have seen if you were part of the crew on one of the ships (e.g., a stick, a branch with leaves, seaweed, etc.).
  - Write a phrase or short sentence about your drawing.
- Have students share their drawings with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.



# Not the Indies

## 3

**Note:** Lesson 3 has two parts. Part I tells about Columbus's first voyage. Part II tells about Columbus's second, third, and fourth voyages.

### ✓ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Identify the continents of North America, South America, Europe, Africa, and Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that native people were already living on the continent where Columbus's ships landed
- ✓ Explain why Columbus called the inhabitants of the place he landed *Indians*
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the role of an author and illustrator in a trade book about Columbus (RI.K.6)
- ✓ With prompting and support, compare and contrast the four voyages of Columbus (RI.K.9)

- ✓ With assistance, make predictions on a Prediction Chart (W.K.8)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *chest*, and apply them accurately (L.K.4a)
- ✓ Identify real-life connections between words—*voyage*, *island*, *chest*, *weary*, *courage*, and *explore*—and their use (L.K.5c)

## Core Vocabulary

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**ashamed, *adj.*** Feeling embarrassed and guilty for something you have done

*Example:* I felt ashamed after I was mean to my sister.

*Variation(s):* none

**courage, *n.*** Bravery or strength in the face of danger or difficulty

*Example:* The fireman showed courage when he returned to the burning building to save a puppy.

*Variation(s):* none

**discovered, *v.*** To have found or learned something

*Example:* The astronaut discovered a strange rock on the moon.

*Variation(s):* discover, discovers, discovering

**empire, *n.*** A large number of people and places ruled by one person or country

*Example:* Spain was once the largest empire in the world.

*Variation(s):* empires

**explore, *v.*** To search or travel to discover something new

*Example:* Maria wants to explore the North Pole.

*Variation(s):* explores, explored, exploring

**governor, *n.*** Someone chosen to lead and make decisions for a group of people in a state or land

*Example:* The governor of our state is \_\_\_\_\_.

*Variation(s):* governors

**island, *n.*** A body of land surrounded by water on all sides

*Example:* We had a view of the ocean no matter where we were on the island.

*Variation(s):* islands

**native, *adj.*** Born in a place or originally from somewhere

*Example:* Many people were native to South America before the Spanish arrived.

*Variation(s):* none



Vocabulary Chart for Not the Indies			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
Understanding	Asia Columbus <b>empire</b> <b>governor</b> Hispaniola Indies <b>native</b> <i>Niña/Pinta/Santa</i> <i>María</i> nobleman Spain spices	<b>ashamed</b> <b>courage*</b> <b>discovered</b> <b>explore*</b> unfairly unkindly <i>voyage</i> weary*	gold <b>island</b> jail jewelry leader tired west/south
Multiple Meaning	<u>chest</u> crew gestures rulers	approach treasures	ship
Phrases	King Ferdinand Queen Isabella	decide your fate take advantage of	
Cognates	Asia <b>imperio</b> <b>gobernador(ora)</b> <b>nativo(a)</b> noble España gesto	<b>coraje*</b> <b>explorar*</b> tesoro	isla oeste/sud

## Image Sequence


This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses a different sequence from the *Tell It Again! Read-Aloud Anthology*.

1. 4A-4: *Santa María*
2. 4A-1: Natives watch Columbus
3. 4A-3: Columbus sails in search of gold
4. 4A-4: *Santa María*
5. 4A-2: Native portrait
6. 4A-5: Parrot and gold
7. 4A-7: Return to King Ferdinand and Queen Isabella



# Not the Indies

**3A**  
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	<b>What Have We Already Learned?</b>	Song and Chant; Image Card 3 (Three Ships), chart paper, writing tools	15
		Timeline, Image Card 14 (Columbus); yarn, tape	
	<b>Where Are We?</b>	globe with North and South America covered, world map	
	<b>Vocabulary Preview: Voyage, Island</b>	Image 4A-6	
		world map; close-up map of Southeast Asia	
	<b>Purpose for Listening</b>	chart paper to make Prediction Chart; sticky note—one per student	
<b>Presenting the Read-Aloud</b>	<b>Not the Indies, Part I</b>	large calendar; close-up of a map of the Caribbean; monocular (optional)	10
<b>Discussing the Read-Aloud</b>	<b>Comprehension Questions</b>	Journal Page 1 (World Map)	10
	<b>Word Work: Courage</b>		
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b>Extensions</b>	<b>Multiple Meaning Word Activity: Chest</b>	Poster 3M (Chest)	15
	<b>Syntactic Awareness Activity: Asking Questions</b>		
	<b>Vocabulary Instructional Activity: Weary</b>	Image 4A-3; images associated with the word <i>weary</i> ; chart paper; markers: green and red	
	<b>End-of-Lesson Check-In</b>	Image 4A-1; world map; close-up of a map of the Caribbean	

## Advance Preparation

Find close-up images of a map of the Caribbean and of Southeast Asia. [This may be done by finding the map on the Internet and zooming in on it.] In advance, locate San Salvador (near the Bahamas) and Hispaniola (present-day Dominican Republic and Haiti). These were the two islands

in the Caribbean to which Columbus traveled during his first voyage. In advance, locate the island countries of Malaysia and Indonesia. These are two islands that are part of the Indies, where Columbus thought he landed.

Write out the lyrics for stanza 3 of the song and chant. Tape Image Card 3 (Three Ships) above stanza 3. Add it next to stanzas 1 and 2. Keep this song and chant on the wall.

Place Image Card 14 (Columbus) on the Timeline at 1492, very close to 1500. This will mark the date Columbus landed in what was considered the New World at that time.

Create a Prediction Chart with the question: *Will Columbus find the Indies?* Have students write their name on the sticky note and place their sticky note under the column for their answer.

Predict: Will Columbus find the Indies?	
Yes	No

For Vocabulary Instructional Activity, prepare various pictures associated with the word *weary* for a Word Web, (e.g., someone sleeping; someone who looks very tired; someone who is wide awake; and someone who is very active).

### **Note to Teacher**

You may wish to make connections to some broad concepts students learned in the *Native Americans* domain, such as the fact that indigenous people lived on the continents of North and South America long before European explorers such as Columbus visited and settled in this area. Remind students that there were many, many different tribes of Native Americans in the Americas, each with its own way of eating, dressing, and living depending on the particular region where the members of the tribe lived. Remind students that another term people sometimes use for *Native American* is *American Indian*. Help them understand that the term *American Indian* came about because Columbus mistook the Taino (TI-no) tribe for Indians from the Indies, where he thought he had landed. Stress that the people Columbus met on his first visit to the island of Hispaniola in 1492 were not Indians from India, but were native people from the Taino (TI-no) tribe.

There were thousands of Taino people who had been living on the island of Hispaniola for a very long time before Columbus landed there.

### What Have We Already Learned?

#### *Song and Chant*

- Point to Image Card 1 (Land Route Closed). Ask students: “Where did many people from Europe want to go?”
  - Many people from Europe wanted to go to the Indies.
- Ask: “What did they want from the Indies?”
  - They wanted gold and spice (treasures).
- Ask: “Why was it difficult for the people in Europe to get to the Indies?”
  - Answers may vary and could include that it was very far away, it cost a lot of money to get there, and the land route was closed.

- Sing stanza 1.

*The Indies in Asia had gold and spice.*

*The Indies in Asia had gold and spice.*

*But it was a distant land,*

*Miles and miles across the sand.*

*It was difficult to get the gold and spice!*

- Point to Image Card 2 (Columbus Appeals to the King and Queen). Ask: “Who do you see in this image?”
  - [Make sure that Columbus, King Ferdinand, and Queen Isabella are identified.]
- “Which king and queen helped Columbus make his journey to the Indies?”
  - King Ferdinand and Queen Isabella from Spain helped Columbus.
- Sing stanza 2.

*Columbus made a plan to sail west.*

*Columbus made a plan to sail west.*

*The king of Spain thought it was neat,*

*So he gave him his own fleet*

*To search for riches in the east by sailing west!*

- Point to Image Card 3 (Three Ships). Ask: “What do you see in this image?”
  - the *Niña*, the *Pinta*, and the *Santa María*
- Teach students stanza 3 of the song and chant:
 

*In 1492 Columbus sailed the ocean blue.*

*In 1492 Columbus sailed the ocean blue.*

*The Niña, Pinta, and his ship,*

*The Santa María made the trip.*

*In 1492 Columbus sailed the ocean blue.*

### **Timeline**

- Refer to the Timeline, and count the years by the hundreds (i.e., 1400, 1500, 1600, etc.).
- Ask: “What year did Columbus sail the ocean blue (or take his first trip)?”
  - 1492
- Tape Image Card 14 (Columbus) on the Timeline at 1492, very close to 1500. Tell students that this marks the date Columbus sailed in search of the Indies.

### **Where Are We?**

- Say to students: “Tell your partner if you remember what Columbus’s plan was to get to the Indies. How was his plan different from the plans of other navigators and explorers?”
  - Columbus’s plan was to sail west to get to the Indies. His plan was different because other explorers were going to sail south around Africa and east towards Asia.
- Trace Columbus’s path on the globe. Hint that Columbus is going to run into something that people in Europe did not know was there.
- Invite several students to come up to the world map, trace the route other explorers were going to take, and then trace the route Columbus planned to take. Help students use the four cardinal directions: north, south, east, and west.

## Vocabulary Preview

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### *Voyage*



#### ◀ Show image 4A-6: Ship in storm

1. In this lesson, you will hear about Columbus's four *voyages*.
2. Say the word *voyages* with me three times.
3. A voyage is a long trip on a ship or spacecraft.

**Note:** *Journey* and *voyage* are similar in that both are long trips, but *voyage* hints that the trip is by sea or in space.

4. Everyone on the shore wished the sailors a safe voyage across the ocean.
5. Tell your partner what it might be like to take a voyage across the ocean. What might you see, hear, and smell? [Have students use the image to describe what they might see, hear, and smell.]

### *Island*

1. In today's read-aloud you will hear that Columbus landed on an *island*.
2. Say the word *island* with me three times.
3. An island is land surrounded by water on all sides.  
[Point to islands on a world map. Stress that an island has water on all its sides.]
4. We could see the ocean no matter where we were on the small island.
5. [Show a close-up map of Southeast Asia. Point to the islands of Malaysia and Indonesia.] Columbus wanted to sail to these islands in Asia. These islands are part of the Indies.

## Purpose for Listening

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Tell students that they will hear about Columbus and his crew's first voyage to try to reach the Indies. Have students predict whether Columbus will find the Indies, using the Prediction Chart. Tell students to look and listen carefully to find out whether Columbus found the Indies.

## Not the Indies, Part I

### Columbus's First Voyage



#### ◀ Show image 4A-4: *Santa María*

The year was 1492. That was the year Columbus and his crew took their first voyage to the Indies. They began their first voyage on August 3, 1492 and did not reach land until October 12, 1492, seventy days later.

[Point out or count the days between August 3 and October 12 to stress that it took Columbus and his men a long time to reach land.]



#### ◀ Show image 4A-1: Natives watch Columbus

As the *Niña*, the *Pinta*, and the *Santa María* approached and got closer to the shore, they **discovered**—or found out—that there were already people on the **island**.

Who do you see? (**Native** Americans)

The people on the shore of the **island** were **native** people of the **island**. They were members of the Taino (TI-no) tribe, and they had been living on this **island** for a very long time before Columbus landed there.

Columbus was sure that he had reached the Indies, so he called the first people he met *Indians*.

[Ask: “Why do you think Columbus called native people of the island *Indians*?” (He thought he was in the Indies, so he called the people who were there *Indians*.) Emphasize that the native people of the island were not Indians from India, which is a country in Asia.]]

Columbus and his men looked around the shore of the **island**, looking for gold mountains.

Do you see lots of gold? (no)

The only gold Columbus saw was the jewelry worn by the **native** people. Columbus gestured—he made motions with his hands and body—asking where the gold from their jewelry came from.

[Explain that Columbus and the native people did not speak the same language and could not understand what each other was saying. Demonstrate gesturing this question, and invite students to practice asking this question using gestures.]

They pointed off in the distance towards other **islands** south of where they were.

Columbus and his men traded things from their ship for the **native** people's gold rings. The Taino (TI-no) helped them gather fresh fruit and clean water.

Then Columbus and his men sailed off to continue to **explore** for gold on other **islands**. But before Columbus left this first **island**, he gave it a name: San Salvador.

[Point to the tiny island of San Salvador, which is part of the Bahamas, on the map.]



◀ **Show image 4A-3: Columbus sails in search of gold**

Columbus was sure that we would find lots of gold, but where could the gold be?

Columbus took his crew and three ships further south. They passed by many more **islands**, but had no luck finding gold.

Finally, they saw the shore of a larger **island**, which Columbus named Hispaniola (hiss-pan-YO-luh). He told his crew, "Tomorrow we will **explore** that large **island**. Right now I am weary and tired. I will go rest. Wake me up if there is anything I need to know."

But his crew was also weary and tired.



◀ **Show image 4A-4: Santa María**

They fell asleep on deck. As Columbus and his crew slept, the waves became stronger and stronger. The waves became so strong that they moved the *Santa María*, until suddenly—crash! The *Santa María* ran into huge and sharp rocks. Columbus and his crew awoke, but it was too late to save the *Santa María*, it was sinking into the blue-green waters of the sea. They quickly gathered their things and tried to move to the *Pinta*.



◀ **Show image 4A-2: Native portrait**

The **natives** on the **island** saw what was happening, and they paddled out in canoes and helped Columbus and his men move whatever could be saved from the *Santa María* onto the shore.



Columbus noticed that the people who had been helping him wore more gold than the people on the other **islands**. Using gestures, he asked where he could find gold.

They pointed to the mountains in the center of their **island**. At last Columbus **discovered** a source for gold!



◀ **Show image 4A-5: Parrot and gold**

Columbus ordered some of his men to remain there while others returned with him to Spain aboard the *Pinta* and the *Niña*. Before his journey back to Spain, he traded objects from his ships for some of the natives' gold jewelry, and he put the gold jewelry into a chest to take back to Spain. Columbus and his sailors also gathered unknown fruits and brightly colored tropical parrots to show to King Ferdinand and Queen Isabella.



◀ **Show image 4A-7: Return to King Ferdinand and Queen Isabella**

After a long journey, Columbus and his men reached the palace of King Ferdinand and Queen Isabella.

[Have students point out the king and queen.]

Columbus told them his story and gave them the treasures in the chest. King Ferdinand and Queen Isabella smiled through his whole story. Columbus and his men thought that the king and queen would reward them for their **courage**—for being brave enough to make the long and difficult journey across the ocean without knowing what problems they might face.

And when Columbus asked if he could go back to Hispaniola, the rulers answered, “You have done all that you promised! Of course you can go back! You will return to Hispaniola as **governor**—or leader—to help us rule over this new part of our **empire**. You will continue to **explore** the surrounding **islands** for more treasures and bring back all the amazing things you have **discovered**.”

[Explain that an empire is a large number of people and places that are ruled by one person or country. Point to Spain on a world map. Then point to the area of the Caribbean. Remind students that when Columbus landed on an island there, he declared that that land belonged to Spain.]

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* In what year did Columbus make his voyage?

- Columbus made his voyage in 1492.

What were the names of his three ships?

- His three ships were named the *Niña*, the *Pinta*, and the *Santa María*.

What happened to the *Santa María*?

- The *Santa María* ran into huge and sharp rocks and sank into the sea.

2. *Inferential* Were there already people living on the island where Columbus landed? What did Columbus call the first people he met on the island?

- Yes, there were already people living on the island. Columbus called them Indians.

Why did Columbus call them Indians?

- Columbus called them Indians because he thought he was in the Indies.

3. *Literal* How did Columbus and the natives communicate or talk to each other?

- They made gestures using their hands and body.

4. *Literal* What was Columbus looking for on the islands?

- Columbus was looking for gold.

5. *Literal* What did Columbus bring back to the king and queen from his first voyage?

- Columbus brought back gold, fruit, and colorful parrots.

6. *Inferential* The king and queen were happy with Columbus after his first voyage. How do you know?

- The king and queen showed they were happy with Columbus by smiling as he told his story, and they let him go back. They also made him governor, or leader, of the new part of their empire.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Did Columbus make it to the Indies? (Yes/No)

Columbus did not make it to the Indies because . . .

7. *Evaluative Think Pair Share:* Do you think Columbus really made it to the Indies? How do you know?

**Note:** Students should use Journal Page 1 (World Map) to show that Columbus sailed west and did not make it to the Indies. Stress that there were two continents between Europe and Asia: North and South America. But Europeans did not know about these two continents at that time. Be sure that students understand that Columbus landed on islands in North America, not Asia.

8. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Courage

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1. In the read-aloud you heard, “Columbus and his men thought that the king and queen would reward them for their *courage*.”
2. Say the word *courage* with me.
3. *Courage* means being brave when faced with danger or difficulty.
4. The sailors had to have courage to go on the voyage to the Indies. Janet showed courage when she sang in front of the class, even though she was scared to sing in front of people.
5. Tell me about a time you showed courage. Use the word *courage* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I showed courage when . . .”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some examples of things that may or may not require courage. If what I read is an example of courage, say, “That takes courage.” If it is not an example of courage, say, “That does not take courage.”

1. using words to ask a big kid to stop teasing you (That takes courage.)
2. telling your mom that you broke her favorite necklace (That takes courage.)
3. coloring in your coloring book (That does not take courage.)
4. playing a game with your best friend (That does not take courage.)
5. walking past the yard of a dog that scares you (That takes courage.)



**Complete Remainder of the Lesson Later in the Day**



# Not the Indies

3B

Day 1 of 2

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### *Multiple Choice: Chest*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 3M (Chest).] In the read-aloud you heard, “[Columbus] put the gold jewelry into a *chest* to take back to Spain.” In this sentence a chest is a container or large box for holding things. Which picture shows this type of *chest*?
2. Your chest is also the front part of your body, between your neck and stomach. Which picture shows this type of *chest*?
3. Now that we have gone over the different meanings for *chest*, quiz your partner on these different meanings. Try to use complete sentences. For example, you could say, “The pirates filled the chest with treasure.” And your partner should respond, “That’s number ‘1.’”

### ↔ Syntactic Awareness Activity

#### *Asking Questions*

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their use. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical. If necessary, have students repeat your sentences.

<b>Wh– Question Word Reference Chart</b>	
<b>Question Word</b>	<b>Explanation: I want to know the . . .</b>
<b>Who</b>	person or people
<b>What</b>	animal or thing; specific thing
<b>Where</b>	place, location, or position
<b>When</b>	time
<b>Why</b>	reason, explanation

Directions: Today you will practice using question words to pretend to ask Christopher Columbus questions. Remember, we use question words *who*, *what*, *when*, *where*, and *why* to ask questions when we want to get more information. [Although this is an oral exercise, you may wish to write the five *Wh–* question words on the board followed by the rest of the question and ending with a question mark. Point out that students should use rising intonation at the beginning of their question and a falling intonation at the end of their question when they speak. Explain that question marks are used at the end of a question when they write.]



#### ◀ **Show image 5A-13: Young Columbus sets sail**

1. Make up a question to ask Columbus using the word *who*. We use the question word *who* to ask about a person.
2. Now, make up a question to ask Columbus using the word *what*. We use the question word *what* to ask about something.
3. Next, make up a question to ask Columbus using the word *when*. We use the question word *when* to ask about time.
4. Now, make up a question to ask Columbus using the word *where*. We use the question word *where* to ask about a place.
5. Finally, make up a question to ask Columbus using the word *why*. We use the question word *why* to ask for a reason.

#### **Variations**

- ✈ Above and Beyond: You may wish to have students do this activity in partner pairs, where one student asks the questions and the other student plays the role of Columbus to answer the questions. Then have partner pairs switch roles.
- In addition, you may wish to have students do this activity in their home language.

## ↔ Vocabulary Instructional Activity

### Word Chart: *Weary*

**Materials:** chart paper; green marker, red marker; pictures associated with *weary*



#### ◀ Show image 4A-3: Columbus sails in search of gold

1. In the read-aloud you heard Columbus say to his crew, “I am *weary* and tired. I will go rest.”
2. Say *weary* with me three times.
3. When you are weary, you feel tired because you have been working hard. Does Columbus look weary in this picture?

4. We will make a Word Web for the word *weary*.

[If you have pictures ready, use the pictures. Otherwise, write the word *weary* in the center of the paper, and circle it.]

**Note:** Explain that you are going to write down what students say, but that they are not expected to be able to read what you write because they are still learning all the rules for decoding. Tell them it is important for you to remember what they have said, and that you will read the words to them.

5. Tell me what you think of when you hear the word *weary*.  
[If words have a similar meaning to *weary*—such as *tired*, *sleepy*, *exhausted*, and *worn out*—write them to the left of *weary*, and use green lines to connect these words to the center.]
6. Tell me what you think is the opposite of *weary*.  
[If words have an opposite meanings to *weary*—like *awake*, *active*, *energetic*, *lively*—write them to the right of *weary*, and use red lines to connect these words to the center.]
7. [You may wish to have students act out the different words on the Word Web.]
8. Tell your partner what *weary* means, using what you have learned from the Word Web. Try to use complete sentences.  
[Throughout this domain, encourage students to continue thinking about the word *weary*, and add additional words that are similar to and opposite of *weary* as they arise.]

## 10 End-of-Lesson Check-In

### *Not the Indies*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

Ask students the following questions to review the major points from today's lesson:

- Point to the continent where Columbus wanted to go. (Asia)
- Trace the route Columbus planned to take to Asia.
- [Show a close-up map of the Caribbean. Point to the islands of San Salvador and Hispaniola (Dominican Republic and Haiti).] Did Columbus reach Asia? Which continent did he really reach? (North America)



### ← Show image 4A-1: Natives watch Columbus


- Were there people already living on the island where Columbus landed?
- What did he name the native people on the island? (Indians)
- Was Columbus correct in calling them Indians? Why or why not? (No, because he really was not in the Indies.)





# Not the Indies

**3c**  
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Introducing the Read-Aloud	Where Are We?	globe with North and South America covered, world map	15
	Song and Chant	Image Card 8 (Natives Watch Columbus), chart paper, writing tools	
	Vocabulary Review: Voyage, Island	close-ups of a map of the Caribbean and a map of Southeast Asia	
	Purpose for Listening	chart paper to make Prediction Chart; sticky note—one per student	
Presenting the Read-Aloud	Not the Indies, Part II	close-up of a map of the Caribbean; monocular (optional)	10
Discussing the Read-Aloud	Comprehension Questions		10
	Word Work: Explore		
 Complete Remainder of the Lesson Later in the Day			
Extensions	My Travel Journal	Instructional Master 3D-1 (Picture Frame), writing and drawing tools	15
	Domain-Related Trade Book	Trade book suggestions: Items 2, 3, 5, 8, 10, and 14	

## **Advance Preparation**

Write out the lyrics for stanza 4 of the song and chant. Tape Image Card 8 (Natives Watch Columbus) above stanza 4. Add it next to stanza 3. Keep this song and chant on the wall.

Create a Prediction Chart with the question: *Will Columbus find a lot of gold?* Have students write their name on the sticky note and place their sticky note under the column for their answer.

<b>Predict: Will Columbus find a lot of gold?</b>	
<b>Yes</b>	<b>No</b>

Make a copy of Instructional Master 3D-1 for each student. This will be the third page of their *My Travel Journal* (Columbus). They will draw and write about one of Columbus's four voyages to the New World.

Find a trade book about Christopher Columbus to read aloud to the class.

**Note:** If you have not read a book from the perspective of the native peoples, consider selecting *Encounter* by Jane Yolen or *The Golden Flower: A Taino Myth from Puerto Rico* by Nina Jaffe.

### **Notes to Teacher**

There are opportunities throughout the lesson to speak to the class about the following matters:

Kindness—The ways the native people of the island treated Columbus and his men when they first arrived.

Determination—Columbus and his men would not give up trying to find gold.

Greed—Columbus and his men wanted gold so badly that they did mean things to the native people and treated them unkindly.

Find additional student-friendly information and an interactive game about Columbus on this website (click on *Games* to play the interactive game):

[http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher\\_columbus/](http://www.bbc.co.uk/schools/primaryhistory/famouspeople/christopher_columbus/)

## **Introducing the Read-Aloud**

**15** minutes

### **Where Are We?**

- Tell students that Columbus was actually wrong about where he thought he landed. Tell them that you are going to show them where Columbus actually traveled and where he really landed.
- [Point to North and South America, which are covered.] Remind students that the continents that are covered up on the globe had not yet been discovered by Europeans, so they did not know people had been living on these continents for a very long time. Explain that Columbus thought there was only ocean and no land to the west.
- Ask a student volunteer to remove the blue paper from the globe, and explain that Columbus didn't realize the two continents below the paper—North America and South America—stood between his ships and Asia.

- Now, point to Spain on the globe, and show Columbus’s intended westward route toward Asia. Drag your finger toward South America. Stop when your finger reaches Central America (near the Caribbean Sea).
- Ask the following questions. Point to the locations on the globe as students answer.
  - To which continent did Columbus plan to go? (Asia)
  - What was in the way? (the Americas: North America and South America)
  - Did Columbus know that there would be land here? (no)
  - Because Columbus had never heard of the land here, on which continent did he think he had landed? (Asia)

### Song and Chant

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- Point to Image Card 8 (Natives Watch Columbus). Ask: “Where did Columbus think he had landed?”
  - Columbus thought he had landed in the Indies.
- Ask: “Did Columbus really land in the Indies?”
  - no
- Ask: “What was Columbus trying to find on the islands?”
  - Columbus was trying to find gold.

- Teach students stanza 4 of the song and chant:

*Columbus thought he found the Indies.*

*Columbus thought he found the Indies.*

*He thought that he’d find gold,*

*But he had no luck, we’re told.*

*Because he wasn’t really in the Indies.*

## Vocabulary Review

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### **Voyage**

1. In the read-aloud you heard, “[Columbus and his crew] began their first voyage on August 3, 1492.”
2. A voyage is a long trip on a ship or spacecraft.

**Note:** Stress that a voyage usually means a long trip by sea or in space.

3. Would this be considered a voyage?
  - taking a trip to the moon
  - sailing across the Atlantic Ocean
  - swimming across the swimming pool
  - riding on a spaceship to Mars
  - riding on a boat from one country to another country
  - riding in a car to school

### **Island**

1. In the read-aloud you heard, “The Taino (TI-no) tribe had been living on this *island* for a very long time before Columbus landed there.”
2. An island is land that has water on all of its sides.
3. [Point to Malaysia and Indonesia on a close-up map of Southeast Asia.] Columbus thought he had landed on an island of which continent? (Asia)  
[Point to San Salvador on a close-up map of the Caribbean.] But he really landed on an island of which continent? (North America)

## Purpose for Listening

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Remind students that the king and queen of Spain were pleased with Columbus’s first voyage, so they let him go on another voyage to help them find even more gold. Have students predict whether Columbus will find a lot of gold, using the Prediction Chart. Tell students to look and listen carefully to find out if Columbus finds a lot of gold.

### Not the Indies, Part II

#### Columbus's Second Voyage



#### ◀ Show image 5A-1: Columbus at the harbor

The king and queen of Spain were so pleased with Columbus that for his second voyage they gave him, not three, but seventeen ships!

Columbus told himself, “I will return to Hispaniola and find the men I left on the **island**. We will find lots and lots of gold and trade our things for all the different spices of the Indies. We will fill these seventeen ships with the treasures of Asia and bring them back to Spain.”



#### ◀ Show image 5A-2: Empty beach

What do you see? Do you see Columbus's men waiting for him?

As Columbus reached the shore of Hispaniola, none of his men were there waiting for him. Something was wrong.



#### ◀ Show image 5A-3: Changes at Hispaniola

The **native** people of the **island** gestured and signaled that the men Columbus had left on the **island** were unkind to the **native** people. Columbus's men had taken advantage of them—they treated the **native** people unfairly.



#### ◀ Show image 5A-4: Native men working

Columbus's men were greedy for treasure—they wanted lots and lots of gold. They forced the **natives** to work without any pay. They ordered the **natives** to do the dangerous work of digging into the mountainsides.

[Have students identify Columbus's men and the native people. Say: “With your partner, discuss what the native people meant when they told Columbus that his men had taken advantage of them.” Call on a few volunteers to share.]

As **governor**—and leader—of the **island**, Columbus should have been **ashamed**—or felt bad—and ordered his men to stop. But Columbus was also greedy for treasure—he also wanted lots and lots of gold. So he and his men continued to treat the **native** people unfairly and continued to take advantage of them.



Columbus believed that there was a lot of gold in the mountain, but he did not find as much gold as he had expected.

◀ **Show image 5A-5: Columbus returns from second voyage**

Columbus had to return to Spain with just a little gold, not even enough to fill one of his ships. This time, the king and queen were not pleased. Queen Isabella warned Columbus, “We will let you go back a third time for us, but you had better find spices and more gold this time!”

*Columbus’s Third Voyage*



◀ **Show image 5A-6: Columbus’s third voyage**

[Have students look at the image and discuss the differences they see with Columbus and his ship. Point out that Columbus has gotten older and the ship he has is not as nice as the ships from his previous voyages.]

On this third voyage, Columbus was hopeful. “Surely this time I will find a city rich with gold and spices like those I have heard about!”

But all he saw was **island** after **island** that had no gold or spices.

Weak and discouraged, with no heart to **explore** any further, he ordered his crew to head for Hispaniola.



◀ **Show image 5A-7: Columbus is arrested**

When they got there, Columbus was surprised to find that a nobleman was waiting for him. This nobleman was sent by the king and queen of Spain to check up on Columbus. The king and queen had heard that Columbus was treating the **native** people unkindly and keeping the gold for himself during the second voyage. So the rulers sent the nobleman to see if that was true. They ordered the nobleman to arrest Columbus if it turned out to be true.

[Ask: “Was it true? Did Columbus treat the native people unkindly? Could he have kept some gold for himself?”]

The nobleman announced, “Christopher Columbus, you are being charged with keeping all the gold and treasures for yourself. And you are doing a terrible job as **governor**. The king and queen will decide your fate—or what will happen to you.”



← **Show image 5A-8: Columbus in jail**

Columbus returned to Spain, not as an explorer, but as a prisoner. Columbus was thrown in jail.



← **Show image 5A-9: Columbus stands before the king and queen**

Later, it was time for him to go see the king and queen to find out his fate. When he appeared before the king and queen, they were shocked by the difference in the man they saw before them.

[Show image 2A-2. Discuss the difference between Columbus when he was a young navigator and Columbus after the third voyage.]

His hair had turned completely white. His body had grown bent and weak. He limped into their presence.

King Ferdinand and Queen Isabella were **ashamed**. They felt bad for putting him in jail and ordered that he be released from jail.



← **Show image 5A-10: Columbus freed**

Queen Isabella returned Columbus's share of gold to him. She told him, "You are free. But you will no longer be the **governor** of our new **empire**. We will put someone else in charge of Hispaniola."

Then the king said, "We will give you one last chance to find the treasures of Asia." The rulers of Spain gave Columbus a few old ships that did not look like they would make it halfway through the journey.

***Columbus's Fourth Voyage***



← **Show image 5A-11: Columbus sets sail a fourth time**

[Have students look at the image and discuss the differences they see with Columbus and his ship. Point out that Columbus has gotten older and the ship he has is not as nice as the ships from his previous voyages.]

Nonetheless, Columbus took those rotting ships safely west, across the Atlantic. He searched once more for the Asian cities that he heard were filled with gold and spices.

*Do you see any gold or spices?*

Again, all he found was **island** after **island** was no gold and no spices.

Discouraged, Columbus returned to Spain without gold or spices.



← **Show image 5A-12: Columbus looking at a map**

Christopher Columbus never set sail again. He died believing that he had found the Indies by sailing west. Later, other explorers found out that instead of the Indies in Asia, Columbus found land between Europe and Asia they never knew about! Because they had never before known about this place and it was new to them, they called it the New World.

## Discussing the Read-Aloud

**10** minutes

### Comprehension Questions

If students have difficulty responding to questions, reread pertinent lines of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Encourage students to answer in complete sentences. Model answers using complete sentences for students.

1. *Literal* How many voyages did Columbus make in all?

- Columbus made four voyages.



← **Show image 5A-3: Changes at Hispaniola**

2. *Inferential* What problems did Columbus have on his second voyage?

- Columbus's men were not waiting for him on the shore. Columbus's men treated the natives very badly. Columbus did not find a lot of gold.

3. *Literal* What did Columbus's men do to the natives?

- His men were unkind and took advantage of the natives. They forced the natives to work for free and to do dangerous work.

As governor and leader of Hispaniola, did Columbus stop his men from treating the natives badly?

- No, he did not.



← **Show image 5A-7: Columbus is arrested**

4. *Inferential* What problem did Columbus have on his third voyage?

- The king and queen sent a nobleman to see if Columbus was treating the natives badly and keeping the gold for himself. When the nobleman found out that Columbus did treat the natives badly and kept some gold for himself, he arrested Columbus.



5. *Inferential* Did Columbus stay in jail forever? Why not?
  - Columbus did not stay in jail forever. The king and queen set him free because they saw he had grown weak and old; they felt bad for putting him in jail.
6. *Inferential* What problem did Columbus have on his fourth voyage?
  - He still could not find gold.
7. *Inferential* Why was the land Columbus found called the New World?
  - The land was called the New World because it was a place between Europe and Asia that the people in Europe did not know about before; the land was new to them.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

8. *Evaluative Think Pair Share:* Columbus Day is on October 12. What happened on October 12, 1492? Why do you think Columbus Day is on October 12? What do people remember on Columbus Day?
  - Answers may vary, but should include that while Columbus thought he was landing in the Indies on October 12, 1492, he actually had arrived in the Americas. You may also want to explain that while Columbus did not “discover” the Americas—there were native peoples already living in these lands—it is certain that Columbus’ arrival in 1492 changed the world.
9. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

**Sentence Frames:**

What day is Columbus Day?

Columbus Day is on October 12 because . . .

People remember . . . on Columbus Day.

## Word Work: Explore

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1. In today's read-aloud you heard, "Weak and discouraged, with no heart to *explore* any further, [Columbus] ordered his crew to head for Hispaniola."
2. Say the word *explore* with me.
3. *Explore* means to search or travel to find something new.
4. After they landed, some of Columbus's men went to explore the island to look for food.  
One day, Maria hopes to go to the North Pole to explore.
5. Why did Columbus and his men explore so many islands?
  - They wanted to find gold and spices.
6. What's the word we've been talking about?

Use a *Sharing* activity for follow-up. Directions: If you could go anywhere in the world or in this universe (including space) to explore, where would you want to go to explore? Why?



**Complete Remainder of the Lesson Later in the Day**



# Not the Indies

**3D**  
Day 2 of 2

## Extensions

**15** minutes

### My Travel Journal (Instructional Master 3D-1)

- Tell students that they will continue to make their own travel journal to record information they learn in this domain.
- Give each student Instructional Master 3D-1. Point out the picture frame on the worksheet. Remind students that Columbus made four voyages to the New World, which he incorrectly thought was the Indies. Have students choose one of his voyages to draw. [You may wish to assign groups of students a different voyage.]
- Tell students to listen carefully to your instructions.
  - Draw a scene or event that happened during one of Columbus's voyages.
  - Label the title with the voyage number.
  - Write a phrase or short sentence about your drawing.
- Have students share their drawings with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose a picture book about Columbus to read aloud to the class.  
Recommended trade books: *Encounter* by Jane Yolan—This story is told from a young Taino boy's point of view; and *The Golden Flower: A Taino Myth from Puerto Rico* by Nina Jaffe—The story is set in Puerto Rico, before the Spaniards arrived.  
[Other suggested trade books are Items 2, 5, 10, and 14.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is

called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



# Pausing Point

PP

## Note to Teacher

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You should pause here and spend one day reviewing, reinforcing, or extending the material taught thus far.

You may have students do any combination of the activities listed below, but it is highly recommended that you use the Mid-Domain Student Performance Task Assessment to assess students' knowledge of Christopher Columbus. The other activities may be done in any order. You may wish to do one activity on successive days. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## Core Content Objectives Up to This Pausing Point

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Students will:

- ✓ Identify the continents of North America, South America, Europe, Africa, and Asia
- ✓ Explain why Europeans wanted to travel to Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult
- ✓ Explain why Columbus called the inhabitants of the place he landed *Indians*
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed

## Student Performance Task Assessment

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### 10 Columbus

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#### Materials: Instructional Master PP-1

Directions: I am going to read sentences about Columbus. If my sentence states something true about Columbus, circle the smiling face. If my sentence states something that is not true about Columbus, circle the frowning face. I will read each sentence two times.

1. Columbus found the Indies. (frowning face)
2. Columbus had the idea to reach the Indies by sailing west. (smiling face)
3. All the kings and queens in Europe liked Columbus's idea. (frowning face)
4. The rulers of Spain paid Columbus and his crew to sail to the Indies. (smiling face)
5. Columbus sailed to the Indies in 1492. (smiling face)
6. The names of the ships Columbus took on his first voyage are the *Domingo*, the *Pinto*, and the *Santa Mario*. (frowning face)
7. Columbus found a lot of gold in the Indies. (frowning face)
8. Columbus and his men treated the natives on the island nicely. (frowning face)
9. King Ferdinand and Queen Isabella were happy with all of Columbus's voyages. (frowning face)
10. Europeans explorers after Columbus called the land he found "the New World" because they did not know it was there before. (smiling face)

### 10 Where Are We?

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#### Materials: Instructional Master PP-2; Image Cards 9 (Europe), 10 (Asia), 11 (Africa), 12 (North America), 13 (South America)

Using Instructional Master PP-2, assess students' knowledge of the continents that were involved in Europeans' search for a route to Asia. You may wish to display Image Cards 9–13 as students complete this

assessment. Read each of the following statements, and ask students to circle the map on Instructional Master PP-2 that corresponds with the continent(s) described in the question.

1. People from Europe wanted to travel to the Indies in Asia five hundred years ago. People like the families of Giovanni and Sophia were seeking spices and riches. Which map shows Europe circled?
2. Europeans could not get to Asia by walking east since the land route was closed. Which map shows Asia circled?
3. Many navigators proposed sailing by ship around Africa. Which map shows Africa circled?
4. Columbus had a different idea than most navigators about getting to Asia. Instead of sailing east around Africa, Columbus wanted to sail west from Europe to get to Asia. But Columbus did not find Asia or India as he thought on his first voyage in 1492. [Emphasize that Columbus did not realize his mistake.] Later, European explorers realized that Columbus had found a new place that they had not known was there, and they called it the New World. What two continents did Columbus and other Europeans not know were there? What two maps show North American and South America circled?

## Activities

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### My Travel Journal: Columbus

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#### Materials: Instructional Master PP-3

Have students make the cover page for their *My Travel Journal: Columbus*.

### Image Review

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### Domain-Related Trade Book or Student Choice

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#### Materials: Trade book

Read an additional trade book to review a particular event; refer to the books listed in the Introduction. You may also choose to have students select a read-aloud to be heard again.

## Columbus Song and Chant Review

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### **Materials: Image Cards 1–3, 8; Columbus Song and Chant (Instructional Master 1C-1)**

Tell students that you will be reviewing the information they learned about Columbus by using a song. Divide students into four groups, and assign each group one stanza from the song they learned during the lessons. Have each group of students stand together next to the applicable Image Card (see order above) and the respective song verse. Tell them that they are each going to explain what their song verse is about and then sing their song verse together. Give them time to prepare. Then go around to help each group decide what they will share and to help them learn their song verse. Once students are ready, have each group present in order.

For your convenience, here are the song lyrics that were introduced in the lessons on Columbus:

*The Indies in Asia had gold and spice.*

*The Indies in Asia had gold and spice.*

*But it was a distant land,*

*Miles and miles across the sand.*

*It was difficult to get the gold and spice!*

*Columbus made a plan to sail west.*

*Columbus made a plan to sail west.*

*The king of Spain thought it was neat,*

*So he gave him his own fleet*

*To search for riches in the east by sailing west!*

*In 1492 Columbus sailed the ocean blue.*

*In 1492 Columbus sailed the ocean blue.*

*The Niña, Pinta, and his ship,*

*The Santa María made the trip.*

*In 1492 Columbus sailed the ocean blue.*



*Columbus thought he found the Indies.*

*Columbus thought he found the Indies.*

*He thought that he'd find gold,*

*But he had no luck, we're told.*

*Because he wasn't really in the Indies.*

### **You Were There: Christopher Columbus's Journey/On the Shore**

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Have students pretend that they were on the ship with Christopher Columbus. Ask students to describe what they saw and heard.

Have students pretend they were one of the members of the Taino tribe and were the first people to spot Columbus's ships coming towards them. Ask students to describe what they see and how they felt.

Consider extending this activity by adding independent drawing associated with the "You Were There" concept.

### **The Size of a Ship**

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#### **Materials: Measuring tape; masking tape**

Ask students to recall the names of Columbus's three ships from his first voyage, as well as the names of the king and queen of Spain who provided the ships. Tell students approximately how many feet long your classroom is, and how many classrooms put together would be as long as the *Niña* (50 feet), and how many classrooms put together would be as long as the *Santa María* (120 feet). The *Pinta* was somewhere in-between the *Niña* and *Santa María* in terms of size. Consider marking out 50 feet and 120 feet on the ground with masking tape the next time you go out for recess to give students an idea about the size of each one of Columbus's ships. Remind students that Columbus and the sailors spent several months at sea aboard these ships during a voyage.

## Continents, Cardinal Directions, and Columbus

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### **Materials: Instructional Master PP-4; world map**

**Note:** Before the lesson, cut out the four cardinal direction cards and the ship.

Tell students you are going to play a game. Carefully tape the four directional cards (N,S,E,W) to the world map in their respective positions. Point to each letter, and have students repeat the direction for which it stands.

Hold the ship against the map in the middle of the Atlantic Ocean (between North America and Europe) but do not tape it. Tell students that you are going to ask for volunteers to suggest a continent toward which you will sail. You will slowly slide the ship across the ocean in one of the four directions toward that continent. All students should shout out (or repeat after you, if necessary) the direction in which you are pushing the ship. If the volunteer says Africa, do not travel diagonally. Instead, travel due south first (having students shout out *south*) before traveling east (having students shout out *east*). Please note that to get to Asia you should use the eastern route around the tip of Africa.

In the simple version of this game, after the ship gets to a continent, you should lift up the ship and return it to the starting place in the middle of the ocean. If time permits and students have learned the four directions quickly, you can sail the ship directly from one continent to the next.



# The Voyage of the Mayflower

## 4

**Note:** Lesson 4 has two parts. Part I sets the stage for Part II; it tells about the Separatists in England and gives background information about why they left England. Part II tells about the Pilgrim's voyage on the Mayflower to the New World.

### ✓ **Lesson Objectives**

#### **Core Content Objectives**

Students will:

- ✓ Identify the continents of Europe and North America
- ✓ Identify the reasons the Pilgrims left England
- ✓ Describe the Pilgrims' voyage on the *Mayflower*

#### **Language Arts Objectives**

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the role of an author and illustrator in a trade book about the Pilgrims (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud that show why the Separatists left England (RI.K.8)
- ✓ With assistance, record how the Separatists feel on a Feelings Web (W.K.8)
- ✓ With assistance, record reasons whether the Separatists should stay in England or leave England on a Stay or Go? T-Chart (W.K.8)
- ✓ With assistance, record what the Pilgrims saw, heard, smelled, tasted, and felt during their voyage on the Mayflower on a Five Senses Chart (W.K.8)
- ✓ With assistance, make predictions on a Prediction Chart (W.K.8)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)

- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *fine*, and apply them accurately (L.K.4a)
- ✓ Demonstrate understanding of a verb—*refused*—by relating it to its opposite—*accepted* (L.K.5b)
- ✓ Identify real-life connections between words—*Pilgrims*, *Mayflower*, *disappointed*, *refused*, *fine*, and *destination*—and their use (L.K.5c)

## Core Vocabulary

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**cargo, n.** Goods that are transported by land, sea, or air

*Example:* The furniture truck was loaded down with heavy cargo.

*Variation(s):* cargoes

**colonies, n.** Lands where the people are ruled by the kings and queens of other countries

*Example:* Many people wanted to start colonies in the new land.

*Variation(s):* colony

**destination, n.** The place that a person is traveling to; the endpoint of a journey

*Example:* After driving for eight hours, the Jordans were happy to finally reach their destination.

*Variation(s):* destinations

**disappointed, adj.** Saddened and upset because things did not work out as expected or desired

*Example:* We were disappointed when the ice cream truck didn't come down our street.

*Variation(s):* none

**explorers, n.** People who travel to unknown places and look for something new

*Example:* The Europeans sent explorers across the ocean to discover new lands.

*Variation(s):* explorer

**glory, n.** Praise or honor given to someone who is important or does something good

*Example:* The family gave glory to the fireman who saved their kitten.

*Variation(s):* glories

**overboard, adv.** Over the side of a boat or ship into the water

*Example:* The fish I caught flopped overboard right after I got it off the hook.

*Variation(s):* none

**passenger, n.** A person who travels in a vehicle but is not the driver

*Example:* There was only one passenger riding on the trolley.

*Variation(s):* passengers

**refused, v.** Did not want to do or accept something

*Example:* My brother refused to put his boots on before he went out to play in the snow.

*Variation(s):* refuse, refuses, refusing

**religion, n.** A set of beliefs and actions, often involving the worship of God or gods

*Example:* Martha says her daily prayers as part of practicing her religion.

*Variation(s):* religions

Vocabulary Chart for The Voyage of the Mayflower			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	<b>cargo</b> church Columbus England Europe <b>explorers</b> <i>Mayflower</i> <i>Pilgrims</i> pray <b>religion</b> seasick Separatists	<b>destination*</b> <b>disappointed*</b> <b>glory</b> <b>passenger</b> <b>refused*</b>	air ocean
<b>Multiple Meaning</b>	<b>colonies</b> <b>overboard</b> ruled	attend <u>fine</u>	ship
<b>Phrases</b>	Atlantic Ocean King James I New World North America		
<b>Cognates</b>	<b>carga</b> Europa <b>explorador(a)</b> <i>peregrino(a)</i> <b>religión</b> <b>colonias</b> Océano Atlántico Norteamérica	<b>destinación*</b> <b>gloria</b> <b>pasajero(a)</b>	aire océano

## ***Image Sequence***

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This is the order in which Flip Book images will be shown for this read-aloud. Please note that it uses images from two separate lessons and a different image sequence from the *Tell It Again! Read-Aloud Anthology*.

1. 6A-1: Explorers
2. 8A-3: Planning the new settlement
3. 6A-3: Church of England
4. 6A-4: Separatists decide to leave England



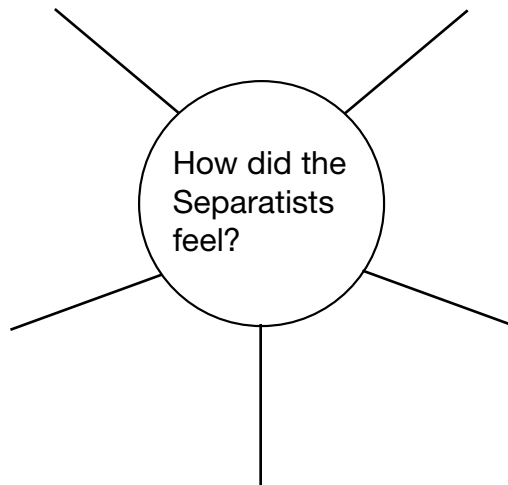
# The Voyage of the Mayflower

**4A**  
Day 1 of 2

At a Glance (Parts A & B)	Exercise	Materials	Minutes
Introducing the Read-Aloud	What Have We Already Learned?	Timeline; world map	15
	Introduction to the Pilgrims	Image 7A-2; Timeline	
	Vocabulary Preview: Pilgrims, Mayflower	Image 7A-1	
		Image 7A-4	
	Purpose for Listening		
Presenting the Read-Aloud	The Voyage of the Mayflower, Part I	chart paper to make a Feelings Web, writing tools	10
Discussing the Read-Aloud	Comprehension Questions	world map; chart paper to make a Stay or Go? T-Chart	10
	Word Work: Disappointed		
 Complete Remainder of the Lesson Later in the Day			
Extensions	Multiple Meaning Word Activity: Fine	Poster 4M (Fine)	15
	Syntactic Awareness Activity: Asking Questions	Image 6A-4	
	Vocabulary Instructional Activity: Refused		
	End-of-Lesson Check-In	Images 6A-3 and 6A-4; world map	
Take-Home Material	Family Letter	Instructional Masters 4B-1 and 4B-2	

## Advance Preparation

Create a Feelings Web to be used during Image 6A-4 to discuss how the Separatists felt about King James I's order that everybody must attend the Church of England and how they felt about King James's warning that whoever does not obey will be fined and put in jail. Write *How did the Separatists feel?* in the middle of the chart paper and circle it. Draw spokes around it, and record student responses.



Create a Stay or Go? T-Chart for the *Think Pair Share* activity. Invite partner pairs to think of two reasons to stay in England and two reasons to go to the New World.

Stay or Go?	
Reasons to stay in England	Reasons to go to the New World

**Note to Teacher**

Remind students that they are going to hear a read-aloud about a group of people called the Pilgrims. Then tell them that the Pilgrims were not always called Pilgrims. That is because the word *pilgrim* means someone who makes a very long journey far from home. When the story first begins, the Pilgrims had not left home, so they were not pilgrims yet. Instead, they were known as Separatists. Students may have a hard time understanding the difference between Separatists and Pilgrims. You may wish to use Instructional Master 4A-1 to visually distinguish between the times you are talking about Separatists (S) and the times you are talking about Pilgrims (P).

When discussing colonies, and how Europeans established colonies, please make sure that students are aware that European colonies already existed in North America before the Pilgrims arrived. Europeans established alongside the native peoples already living on the continent.



## What Have We Already Learned?

- Show students the Timeline and point to 1492. Ask: “What happened in 1492?”
  - In 1492, Columbus made his voyage to America.
- Ask: “Was that recent or long ago?”
  - That was long ago.
- Point to the world map. Ask: “What land did Columbus think he had found? Which continent is that land a part of?”
  - Columbus thought he had found the Indies. The Indies are a part of Asia.
- Ask: “Which continent did he really land on?”
  - Columbus really landed on North America.



## Introduction to the Pilgrims

### ◀ Show image 7A-2: Between decks on *Mayflower*

- Tell students that the second half of this domain is about a group of people from Europe called the Pilgrims. The Pilgrims traveled to the New World after Columbus.
- Mention that the Pilgrims did not travel to the New World for the same reasons Columbus and other explorers traveled to the New World. They did not go to America to look for gold and treasures.
- On the Timeline, point to the 1600s mark. Tell students that the Pilgrims came to America in 1620. Emphasize that this was over one-hundred years after Columbus sailed to America.

## Vocabulary Preview

### *Pilgrims*

### ◀ Show image 7A-1: Boarding the *Mayflower*

1. In this lesson, you will hear about a group of people from Europe called the *Pilgrims*.
2. Say the word *Pilgrims* with me three times.



3. Pilgrims are people who make a very long journey, far from home, to settle in a new place. The Pilgrims in this lesson came from England, which is in Europe.

**Note:** In today's read-aloud, the Pilgrims are referred to as Separatists because they have not started their journey yet. Once the Separatists decided to take the journey, they became pilgrims.

4. The Pilgrims looked forward to their new life in a new land where they could practice their religion as they pleased.
5. What are the Pilgrims doing in this image? Where do you think they are going?



### ***Mayflower***

#### ◀ **Show image 7A-4: *Mayflower* during storm**

1. In this lesson, you will hear that the Pilgrims rode on a ship called the *Mayflower*.
2. Say the name *Mayflower* with me three times.
3. The *Mayflower* is the name of the ship that took the Pilgrims to America.
4. There were 102 passengers on the *Mayflower*.
5. Tell your partner what it might have been like to ride on the Mayflower. What would you see, hear, and smell?

### **Purpose for Listening**

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Remind students that the Separatists did not go to the New World to look for gold and treasures. Tell students to listen carefully to find out why the Separatists decided to leave England for America.



### The Voyage of the Mayflower, Part I

#### ◀ Show image 6A-1: Explorers

Look at the drawings of all these **explorers** from Europe who sailed across the Atlantic Ocean to the New World. These **explorers** travelled to unknown places to find and learn new things about that place.

[Have a student point to the continent of Europe on the world map. Then point to the continents of North and South America. Ask students: “Why were North America and South America called the New World?” (The people in Europe did not know about North and South America.)]

Columbus was one of the first **explorers** to visit the New World.

[Have students identify Columbus in the image.]

After Columbus’s voyages, kings and queens from many other countries in Europe began sending their own **explorers** to the New World, hoping to find gold and jewels. These **explorers** took the same route Columbus took. Do you remember which direction Columbus sailed to the New World? (west)

[Invite a volunteer to point to Europe, drag his/her finger across the Atlantic Ocean, and stop at North America.]

They journeyed from Europe, west across the Atlantic Ocean, to their **destination**—or the stopping point of their journey—in North or South America.



#### ◀ Show image 8A-3: Planning the new settlement

As time passed, the Europeans began to build **colonies** in America. They began to build their homes in various places in America. Although they were in America, **colonies** were still ruled by the kings and queens from Europe.

[Use the world map to emphasize that the **colonies** in North America were far away from Europe, but they were still ruled by the kings and queens in Europe.]



← **Show image 6A-3: Church of England**

The English people from England started one of the first **colonies** in the New World.

[Point to England on the world map. Then point to Virginia in North America. Ask: “Although the colonies were in North America, who ruled the colonies?” (the kings and queens in Europe)]

The English people named their **colony** Jamestown after their ruler, King James I. The English people liked King James, but they were **disappointed**—or saddened and upset—when he used his power badly. King James **refused** to let—or did not let—people in his kingdom have their own **religion**—or beliefs. Everybody had to go to his church and pray as the king prayed. The English people had no choice of what **religion** they wanted. King James declared that everyone in his kingdom must have his **religion**.



← **Show image 6A-4: Separatists decide to leave England**

Now, most people in England followed the king’s command and orders, but there were some English people who did not. One group was known as the Separatists. The Separatists had their own beliefs about how to pray. They were **disappointed** with the king’s church. So, they **refused** to attend the Church of England and began meeting separately—or on their own.

[Here you may wish to stress the word *separately* and the term *Separatist* to help students remember that this group, the Separatists, did things separately from the Church of England.]

When the Separatists **refused** to attend the Church of England, the king was furious—the king was very upset.

“If you miss the Sunday worship service,” he warned them, “you must pay a fine—or money. And if you continue to **refuse** to attend the Church of England, I will order my soldiers to arrest you and throw you in jail.”

You can imagine how upset the Separatists became. They lived in fear of being arrested and thrown in jail. Many were arrested and thrown in jail, and they did not know who might be next.

[Invite students to talk to their partner about the kinds of emotions they see in the image. Ask students how the Separatists might be feeling. (sad, discouraged, tired, angry) Record student responses on the Feelings Web.]

Life became harder and harder for the Separatists in England.

Other people looked at them strangely because they practiced their **religion** in a different way. They did not attend the Church of England, and they did not pray the way the king ordered them to pray.

At last, the Separatists decided that they would make the voyage to the New World where they heard they could practice their own **religion**.

## ***Discussing the Read-Aloud***

**10** minutes

### **Comprehension Questions**

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1. *Literal* After Columbus, did more explorers go to the New World?
  - Yes, more explorers did go to the New World.
2. *Inferential* [Invite students to show their answer on a world map.] From which continent were the explorers?

- The explorers were from Europe.

Which continents made up the New World?

- North America and South America made up the New World.

Which route did the explorers take to get to the New World?

- The explorers sailed west across the Atlantic Ocean to get to the New World.

3. *Inferential* Why was one of the first colonies in the New World called Jamestown? (Hint: the king of England at that time was named James)
  - The colony was called Jamestown because their ruler was King James I.
4. *Literal* What rule did King James make that the Separatists did not like?
  - King James ordered that everyone attend his church, the Church of England, and pray like he did.

What would happen to people who did not obey his rule?

- People who did not obey would be fined, or had to pay money, and would be put in jail.

5. *Inferential* What did the Separatists decide to do? Why?
- The Separatists decided to make the voyage to the New World so they could practice their own religion.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

**Sentence Frames:**

Do you think the Separatists should stay or go?

The Separatists should stay/go because . . .

6. *Evaluative Think Pair Share:* In the read-aloud you heard that the Separatists decided to leave England. With your partner, think of two reasons why the Separatists should stay in England and two reasons why they should go. I will record your answers on the Stay or Go? T-Chart.

**Note:** Tell students that you are going to write down what they say, but they are not expected to be able to read what you write because they are still learning all the rules for decoding. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the words to them..

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

## Word Work: Disappointed

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1. In the read-aloud you heard, “The English people liked King James, but they were *disappointed* when he used his power badly.”
2. Say the word *disappointed* with me.
3. You feel disappointed when you are saddened and upset because things did not work out as expected or desired.
4. You might feel disappointed if you really wanted chocolate ice cream, and the ice cream shop ran out of chocolate ice cream.
5. Tell me about a time you felt disappointed. Use the word *disappointed* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I felt disappointed when . . .”]

6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences to you. If you might feel disappointed by what happened in the sentence, say, “I would feel disappointed.” If you wouldn’t feel disappointed, say, “I would not feel disappointed.”

1. You got the bicycle you wanted for your birthday.
2. It rained on a day you were hoping to go to the beach.
3. Your friend got sick and couldn’t come over to play.
4. Pizza was for dinner, and it’s your favorite food.
5. You planted a seed, and it didn’t grow.



**Complete Remainder of the Lesson Later in the Day**



# The Voyage of the Mayflower

4<sup>B</sup>

Day 1 of 2

## Extensions

15 minutes

### ↔ Multiple Meaning Word Activity

#### Context Clues: *Fine*

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described or have a student walk up to the poster and point to the image being described.

1. [Show Poster 4M (Fine).] In the read-aloud you heard King James I say, “If you miss the Sunday worship service, you must pay a *fine*.” In this sentence a fine is an amount of money that you have to pay as a punishment for breaking the law or rule. Which picture shows this meaning of *fine*?
2. *Fine* also means to be or feel good and okay. Which picture shows this meaning of *fine*?
3. I’m going to say some sentences using the word *fine*. Hold up one finger if my sentence uses the meaning of *fine* in picture one; hold up two fingers if my sentence uses the meaning of *fine* in picture two.
  - The police officer gave my uncle a fine for driving too fast.
  - You have to pay a fine when you return your library books late.
  - A pediatrician helps sick children feel fine again.
  - If you damage or ruin a DVD, you will have to pay a fine to the store.
  - After taking a moment to calm down, the angry child felt fine again.

### ↔ Syntactic Awareness Activity

#### Asking Questions

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their use. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students’ sentences so that they are grammatical. If necessary, have students repeat your sentences.



<b>Wh– Question Word Reference Chart</b>	
<b>Question Word</b>	<b>Explanation: I want to know the . . .</b>
<b>Who</b>	person or people
<b>What</b>	animal or thing; specific thing
<b>Where</b>	place, location, or position
<b>When</b>	time
<b>Why</b>	reason, explanation

Directions: Today you will practice using question words to pretend to ask the Separatists questions. Remember, we use the question words *who*, *what*, *when*, *where*, and *why* to ask questions when we want to get more information.



#### ◀ **Show image 6A-4: Separatists decide to leave England**

1. Make up a question to ask the Separatists using the word *who*. We use the question word *who* to ask about a person.
2. Now, make up a question to ask the Separatists using the word *what*. We use the question word *what* to ask about something.
3. Next, make up a question to ask the Separatists using the word *when*. We use the question word *when* to ask about time.
4. Now, make up a question to ask the Separatists using the word *where*. We use the question word *where* to ask about a place.
5. Finally, make up a question to ask the Separatists using the word *why*. We use the question word *why* to ask for a reason.

#### **Variations**

- ✈ Above and Beyond: You may wish to have students do this activity in partner pairs, where one student asks the questions and the other student plays the role of a Separatist to answer the questions. Then have partner pairs switch roles.
- In addition, you may wish to have students do this activity in their home language.

### **Vocabulary Instructional Activity**

#### **Word Work: *Refused***

1. In the read-aloud you heard, “King James *refused* to let people in his kingdom have their own religion—or beliefs.”
2. Say the word *refused* with me.

3. *Refused* means did not want to do or accept something.
4. King James refused to let the people in his kingdom go to their own churches; they all had to go to the Church of England.

Carol's mother refused to let Carol watch television because Carol had not finished her homework yet.

5. Has your mother, father, or caretaker ever refused to let you do something? Tell your partner about it. Try to use the word *refused* when you tell about it.

[Ask two or three students. If necessary, guide and/or rephrase the students' responses: "My \_\_\_\_\_ refused to let me . . ."]

6. What's the word we've been talking about?

Use an *Opposites* activity for follow-up. Directions: An opposite of *refused* is *accepted*. *Accepted* means to have said yes or to have taken something when it is given to you. I am going to tell you some situations. If you would refuse, shake your head *no* and say, "I would have refused." If you would accept, nod your head *yes* and say, "I would have accepted."

1. an invitation to go to a friend's house to play
2. candy from a stranger
3. a present from your grandparents
4. an offer from the zookeeper to pet a snake
5. a suggestion that you stay home alone at night

## 10 End-of-Lesson Check-In

### *The Voyage of the Mayflower*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

Ask students the following questions to review the major points from today's lesson:

- Point to the continent where many explorers came from. (Europe)
- Point to the continents where the New World was located. (North and South America)
- Point to the ocean that the explorers had to cross to reach the New World. (Atlantic)
- Which direction did the explorers sail? (west)



← **Show image 6A-3: Church of England**

- This is a picture of the building for the Church of England. At the time of the read-aloud, who was the king of England and leader of the Church of England? (King James I)
- What rule did King James make? (Everybody had to attend his church and pray the way he did.)



← **Show image 6A-4: Separatists decide to leave England**

- Who are the people in this image? (the Separatists)
- Did they like King James's rule? Why not? (No, they wanted to be able to practice their own religion.)
- What do they plan to do? (go to the New World)

## ***Take-Home Materials***

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### **Family Letter**


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Send home Instructional Masters 4B-1 and 4B-2.



# The Voyage of the Mayflower

**4c**  
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Introducing the Read-Aloud	Song and Chant	Image Card 15 (Separatists); Instructional Master 4C-1; chart paper, writing tools; audio of children’s song, “I’m a Little Teapot”	10
	Where Are We?	world map	
	Vocabulary Review: Pilgrims, Mayflower		
	Purpose for Listening		
Presenting the Read-Aloud	The Voyage of the Mayflower, Part II	large calendar; chart paper to make a Five Senses Chart	10
Discussing the Read-Aloud	Comprehension Questions	chart paper to make a Prediction Chart; sticky notes—2 per student	10
	Word Work: Destination	compass rose (Instructional Master 1C-1); world map	
 Complete Remainder of the Lesson Later in the Day			
Extensions	Timeline	Timeline, Image Card 17 (Pilgrims), yarn, tape	15
	My Travel Journal	Instructional Master 4D-1 (Mayflower), writing and drawing tools	
	Domain-Related Trade Book	Trade book suggestions: Items 9, 12, 15, 18, and 19.	

## Advance Preparation

Find an audio version of the children's song "I'm a Little Teapot" to play for the class. The song and chant for the Pilgrims section of this domain will use this tune. Be sure that students are familiar with the tune before teaching them the lines to the song and chant for Pilgrims.

Begin a new song and chant for the Pilgrims section of this domain. Write out the lyrics for stanza 1 of the song and chant. Tape Image Card 15 (Separatists) above stanza 1. Keep this song and chant on the wall.

Create a Five Senses Chart to be used during Images 7A-2 through 7A-4. Record student responses about what the Pilgrims might have seen, heard, smelled, felt, and tasted.

What did the Pilgrims	
See?	
Hear?	
Smell?	
Feel?	
Taste?	

Place Image Card 17 (Pilgrims) on the Timeline at 1620, after 1600. This will mark the date the Pilgrims made their journey to the New World.

Create a Prediction Chart for *Think Pair Share*. On one sticky note, have students draw or write whom they think the Pilgrims will meet. On the other sticky note, have students write a phrase or short sentence about what they think might happen when they get to the New World.

Whom will the Pilgrims meet?	What will happen in the New World?

Make a copy of Instructional Master 4D-1 for each student. This will be the first page of their *My Travel Journal* (Pilgrims). They will draw and write about something they would bring on their voyage to the New World.

Find a trade book about the Pilgrims to read aloud to the class.

### **Notes to Teacher**

Explain to students that a pilgrimage usually refers to a special kind of trip, one made for religious reasons, like that of the Separatists. People who go on a pilgrimage are called pilgrims. Separatists became pilgrims when they decided to make the long journey across the ocean to America so that they could worship as they pleased. Explain to students that this particular group of Separatist pilgrims is known in America today simply as the Pilgrims. For that reason, in today's read-aloud they will be called the Pilgrims, not the Separatists.

### Song and Chant

---

- Point to Image Card 15 (Separatists). Ask students: “Who are the people in this image?”
  - They are Separatists.
- Ask: “Where were they from?”
  - They were from England/Europe.
- Ask: “Why did they decide to leave England?”
  - They did not like King James I’s rule that everyone in his kingdom had to attend his church and pray the way he did.
- Teach students stanza 1 of the song and chant:

*We are Separatists, and we believe*

*That we should worship as we please.*

*But King James has ordered us to pray,*

*So we’ve decided to move away.*

### Where Are We?

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- Ask students where the Separatists were from.
  - The Separatists were from England (or Europe). [Invite a volunteer to locate Great Britain on the world map.]
- Ask students where the Separatists were going.
  - The Separatists were going to the New World or America. [Invite a volunteer to locate North America on the world map.]

## Vocabulary Review

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### *Pilgrims*

1. In today's read-aloud you will meet the Pilgrims.
2. Pilgrims are people who make a very long journey to settle in a new place. The Pilgrims in this lesson came from England, which is in Europe.
3. Why did the Pilgrims sail to America?

Answer each of the following questions with a "yes" or "no."

- to find gold (no)
- to get away from King James's rules (yes)
- to practice their own religion (yes)
- to look for spices (no)
- to find treasures (no)

### *Mayflower*

1. In today's read-aloud you will hear that the Pilgrims were passengers on the *Mayflower*.
2. The *Mayflower* is the name of the ship that took the Pilgrims to America.
3. Do you think the Pilgrims will have a comfortable and pleasant trip on the *Mayflower*?

## Purpose for Listening

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Tell students that today's read-aloud is about the Pilgrims' trip to the New World. Tell them to listen carefully to find out what it was like to ride on the *Mayflower*.



### Voyage of the Mayflower, Part II

#### ◀ Show image 7A-1: Boarding the *Mayflower*

[Ask: “What is happening in this picture? Where do you think the little girl is going?” Tell students that from this part on, the Separatists will be called Pilgrims.]

The year was 1620. On a warm September day, 102 men, women, and children from England boarded a small sailing ship.

[Point to September on a large calendar.]

Their **destination**—or where they were going—was the New World.

[Point to North America on the world map.]



#### ◀ Show image 7A-2: Between decks on *Mayflower*

[For this image and the following two images, pause at different points and ask students what the Pilgrims might have seen, heard, smelled, felt, and tasted. Record their responses on the Five Senses Chart.]

The name of their ship was the *Mayflower*. It was not meant to be a **passenger** ship for carrying people. Rather, the *Mayflower* was used to carry **cargo**, or goods and supplies. Many of the **passengers** on the *Mayflower* were Separatists who were now pilgrims making their journey to America so they could have their own **religion**. The Pilgrims were crowded into an area where the **cargo** would have been. Traveling on the *Mayflower* was uncomfortable. There were no seats, no windows for air, and the floor was cold and hard, but the Pilgrims thought about the freedom they would have at their **destination**.



#### ◀ Show image 7A-3: Pilgrims on deck

The **passengers** took turns going up on deck for fresh air and to move around to get some exercise. This was the first time many of the *Mayflower*’s **passengers** had been on a ship. They were not used to the constant rocking back and forth of the ship. The air inside the ship was not fresh at all. Some **passengers** became sick.

[You may wish to introduce the compound word *seasick*. Ask students what they think *seasick* means.]

Suddenly a **passenger** cried, “Storm clouds, Cap’n!”





← **Show image 7A-4: *Mayflower* during storm**

“Aye-aye,” replied the captain. “See to it that everything is tied down so it won’t wash **overboard**—or go over the side of the ship.”

Soon enough, the storms and high winds of the Atlantic Ocean became stronger and stronger. Now, most **passengers** on the *Mayflower* felt seasick as the ship tossed about on the huge waves. A few men offered to help the captain. One man was tightening some ropes when a great wave hit the *Mayflower* from the side. Before he could grab his rope, the man fell **overboard**.

[Invite a student to use the image to show *overboard*.]



← **Show image 7A-5: *Mayflower* storm—man overboard**

“Man **overboard**!” yelled the ship’s navigator. Three men rushed to the side of the ship, throwing ropes toward the man in the water. He managed to grasp one of the ropes and held on desperately, sputtering and gasping for air. The sailors drew him closer to the ship and, reaching over the side, one of the sailors grasped the man’s arm and pulled him to safety.



← **Show image 7A-6: Spotting land**

Fortunately, the storm ended. At last, on a clear, cold November day, the cry went up, “Land, ho!”

[Flip to November on a large calendar. Stress that they had been on the *Mayflower* for nearly two months.]

“**Glory** to God!” the Pilgrims cried.

[Explain that the expression “Glory to God!” is used by the Pilgrims to praise and honor their God.]

They had crossed the wide Atlantic Ocean and could see their **destination** at last.

The Pilgrims had no idea what to expect of the new land ahead of them, but they had heard stories of native people living there.

So, while they called their **destination** the New World, perhaps it was not such a new world after all.

### Comprehension Questions

1. *Literal* Who were the people sailing to America?

- The Pilgrims were sailing to America.

On which continent did they start their voyage?

- They started their voyage in Europe.

To which continent were they traveling?

- They were traveling to North America.

2. *Literal* What was the name of the ship that carried the Pilgrims to America?

- The *Mayflower* carried the Pilgrims to America.

Was the *Mayflower* made to carry passengers or cargo?

- The *Mayflower* was made to carry cargo.

3. *Inferential* Were the Pilgrims comfortable on the *Mayflower*?

- The Pilgrims were not comfortable on the *Mayflower*.

Why not?

- It was crowded; there were no seats, no windows for air, and the floor was hard and cold. Many Pilgrims became seasick.

4. *Evaluative* [Review the Five Senses Chart.] What did the Pilgrims see, hear, smell, taste, and feel while they were on the *Mayflower*?

5. *Evaluative* How do you think the Pilgrims felt when they finally saw land after two months at sea?

- Answers may vary.

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask you a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

#### Sentence Frames:

Are there people in the New World already? (Yes/No)

The Pilgrims will meet \_\_\_\_\_.

I think . . . will happen.

6. *Evaluative Think Pair Share*: You will make two predictions by answering these two questions: Who will the Pilgrims meet? What will happen in the New World? (Or, will life be easy or hard for the Pilgrims in the New World?)

[On one sticky note, have students draw or write who they think the Pilgrims will meet. On the other sticky note, have students write a phrase or short sentence about what they think might happen when they get to the New World.]

7. After hearing today's read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Destination

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1. In today's read-aloud you heard, "[T]he Pilgrims thought about the freedom they would have at their *destination*."
2. Say the word *destination* with me.
3. A destination is the place that a person is traveling to, the endpoint of a journey.
4. After driving for eight hours, the Jordan's were happy to finally reach their destination.
5. What was the Pilgrims' destination?
  - The Pilgrims' destination was the New World.
6. What's the word we've been talking about?

Use a *Word to World* activity for follow-up. Directions: Using your compass rose (Instructional Master 1C-1), tell me which direction I should travel to reach my destination. [If necessary, review the cardinal directions: north, south, east, west.]

1. I am in North America; my destination is Europe. (go east)
2. I am in South America; my destination is North America. (go north)
3. I am in Europe; my destination is Asia. (go east)
4. I am in Africa; my destination is Europe. (go north)



### Complete Remainder of the Lesson Later in the Day



# The Voyage of the Mayflower

**4D**  
Day 2 of 2

## Extensions

**15** minutes

### Timeline

- Refer to the Timeline, and count the years by the hundreds (i.e., 1400, 1500, 1600, etc.).
- Ask: “What year did Columbus take his voyage?”
  - 1492
- Ask: “Was that recently or long ago?”
- Say to students: “In the previous read-aloud, we learned that the Pilgrims sailed and landed in the year 1620. Let’s see where that belongs on the Timeline.” Make an index card with the year 1620 on it, and tape it to the appropriate place on the timeline. Then place Image Card 17 (Pilgrims) above it.
- Point out that the date the Pilgrims sailed (1620) is closer to that of Columbus’s voyage in 1492 than it is to today.
- Remind students that both of these voyages happened hundreds of years ago.

### My Travel Journal (Instructional Master 4D-1)

- Tell students that they will make another Travel Journal to record information they learn about the Pilgrims.
- Give each student Instructional Master 4D-1. Ask students to say the name of the ship. (the *Mayflower*) Remind students that the *Mayflower* was not made to carry passengers, but cargo. Tell students that the Pilgrims were leaving England, the place where they had lived for a very, very long time. Have students pretend that they are a Pilgrim on the *Mayflower*. Students will draw one thing they would take with them on the ship.
- Tell students to listen carefully to your instructions.
  - Inside the ship, draw one thing that you would take with you.
  - Write a sentence about why you would take that item with you.

- Color in the rest of the ship.
- Have students share their drawings with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

### **Domain-Related Trade Book**

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- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose a picture book about the Pilgrims to read aloud to the class. [Suggested trade books: Items 9, 12, 15, 18, and 19.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.
- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



# The First Thanksgiving

# 5

## ✓ Lesson Objectives

### Core Content Objectives

Students will:

- ✓ Explain the significance of Plymouth Rock
- ✓ Describe the Pilgrims' first interaction with the Wampanoag
- ✓ Describe the Pilgrims' first year in America
- ✓ Describe the first Thanksgiving Day celebration

### Language Arts Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With prompting and support, describe the role of an author and illustrator in a trade book about Thanksgiving (RI.K.6)
- ✓ With prompting and support, identify reasons or facts given in the read-aloud that show how the Pilgrims survived their first year in America (RI.K.8)
- ✓ With prompting and support, compare and contrast Thanksgiving in the past to Thanksgiving in the present (RI.K.9)
- ✓ With assistance, record information on a Survival Checklist (W.K.8)
- ✓ With assistance, organize facts from the read-aloud onto Wh-Question Charts (W.K.8)
- ✓ Ask questions beginning with *who*, *what*, *where*, *when*, and *why* (L.K.1d)
- ✓ Ask and answer questions in a shared language activity (L.K.1f)
- ✓ Identify new meanings for the word *log*, and apply them accurately (L.K.4a)

- ✓ Demonstrate understanding of an adjective—*fascinated*—by relating it to its opposite—*bored* (L.K.5b)
- ✓ Identify real-life connections between words—*legend*, *crops*, *log*, *fascinated*, and *survival*—and their use (L.K.5c)

## Core Vocabulary

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**celebration, n.** A party, especially one that marks a special event

*Example:* We played games at the celebration for my kindergarten graduation.

*Variation(s):* celebrations

**chief, n.** Someone who is the leader of a group

*Example:* The chief decided when the tribe would move to new hunting grounds.

*Variation(s):* chiefs

**crops, n.** Plants that are grown and harvested, often for eating

*Example:* The three main crops of the Wampanoag tribe were corn, squash, and beans.

*Variation(s):* crop

**fascinated, adj.** Interested and attracted to something so that you give your full attention to it

*Example:* The children were fascinated with the magic show.

*Variation(s):* none

**harvest, n.** Crops collected at the end of the growing season

*Example:* Fall is the time of year when many farmers take their harvest to market.

*Variation(s):* harvests

**legend, n.** A traditional story that is told over and over again that may or may not be true

*Example:* My grandmother told me a legend to explain the seasons of the year.

*Variation(s):* legends

**store, v.** To save things for another time

*Example:* Squirrels store nuts in the hollows of trees to eat during the winter.

*Variation(s):* stores, stored, storing

**survival, n.** The fact of staying alive, especially through difficult times

*Example:* The Pilgrims needed to build homes for survival.

*Variation(s):* none

**tribe, n.** A group of people who share the same language, customs, and beliefs

*Example:* A Native American tribe grew corn and hunted wild animals.

*Variation(s):* tribes

**wisdom, n.** Good judgment

*Example:* The natives had wisdom about the best places to live in the land.

*Variation(s):* none

Vocabulary Chart for The First Thanksgiving			
Core Vocabulary words are in <b>bold</b> . Multiple Meaning Word Activity word is <u>underlined</u> . Vocabulary Instructional Activity words have an asterisk (*). Suggested words to pre-teach are in <i>italics</i> .			
Type of Words	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday-Speech Words
<b>Understanding</b>	Massachusetts Massasoit maize Pilgrims Samoset shore Squanto Thanksgiving <b>tribe</b> Wampanoag	arrived <b>celebration*</b> <b>fascinated*</b> gladly shared <b>survival*</b> <b>wisdom</b>	America corn deer forest friend/enemy home meat winter
<b>Multiple Meaning</b>	<b>chief</b> <b>crops</b> <b>harvest</b> <b>legend</b> <u>log</u>	help hunt <b>store</b>	duck fish land plant
<b>Phrases</b>	Native Americans Plymouth Colony Plymouth Rock	sense of danger	
<b>Cognates</b>	maíz Peregrino <b>jefe</b> <b>leyenda</b>	<b>celebración*</b> <b>fascinado*</b>	América enemigo(a)

## Image Sequence


Please note that the image sequence for this lesson uses the same sequence as Lessons 8 and 9 in the *Tell It Again! Read-Aloud Anthology*.





# The First Thanksgiving

**5A**  
Day 1 of 2

<i>At a Glance (Parts A &amp; B)</i>	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>		Timeline	15
	What Have We Already Learned?	Song and Chant (Pilgrims); Image Card 16 (Mayflower), chart paper, writing tools	
	Essential Background Information or Terms	Images 8A-1 and 8A-5; U.S. map	
	Vocabulary Preview: Legend, Crops	examples of legends your students have heard	
		Image 8A-5; images or samples of crops grown by the Wampanoag: corn, beans, and squash	
	Purpose for Listening	Prediction Chart from Lesson 4	
<b>Presenting the Read-Aloud</b>	The First Thanksgiving	large calendar; Timeline; U.S. map	10
<b>Discussing the Read-Aloud</b>	Lesson Review	world map	10
	Word Work: Fascinated		
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Multiple Meaning Word Activity: Log	Poster 5M (Log)	15
	Syntactic Awareness Activity: Asking Questions	Image 9A-4	
	Vocabulary Instructional Activity: Survival	Instructional Master 5B-1	
	End-of-Lesson Check-In	Images 8A-1, 8A-2, and 9A-4	

### ***Advance Preparation***

Write out the lyrics for stanza 2 of the song and chant. Tape Image Card 16 (*Mayflower*) above stanza 2. Add it next to stanza 1. Keep this song and chant on the wall.

Bring in images or samples of crops grown by the Wampanoag: corn, beans (e.g., string beans, kidney beans, peas), and squash (e.g., summer squash, acorn squash, pumpkin). **Note:** Be sure to check with your school's policy regarding food distribution and allergies.

Make copies of Instructional Master 5B-1 so that every student has their own Survival Checklist to fill out during the *Vocabulary Instructional Activity*.

### ***Notes to Teacher***

This lesson presents two legends related to the Pilgrims' first year in America: the legend of Plymouth Rock and the legend of the first Thanksgiving. Students may not be familiar with the term *legend*. Legends are stories from the past that have been told over and over again, but they may or may not be entirely true. Remind students of legends they have heard. If students have not heard any legends, tell them that they will hear two legends in this lesson. Continue to remind students that legends are stories from the past that may or may not be true.

During the Pilgrims' first year in America, the Wampanoag tribe taught them many things for their survival. The Wampanoag taught the Pilgrims to fish, hunt, and plant crops. You may wish to have the class make up a motion to represent each of these three important skills—*fish*, *hunt*, and *plant*—and use them during the read-aloud and discussing the read-aloud.

## What Have We Already Learned?

### Timeline

- Refer to the Timeline and count the years by the hundreds (i.e., 1400, 1500, 1600, etc.).
- Ask: “What year did Columbus take his voyage?”
  - 1492
- Ask: “What year did the Pilgrims sail on the Mayflower for America?”
  - 1620
- Ask: “Which came first: Columbus’s voyages to the New World or the Pilgrim’s journey to America?”
  - Columbus’s voyages came first.
- Ask: “Did these events happen recently, or long ago?”
  - [Point out that both of these events happened hundreds of years ago.]

### Song and Chant

- Point to Image Card 15 (Separatists). Ask students: “Who are the people in this image?”
  - They are Separatists.
- Ask: “Where were they from?”
  - They were from England/Europe.
- Ask: “Where did they decide to do?”
  - They decided to leave England to go to the New World.
- Sing stanza 1 of the song and chant:

*We are Separatists, and we believe  
That we should worship as we please.  
But King James has ordered us to pray,  
So we’ve decided to move away.*
- Point to Image Card 16 (Mayflower). Ask: “What do you see in this image?”
  - the Mayflower
- Ask: “Was it a comfortable and easy journey on the Mayflower? Why not?”

- It was not a comfortable and easy journey. There was a big storm, many passengers got seasick, there was not a lot of room, there were no seats, the air was not fresh, etc.
- Teach students stanza 2 of the song and chant:
 

*I am the Mayflower. I'm the ship*

*To take the Pilgrims on their trip.*

*They are sailing west to the colonies*

*So they can worship as they please.*



### Essential Background Information or Terms

#### ◀ Show image 8A-1: Massachusetts on a world map

- Have a student locate the area colored red. Tell students that this area is England, the country where the Separatists used to live.
- Have a student locate the tiny area colored yellow. Tell students that this area is the state of Massachusetts. [You may wish to point out Massachusetts on a U.S. map as well so students can see the state more clearly.] Tell students that the Pilgrims landed in Massachusetts.



#### ◀ Show image 8A-5: Chief Massasoit

- Tell students that when the Pilgrims landed in America there were already people on the land. Ask: “What group of people do you think this person is from?”
  - Native Americans
- Explain that a tribe called the Wampanoag (WAHMP-ann-oh-ag) were already living there. Have students practice saying the term *Wampanoag* a few times.

### Vocabulary Preview

#### Legend

1. In today's read-aloud you will hear two *legends*.
2. Say the word *legends* with me three times.
3. A legend is a story from the past that is told over and over again that may or may not be true.
4. My grandmother told me a legend to explain the seasons of the year.

5. [If your class has heard any legends thus far this year, mention those legends.] Do you think a legend is a true story, a made-up story, or a little bit of both?



### **Crops**

#### ◀ **Show image 8A-4: Meeting Samoset**

1. In today's read-aloud you will hear that the Wampanoag taught the Pilgrims how to plant *crops*.
2. Say the word *crops* with me three times.
3. Crops are plants that are grown and harvested. Many crops are grown for eating.
4. The three main crops of the Wampanoag tribe were corn, squash, and beans.
5. [Pass around images, examples, or samples of corn, squash, and beans for students to see, feel, smell, and maybe taste. Name the different crops. You may wish to take a quick tally of students' favorite crop.]

### **Purpose for Listening**

Review questions on the Prediction Charts from Lesson 4: Whom will the Pilgrims meet? What will happen in the New World? Tell students to listen carefully to the read-aloud to see if their predictions are correct.

## **Presenting the Read-Aloud**

**10** minutes



### **The First Thanksgiving**

#### ◀ **Show image 8A-1: Massachusetts on a world map**

It was a cold, clear day in November. The year was 1620.

[Point to the month of November on a large calendar. Remind students that the Pilgrims had sailed for almost two months—from September to November—on the *Mayflower*. Point out the year 1620 on the Timeline. Stress that 1620 was a long time ago.]

The Pilgrims finally spotted—or saw—the shore of what we now call Massachusetts.

[Point to the X on the small, yellow area. Tell students that the yellow area is the state of Massachusetts.]



#### ◀ Show image 8A-2: Landing at Plymouth Rock

According to **legend**—or a story that has been told over and over for many years—the Pilgrims were looking for a good spot to land. Then they saw a rock sticking out of the water near the shore.

One of them exclaimed, “That rock is dry and flat. It looks like the perfect place to get onto land without slipping!”

And so the Pilgrims got on a small boat and rowed to that rock. One by one, the Pilgrims climbed out onto the rock. They named it Plymouth Rock. No one knows which rock along the coast of Massachusetts is the *real* Plymouth Rock. The **legend** does not tell us. If you visit Massachusetts today, you can see a rock that could have been Plymouth Rock. But no one really knows.

Once all the Pilgrims were all ashore, the first thing they did was to get down on their knees. “Let us pray to thank God that we have arrived safely at our new home.”



#### ◀ Show image 8A-3: Planning the new settlement

The Pilgrims looked around, **fascinated** by—or very interested in—the new land they were in. Of course, it was not really a home yet. There was still much work that had to be done.

[Tell students to look at the image and tell their partner what work needed to be done so that the Pilgrims could call the new land they were in “home.” Call on a few partner pairs to share.]

They gathered supplies from the *Mayflower* and started the hard work. They had to clear the land and cut down trees. They rushed to build their homes before the snows of winter came. They used the logs from the trees they cut down.

They gave their new colony a name: Plymouth Colony.



#### ◀ Show image 8A-4: Meeting Samoset

One day, as the Pilgrims were working in their new colony, two strangers stepped out from the forest. The Pilgrims stopped what they were doing and stared, **fascinated** by what they saw. They had never seen men like them before.

“They must be Native Americans,” the Pilgrims thought to themselves. “But are they friends or enemies?”

The Pilgrims weren’t sure.

[Ask: “Were these strangers friends or enemies? What do you think?” You may wish to take a quick class tally.]

Then . . . one of the strangers smiled! Suddenly the sense of danger was gone. One of the men introduced himself as Samoset. Samoset was a member of the Wampanoag (WAHMP-ann-oh-ag) **tribe**—or group—of Native Americans. The Wampanoag **tribe** had been living in America for a very long time, long before the Pilgrims arrived.

A few days later, Samoset reappeared with the man who would turn out to be the Pilgrims’ greatest friend.

“I am Tisquantum (tiss-SKWANN-tum),” he told them. “I am a friend of the Wampanoag people, and I have come to help you.”

He held out his hand in friendship to them and, one by one, the Pilgrims stepped forward to shake his hand.

Tisquantum, or Squanto as he was called, was able to talk to the Pilgrims because he spoke English.

[You may wish to compare the Pilgrim’s interaction with Squanto (speaking to one another in English) with Columbus’s interaction with the native people (using gestures to communicate).]

Life in the new land was about to get much, much easier for the Pilgrims because of their new Wampanoag friends.

#### ◀ Show image 8A-5: Chief Massasoit

The Wampanoag **chief**—or leader of the **tribe**—also became an important friend to the Pilgrims. The chief’s name was Massasoit (mass-uh-SOH-it). Massasoit promised that the Wampanoag **tribe** would gladly share their land as long as the Pilgrims promised to take care of it.

#### Reference Note

When Squanto was younger, he was forced by Spanish explorers to go to Spain with them. He was able to get free and travel to England, where he learned to speak English. Then, he escaped back to North America.



“We will teach you everything you need to know for your **survival** in this new land. We will teach you how to live in harmony with nature,” he told them.

Having the Wampanoag as friends was very important to the Pilgrims’ **survival**.



◀ **Show image 9A-1 Frames of homes being stripped**

The Wampanoag **tribe** had lived in the area for a very long time, and they shared their **wisdom**—or knowledge—with the Pilgrims.

“Here is one secret to our **survival**. We live by the water most of the year,” they told the Pilgrims, “but we move inland each autumn to get away from the cold winter winds that blow in from the sea. So every year we live in two places.”

[Ask: “Do you know which two places?” Explain to students that the Wampanoag lived near the water for most the year—during the spring, summer, and part of autumn. Then they lived inland, away from the ocean, for part of autumn and winter.]



◀ **Show image 9A-2: Wampanoag man with deer in forest**

“Another important part of survival is to know how to fish. We will teach you,” the Wampanoag offered the Pilgrims.

[Do the motion for *fish*.]

“We fish in the rivers for freshwater fish,” the Wampanoag told the Pilgrims, “and we fish in the sea for clams and lobsters.”

“You also need to know how to hunt for your **survival**.”

[Do the motion for *hunt*.]

“We hunt in the forests and fields for deer, turkey, beaver, otter, and moose. We eat their meat, and we also **store**—or put away for later—some of the meat to eat during the cold, snowy winter.”



◀ **Show image 9A-3: Pilgrims' first winter**

During the Pilgrim’s first winter in America, the Wampanoag gladly shared meat from their hunts and fish from the sea, as well as dried fruits and nuts they had gathered from the forest. Without the help of Squanto and Massasoit, the Pilgrims may never have survived that first, hard winter.





← **Show image 9A-4: Squanto helps Pilgrims**

When spring came, the Wampanoag taught the Pilgrims how to plant **crops**—or vegetables.

[Do the motion for *plant*.]

The Pilgrims were **fascinated** by the new vegetables they had never seen before. The Native Americans taught the Pilgrims how to plant their most important **crop**: corn—or maize.



← **Show image 9A-5: Pilgrims and Wampanoag together**

The Pilgrims and the Wampanoag lived peacefully as neighbors and friends. When fall came again, the Pilgrims and Wampanoag gathered in their **harvest**—or all their **crops** that were ready to eat. The Pilgrims were grateful to have survived a full year. They thanked God for bringing them to this new land where they could follow their own religion.



← **Show image 9A-6: First Thanksgiving**

The Pilgrims held a three-day **harvest celebration**—or party—and invited their Wampanoag friends to join them for the feast.

The **legend** of the Pilgrim's first Thanksgiving has been told over and over again, but we do not know what really happened at the first Thanksgiving or what they really ate.

We do know that the Native Americans had **celebrations** during **harvest** time for hundreds of years before the Pilgrims arrived. This was probably the first time that Pilgrims and Native Americans celebrated together. There was probably duck and deer meat, some clams and seafood, and of course, corn.

[You may wish to point out that turkey, mashed potatoes, pumpkin pie, and cranberry sauce were not part of the first Thanksgiving meal.]



← **Show image 9A-7: Pilgrims**

This feast that took place in Massachusetts nearly four hundred years ago has become known as the first Thanksgiving.

[Point to 1600s on the Timeline and count by 100s to the 2000 mark.]

Every November, all across America, families and friends gather together on Thanksgiving Day to give thanks, just like the Wampanoag and Pilgrims did four hundred years ago.

To Americans, that first Thanksgiving is important because it was a **celebration** of different groups of people living together peacefully, helping one another and learning from one another.

## Discussing the Read-Aloud

10 minutes

### Lesson Review

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1. *Literal* [Use the world map with this question.] From which continent did the Pilgrims sail?
  - The Pilgrims sailed from Europe.On which continent did the Pilgrims land?
  - The Pilgrims landed on North America.
2. *Inferential* What is the name of the place where the Pilgrims first stepped onto? [Hint: The name has the word *rock* in it.]
  - The Pilgrims first stepped onto Plymouth Rock.Do we know which rock is the real Plymouth Rock?
  - We do not know which rock is the real Plymouth Rock.Why not?
  - We do not know because the legend does not tell us which one is the real rock.
3. *Literal* Were there people already living where the Pilgrims landed? Who were they?
  - Yes, they were Native Americans from the Wampanoag tribe. [You may wish to check student predictions about whom the Pilgrims would meet.]
4. *Literal* How did the Wampanoag share their wisdom with the Pilgrims? What did they teach the Pilgrims to do?
  - The Wampanoag taught the Pilgrims to fish, hunt, plant and harvest crops, and store food.
5. *Literal* What did the Pilgrims decide to do to celebrate their first full year in America? Whom did they invite to their celebration?
  - The Pilgrims decided to have a three-day feast with the Wampanoag. [You may wish to check student predictions about what would happen in the New World.]

## Word Work: Fascinated

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1. In the read-aloud you heard, “The Pilgrims looked around, *fascinated* by the new land they were in.”
2. Say the word *fascinated* with me.
3. *Fascinated* means that something is so interesting, it captures your full attention.
4. The children were fascinated by the magic show.
5. Have you ever been fascinated by—or very, very interested in something? Use the word *fascinated* when you tell about it.  
[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “I was fascinated by . . .”]
6. What is the word we’ve been talking about?

Use an *Opposites* activity for follow-up. Directions: The opposite of *fascinated* is *bored*. *Bored* means a lack of interest in doing something. I am going to read some sentences describing different situations. If the situation describes someone who is fascinated, say, “He or she is fascinated.” If it describes someone who is bored, say, “He or she is bored.”

1. Miguel whines that he is tired of waiting in line at the grocery store.
  - He is bored.
2. Lakeesha’s baby sister giggles and smiles every time Lakeesha shakes her colorful rattle.
  - She is fascinated.
3. Janelle is so interested in this book about castles that she doesn’t want to stop reading until she is finished with it.
  - She is fascinated.
4. Carlos falls asleep in the car because there is nothing to see out the windows.
  - He is bored.



**Complete Remainder of the Lesson Later in the Day**



# The First Thanksgiving

**5B**  
Day 1 of 2

## Extensions

**15** minutes

### ↔ Multiple Meaning Word Activity

#### **Context Clues: Log**

**Note:** You may choose to have students hold up one or two fingers to indicate which image shows the meaning being described, or have a student walk up to the poster and point to the image being described.

1. [Show Poster 5M (Log).] In the read-aloud you heard, “[The Pilgrims] rushed to build their homes before the snows of winter came. They used the *logs* from the trees they cut down.” In this sentence *log* means the part of a trunk of a tree. Which picture shows this meaning of *log*?
2. A log is also a written record of things or events, such as a reading log. Which picture shows this meaning of *log*?
3. I’m going to say some sentences using the word *log*. Hold up one finger if my sentence uses the meaning of *log* in picture one; hold up two fingers if my sentence uses the meaning of *log* in picture two.
  - Squanto helped the Pilgrims bring in the log from the forest.
  - In the mountains, you can still find some homes made of logs.
  - The teacher wrote what he wanted to do next in his teaching log, so he would not forget.
  - The librarian asked the students to turn in their reading log.
  - This table is made of a log from a large oak tree.

## ↔ Syntactic Awareness Activity

### Asking Questions

**Note:** The purpose of these syntactic activities is to help students understand the direct connection between grammatical structures and their use. These syntactic activities should be used in conjunction with the content presented in the read-aloud. There may be variations in the sentences created by your class. Allow for these variations, and restate students' sentences so that they are grammatical. If necessary, have students repeat your sentences.

<b>Wh– Question Word Reference Chart</b>	
<b>Question Word</b>	<b>Explanation: I want to know the . . .</b>
<b>Who</b>	person or people
<b>What</b>	animal or thing; specific thing
<b>Where</b>	place, location, or position
<b>When</b>	time
<b>Why</b>	reason, explanation

Directions: Today you will practice using question words. You will pretend to be the Pilgrims, and you will ask the Wampanoag questions. [Alternatively, you may wish to split the class in half, so that the other half will pretend to be the Wampanoag and will ask the Pilgrims questions.]

Remember, we use question words *who*, *what*, *when*, *where*, and *why* to ask questions when we want to get more information.



### ◀ Show image 9A-4: Squanto helps Pilgrims

1. Make up a question to ask the Wampanoag using the word *who*. What are you asking about when you use the question word *who*?
2. Now, make up a question to ask the Wampanoag using the word *what*. What are you asking about when you use the question word *what*?
3. Next, make up a question to ask the Wampanoag using the word *when*. What are you asking about when you use the question word *when*?
4. Now, make up a question to ask the Wampanoag using the word *where*. What are you asking about when you use the question word *where*?

5. Finally, make up a question to ask the Wampanoag using the word *why*. What are you asking about when you use the question word *why*?

### **Variations**

- ✈ Above and Beyond: You may wish to have students do this activity in partner pairs, where one student asks the questions and the other student plays the role of the Wampanoag to answer the questions. Then have partner pairs switch roles.
- In addition, you may wish to have students do this activity in their home language.

## ⇌ **Vocabulary Instructional Activity (Instructional Master 5B-1)**

### **Word Work: Survival**

1. In the read-aloud you heard the Wampanoag chief tell the Pilgrims, “We will teach you everything you need to know for your *survival* in this new land.”
2. Say the word *survival* with me three times.
3. Survival is the fact of staying alive, especially through difficult times.
4. The Pilgrims needed to quickly build homes for their survival through the cold winter.
5. Do you remember how the Wampanoag helped the Pilgrims with their survival in the new land? Use the word *survival* when you tell about it.
  - The Wampanoag taught the Pilgrims to fish, hunt, and plant and harvest crops.

[Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “The Wampanoag helped the Pilgrims with their survival by . . . ”]

Use a *World to World* activity for follow-up. Directions: There are certain things humans need for their survival, or to stay alive. [You may wish to ask students what they think they absolutely need for their survival. Then pass out a Survival Checklist to each student. Read the items on the list: *air*, *water*, *food*, and *shelter*.] Think about how or where you get these items you need for your survival. Write words or draw a picture for each item.

## 10 End-of-Lesson Check-In

### *The First Thanksgiving*

Choose four students to focus on, and record their scores on the Tens Recording Chart. For this kind of informal observation, you should give a score of zero, five, or ten based on your evaluation of students' understanding and language use.

0	Emergent understanding and language use
5	Developing understanding and language use
10	Proficient understanding and language use

Ask students the following questions to review the major points from today's lesson:



#### ◀ Show image 8A-1: Massachusetts on a world map

- Point to where the Pilgrims left. (England/red area)
- Why did they leave? (They did not like King James I's rules. They wanted to practice their religion as they pleased.)
- What is the name of the ship they took to the New World? (the *Mayflower*)
- Point to where the Pilgrims arrived. (Massachusetts in North America/yellow area)



#### ◀ Show image 8A-2: Landing at Plymouth Rock

- What is the name of the place this Pilgrim is stepping/hopping onto? (Plymouth Rock)
- Why is Plymouth Rock special? (It is the first place the Pilgrims stepped onto when they arrived in America.)




#### ◀ Show image 9A-4: Squanto helps Pilgrims

- Who are the characters in this image? (the Wampanoag and the Pilgrims)
- What are the Wampanoag doing in this image?



# The First Thanksgiving

**5c**  
Day 2 of 2

At a Glance (Parts C & D)	Exercise	Materials	Minutes
Reviewing the Read-Aloud	Where Are We?	Image 8A-1; world map	10
	Song and Chant	Song and Chant (Pilgrims); Image Card 19 (Thanksgiving Feast), chart paper, writing tools	
	Vocabulary Review: Legend, Crops		
	Purpose for Listening		
Presenting the Interactive Read-Aloud	The First Thanksgiving	two large pieces of chart paper, chalkboard, or whiteboard to make two Wh– Question Charts; writing tools	15
Discussing the Read-Aloud	Comprehension Questions	Instructional Master 5C-1	10
	Word Work: Celebration		
 Complete Remainder of the Lesson Later in the Day			
Extensions	My Travel Journal	Instructional Master 5D-1: Journal Page 2 (Thank You Letter), writing and drawing tools	15
	Domain-Related Trade Book	Trade book suggestions: Items 6, 7, 16, 17, and 21	

## **Advance Preparation**

Write out the lyrics for stanza 3 of the song and chant. Tape Image Card 19 (Thanksgiving Feast) above stanza 3. Add it next to stanza 2. Keep this song and chant on the wall.

Prepare two large *Wh-* Question Charts, one for the Pilgrims and another for the Wampanoag. You will use these charts during the Interactive Read-Aloud.

Make a copy of Instructional Master 5C-1 for each partner pair or for each small group of students. Students will compare Thanksgiving in the past to Thanksgiving in the present on a T-Chart for *Think Pair*



*Share.* Alternatively, you may wish to make this a whole class activity by reproducing Instructional Master 5C-1 onto chart paper, the chalkboard, or a whiteboard.

Make a copy of Instructional Master 5D-1 for each student. This will be the second page of their *My Travel Journal* (Pilgrims). They will draw a picture of the first Thanksgiving and write a short “Thank You” letter to Squanto.

Find a trade book about the first Thanksgiving to read aloud to the class.

### **Notes to Teacher**

There are several “On Stage” opportunities during the read-aloud. “On Stage” opportunities are signaled and briefly explained in the sidebar.

## **Reviewing the Read-Aloud**

**10** minutes



### **Where Are We?**

#### ◀ **Show image 8A-1: Massachusetts on a world map**

- Invite a student to point out England, which is in red. Ask: “In which continent is England located?”
  - England is located in Europe. [Invite a student to point to Europe on a world map.]
- Ask: “To which continent did the Pilgrims travel?”
  - The Pilgrims traveled to North America. [Invite a student to point to North America on the world map.]
- Ask: “Which direction did the Pilgrims travel to get from Europe to North America?”
  - The Pilgrims traveled west.

## Song and Chant

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- Review lesson content with Stanza's 1 and 2 of this song and chant.

*We are Separatists, and we believe  
That we should worship as we please.  
But King James has ordered us to pray,  
So we've decided to move away.  
I am the Mayflower. I'm the ship  
To take the Pilgrims on their trip.  
They are sailing west to the colonies  
So they can worship as they please.*

- Point to Image Card 19 (Thanksgiving Feast). Ask: "Who do you see in this image?"

- the Pilgrims and the Wampanoag
- Ask: "What are they doing in this picture?"
  - They are having a feast; they are having the first Thanksgiving.

- Teach students stanza 3 of the song and chant:

*We're the Wampanoag, and we live here.  
We helped the Pilgrims survive their first year.  
We taught them to plant crops, including maize.  
We shared a feast, and all gave praise.*

## Vocabulary Review

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### Legend

1. In yesterday's read-aloud you heard two *legends*.
2. A legend is a story from the past that is told over and over again that may or may not be true.
3. Remind your partner about the two legends in this lesson. (the legend of Plymouth Rock and the legend of the first Thanksgiving)

### **Crops**

1. In yesterday's read-aloud you heard the Wampanoag taught the Pilgrims how to plant and harvest *crops*.
2. Crops are plants that are grown and harvested. Many crops are grown for eating.
3. What kinds of crops did the Wampanoag grow? (corn, squash, and beans)  
What kinds of crops do you like to eat? (Answers may vary. Make sure that students understand that crops are from plants, not animals.)

### **Purpose for Listening**

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Tell students that this is the second time they will hear this read-aloud, but it is different from the first time because the class will fill out one *Wh*– Question Chart for the Pilgrims and one *Wh*– Question Chart for the Wampanoag during the read-aloud.

You may alter the dialogic factors and instructional conversations within the lesson based on the needs of the class and your professional judgment. Please keep in mind the Core Content Objectives for this lesson as you make adjustments to this interactive read-aloud.

The First Thanksgiving

Part I

**Note:** Fill in this *Wh–* Question Chart throughout the first part of the read-aloud about the Pilgrims and Plymouth Rock. Tell students that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don’t forget, and tell them that you will read the chart to them.

Who	the Pilgrims
What	finally reached the New World after almost two months of sailing on the <i>Mayflower</i>
When	November 1620
Where	Plymouth Rock
Why	to start a new life; to be able to practice their own religion



◀ Show image 8A-1: Massachusetts on a world map

It was a cold, clear day in November. The year was 1620.

[Fill in the row for *When*.]

After almost two months of sailing on the *Mayflower*, the Pilgrims finally spotted—or saw—the shore of the New World.

[Point to the X on the small, yellow area. Tell students that the yellow area is the state of Massachusetts. Fill in the rows for *Who* and *What*.]



◀ Show image 8A-2: Landing at Plymouth Rock

According to **legend**—or an old story—the Pilgrims were looking for a good spot to land. Then they saw a rock sticking out of the water near the shore.

One of them exclaimed, “That rock is dry and flat. It looks like the perfect place to get onto land without slipping!”

And so the Pilgrims got on a small boat and rowed to that rock. One by one, the Pilgrims climbed out onto the rock. They named it Plymouth Rock. No one knows which rock along the coast of Massachusetts is the *real* Plymouth Rock. The **legend** does not tell us. If you visit Massachusetts today, you can see a rock that could have been Plymouth Rock. But no one really knows.

[Fill in the row for *Where*.]

- 1 On-Stage: Have students pretend to be the Pilgrims stepping off the boat and onto Plymouth Rock. Once they are all on Plymouth Rock, have them repeat the Pilgrim's lines. [Or simply stress that they believed that their God brought them safely to their new home.]

Once all the Pilgrims were all ashore, the first thing they did was to get down on their knees. "Let us pray to thank God that we have arrived safely at our new home."<sup>1</sup>

[Fill in the row for *Why*.]



#### ◀ Show image 8A-3: Planning the new settlement

The Pilgrims looked around, **fascinated** by—or very interested in—the new land they were in. Of course, it was not really a home yet. There was still much work that had to be done.

They gathered supplies from the *Mayflower* and started the hard work. They had to clear the land and cut down trees. They rushed to build their homes before the snows of winter came. They used the logs from the trees they cut down.

They gave their new colony a name: Plymouth Colony.



#### ◀ Show image 8A-4: Meeting Samoset

One day, as the Pilgrims were working in their new colony, two strangers stepped out from the forest. The Pilgrims stopped what they were doing and stared, **fascinated** by what they saw. They had never seen men like them before.

"They must be Native Americans," the Pilgrims thought to themselves. "But are they friends or enemies?"

The Pilgrims weren't sure.

[Ask: "Were these strangers friends or enemies?"]

2 On-Stage: Have a group of students pretend to be Pilgrims building their homes. Have another two students pretend to be Samoset and another Native American. At first, have the students who are playing the part of the Pilgrims look fascinated and a little scared. Then have a student who is playing the part of a Native American smile to indicate that they come in peace.

3 On-Stage: Invite one student to be Squanto. Have the student playing Squanto shake the hands of the group of students who are playing the Pilgrims.



Then . . . one of the strangers smiled! Suddenly the sense of danger was gone. One of the men introduced himself as Samoset. Samoset was a member of the Wampanoag (WAHMP-ann-oh-ag) **tribe**—or group—of Native Americans. The Wampanoag **tribe** had been living in America for a very long time, long before the Pilgrims arrived.<sup>2</sup>

A few days later, Samoset reappeared with the man who would turn out to be the Pilgrims' greatest friend.

"I am Tisquantum (tiss-SKWANN-tum)," he told them. "I am a friend of the Wampanoag people, and I have come to help you."

He held out his hand in friendship to them and, one by one, the Pilgrims stepped forward to shake his hand.

Tisquantum, or Squanto as he was called, was able to talk to the Pilgrims because he spoke English.<sup>3</sup>

Life in the new land was about to get much, much easier for the Pilgrims because of their new Wampanoag friends.

#### ◀ Show image 8A-5: Chief Massasoit

The Wampanoag **chief**—or leader of the **tribe**—also became an important friend to the Pilgrims. The **chief's** name was Massasoit (mass-uh-SOH-it). Massasoit promised that the Wampanoag **tribe** would gladly share their land as long as the Pilgrims promised to take care of it.

"We will teach you everything you need to know for your **survival** in this new land. We will teach you how to live in harmony with nature," he told them.

Having the Wampanoag as friends was very important to the Pilgrims' **survival**.

## Part II

**Note:** Fill in this *Wh–* Question Chart throughout the second part of the read-aloud about the Wampanoag. Tell students that you are going to write down what they say, but that they are not expected to read what you write because they are still learning the rules for decoding words. Emphasize that you are writing what they say so that you don't forget, and tell them that you will read the chart to them.

<b>Who</b>	the Wampanoag
<b>What</b>	taught the Pilgrims to fish, hunt, and plant crops; shared their food with the Pilgrims
<b>When</b>	the Pilgrim's first year in America
<b>Where</b>	Massachusetts; near the ocean and inland
<b>Why</b>	[Invite students to think about why the Wampanoag would help the Pilgrims.]



### ◀ Show image 9A-1 Frames of homes being stripped

The Wampanoag **tribe** had lived in the area for a very long time, and they shared their **wisdom**—or knowledge—with the Pilgrims.

[Fill in the row for *Who*.]

“Here is one secret to our **survival**. We live by the water most of the year,” they told the Pilgrims, “but we move inland each autumn to get away from the cold winter winds that blow in from the sea. So every year we live in two places.”

[Ask: “Which two places?” (near the ocean and inland). Fill in the row for *Where*.]



### ◀ Show image 9A-2: Wampanoag man with deer in forest

“Another important part of **survival** is to know how to fish. We will teach you,” the Wampanoag offered the Pilgrims.<sup>4</sup>

[Do the motion for *fish*.]

“We fish in the rivers for freshwater fish,” the Wampanoag told the Pilgrims, “and we fish in the sea for clams and lobsters.”

“You also need to know how to hunt for your **survival**.”

[Do the motion for *hunt*.]

“We hunt in the forests and fields for deer, turkey, beaver, otter, and moose. We eat their meat, and we also **store**—or put away for later—some of the meat to eat during the cold, snowy winter.”

4 On-Stage: Invite a student to be Squanto and teach the group of Pilgrims how to fish, hunt, and plant crops.



← **Show image 9A-3: Pilgrims' first winter**

During the Pilgrim's first winter in America, the Wampanoag gladly shared meat from their hunts and fish from the sea, as well as dried fruits and nuts they had gathered from the forest. Without the help of Squanto and Massasoit, the Pilgrims may never have survived that first, hard winter.



← **Show image 9A-4: Squanto helps Pilgrims**

When spring came, the Wampanoag taught the Pilgrims how to plant **crops**—or vegetables.

[Do the motion for *plant*. Fill in the row for *What*.]

The Pilgrims were **fascinated** by the new vegetables they had never seen before. The Native Americans taught the Pilgrims how to plant their most important **crop**: corn—or maize.



← **Show image 9A-5: Pilgrims and Wampanoag together**

The Pilgrims and the Wampanoag lived peacefully as neighbors and friends. When fall came again, the Pilgrims and Wampanoag gathered in their **harvest**—or all their **crops** that were ready to eat. The Pilgrims were grateful to have survived a full year. They thanked God for bringing them to this new land where they could follow their own religion.

[Fill in the row for *When*.]



← **Show image 9A-6: First Thanksgiving**

The Pilgrims held a three-day **harvest celebration**—or party—and invited their Wampanoag friends to join them for the feast.<sup>5</sup>

The **legend** of the Pilgrim's first Thanksgiving has been told over and over again, but we do not know what really happened at the first Thanksgiving or what they really ate.

We do know that the Native Americans had **celebrations** during **harvest** time for hundreds of years before the Pilgrims arrived. This was probably the first time that Pilgrims and Native Americans celebrated together. There was probably duck and deer meat, some clams and seafood, and of course, corn.

[You may wish to point out that turkey, mashed potatoes, pumpkin pie, and cranberry sauce were not part of the first Thanksgiving meal.]

5 On-Stage: Have the group of Pilgrims invite a group of Wampanoag to their feast.





### ← Show image 9A-7: Pilgrims

This feast that took place in Massachusetts nearly four hundred years ago has become known as the first Thanksgiving.

Every November, all across America, families and friends gather together on Thanksgiving Day to give thanks, just like the Wampanoag and Pilgrims did four hundred years ago.

To Americans, that first Thanksgiving is important because it was a **celebration** of different groups of people living together peacefully, helping one another and learning from one another.

## Discussing the Read-Aloud

10 minutes

### Comprehension Questions

1. *Literal* What is the legend of Plymouth Rock?
  - It is a story about the Pilgrim's first landing in America; it is the first thing they stepped on when they reached America.
2. *Literal* Which tribe of Native Americans helped the Pilgrims survive their first year in America?
  - The Wampanoag tribe helped the Pilgrims survive their first year in America.  
Where did the Wampanoag live?
  - They lived in Massachusetts.
3. *Inferential* How did the Pilgrims feel when they first saw the Wampanoag?
  - The Pilgrims felt fascinated and a little afraid.  
Were the Wampanoag friendly to the Pilgrims? How do you know?
  - The Wampanoag were friendly. They smiled, shared their food, and taught the Pilgrims how to survive in their land.
4. *Evaluative* What might have happened to the Pilgrims if the Wampanoag had not helped them?
  - Answers may vary and might include that the Pilgrims would not have survived; the Pilgrims would have a hard time living in the new land.
5. *Evaluative* If you were a member of the Wampanoag tribe, how would you have felt about the Pilgrims coming to settle on your land?
  - Answers may vary.

6. *Literal* In America, we still celebrate this feast every year in November. What is it called?
- Thanksgiving

[Please continue to model the *Think Pair Share* process for students, as necessary, and scaffold students in their use of the process.]

I am going to ask a few questions. I will give you a minute to think about the questions, and then I will ask you to turn to your partner and discuss the questions. Finally, I will call on several of you to share what you discussed with your partner.

7. *Evaluative Think Pair Share*: [Use the T-Chart on Instructional Master 5C-1.] Think about what the first Thanksgiving might have been like. What kinds of foods were there? Who was at the feast? What did they do? Draw or write your answers in the column for *Thanksgiving–Past*. Now think about what you and your family do to celebrate Thanksgiving. What do you eat? Whom do you eat with? What do you do? Draw or write your answers in the column for *Thanksgiving–Present*.
8. After hearing today’s read-aloud and questions and answers, do you have any remaining questions? [If time permits, you may wish to allow for individual, group, or class research of the text and/or other resources to answer these remaining questions.]

### Word Work: Celebration

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1. In the read-aloud you heard, “The Pilgrims held a three-day harvest *celebration* and invited their Wampanoag friends to join them for the feast.”
2. Say the word *celebration* with me.
3. *Celebration* is another word for party, especially one to mark a special date.
4. My school had a celebration at the end of the school year.
5. Tell me about a celebration that you have attended. Use the word *celebration* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses: “One celebration I attended was . . . ”]
6. What’s the word we’ve been talking about?

Use a *Making Choices* activity for follow-up. Directions: I am going to read some sentences. If the sentence describes a celebration, say, “That is a celebration.” If not, say, “That is not a celebration.”

1. Mom took my sister and me to the doctor for a check-up.
  - That is not a celebration.
2. We waved flags and watched fireworks on the Fourth of July.
  - That is a celebration.
3. My family went out for dinner for my brother’s high school graduation.
  - That is a celebration.
4. Candice’s soccer team went out for ice cream after winning the game.
  - That is a celebration.
5. The teacher is sick.
  - That is not a celebration.



**Complete Remainder of the Lesson Later in the Day**



# The First Thanksgiving

**5D**  
Day 2 of 2

## Extensions

**15** minutes

### My Travel Journal (Instructional Master 5D-1)

- Tell students that they will make the second page for their Travel Journal for the Pilgrims.
- Give each student Instructional Master 5D-1. Tell students that they will pretend to be a Pilgrim and write a “Thank You” letter to Squanto. Ask: “If you were a Pilgrim, why would you want to write a ‘Thank You’ letter to Squanto?”
- Tell students to listen carefully to your instructions.
  - Inside the rectangle, draw a picture of the Wampanoag helping the Pilgrims, or draw a picture of the first Thanksgiving.
  - On the lines, write your “Thank You” letter to Squanto.
  - Sign or write your name at the end.
- Have students share their drawings and writing with their partners or home-language peers. As students share their drawings and writing, expand upon their vocabulary using richer and more complex language, including, if possible, any read-aloud vocabulary.

### Domain-Related Trade Book

- Refer to the list of recommended trade books in the Introduction at the front of this Supplemental Guide, and choose a book about the first Thanksgiving to read aloud to the class. [Suggested trade books are Items 6, 7, 16, 17, and 21.]
- Explain to students that the person who wrote the book is called the author. Tell students the name of the author of the book. Explain to students that the person who makes the pictures for the book is called an illustrator. Tell students the name of the illustrator. Show students where they can find this information on the cover of the book or on the title page.

- As you read, use the same strategies that you have been using when reading the read-aloud selections—pause and ask occasional questions; rapidly clarify critical vocabulary within the context of the read-aloud; etc.
- After you finish reading the trade book aloud, lead students in a discussion about the ways in which this book’s information relates to what they have learned.



# Domain Review

DR

## ***Note to Teacher***

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You should pause here and spend one day reviewing and reinforcing the material taught in this domain. You may have students do any combination of the activities provided, in either whole-group or small-group settings.

## ***Core Content Objectives Addressed in this Domain***

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Students will:

- ✓ Identify the continents of Europe, Africa, Asia, North America, and South America
- ✓ Explain why Europeans wanted to travel to Asia
- ✓ Identify King Ferdinand and Queen Isabella of Spain
- ✓ Recall that 1492 was the year of Columbus's first voyage to America
- ✓ Recall the names of Columbus's three ships: *Niña*, *Pinta*, and *Santa María*
- ✓ Explain that Columbus's journey was very long and difficult
- ✓ Explain why Columbus called the inhabitants of the place he landed *Indians*
- ✓ Describe why we remember Columbus on Columbus Day
- ✓ Explain why Europeans eventually thought Columbus had discovered a New World
- ✓ Explain that native people were already living on the continent where Columbus's ships landed
- ✓ Identify the reasons the Pilgrims left England
- ✓ Describe the Pilgrims' voyage on the *Mayflower*
- ✓ Explain the significance of Plymouth Rock
- ✓ Describe the Pilgrims' first interaction with the Wampanoag

- ✓ Describe the Pilgrims' first year in America
- ✓ Describe the first Thanksgiving Day celebration

## ***Review Activities***

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### **Image Review**

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Show the Flip Book images from any read-aloud again, and have students retell the read-aloud using the images.

### **Timeline Review**

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Review dates and information on the Timeline. Be sure that students understand that these events took place long ago.

### **T-Chart: Columbus and the Pilgrims**

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#### **Materials: Image Cards; chart paper; markers**

Create a large T-Chart to list information about Columbus and the Pilgrims. Invite students to describe what they see on the Image Cards and place them in the correct column on the T-Chart. Record additional student responses about Columbus and the Pilgrims.

### **Pilgrims Song and Chant Review**

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#### **Materials: Image Cards 15, 16, and 19; Pilgrims Song and Chant (Instructional Master 4C-1)**

Tell students that you will be reviewing the information they learned about the Pilgrims by using a song. Divide students into three groups, and assign each group one of the Pilgrims song verses they learned during the lessons. Have each group of students stand together next to the applicable Image Card (see order above) and the respective song verse. Tell them that they are each going to explain what their song verse is about and then sing their song verse together. Give them time to prepare. Then go around to help each group decide what they will share and to help them learn their song verse. Once students are ready, have each group present in order.

For your convenience, here are the song lyrics that were introduced in the Pilgrims lessons:

*We are Separatists, and we believe*

*That we should worship as we please.*

*But King James has ordered us to pray,*

*So we've decided to move away.*

*I am the Mayflower. I'm the ship*

*To take the Pilgrims on their trip.*

*They are sailing west to the colonies*

*So they can worship as they please.*

*We're the Wampanoag, and we live here.*

*We helped the Pilgrims survive their first year.*

*We taught them to plant crops, including maize.*

*We shared a feast, and all gave praise.*



## Continents, Cardinal Directions, and the Pilgrims

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### Materials: Instructional Master DR-1; world map

**Note:** Before the lesson, cut out the four cardinal direction cards and the ship.

Tell students you are going to play a game. Carefully tape the four directional cards (N, S, E, W) to the world map in their respective positions. Point to each letter, and have students repeat the direction for which it stands.

Hold the ship against the map in the middle of the Atlantic Ocean (between North America and Europe) but do not tape it. Tell students that you are going to ask for volunteers to suggest a continent toward which you will sail. You will slowly slide the ship across the ocean in one of the four directions toward that continent. All students should shout out (or repeat after you, if necessary) the direction in which you are pushing the ship. If the volunteer says Africa, do not travel diagonally. Instead, travel due south first (having students shout out *south*) before traveling east (having students shout out *east*). Please note that to get to Asia you should use the eastern route around the tip of Africa.

In the simple version of this game, after the ship gets to a continent, you should lift up the ship and return it to the starting place in the middle of the ocean. If time permits and students have learned the four directions quickly, you can sail the ship directly from one continent to the next.

Now place the ship near the coast of Europe. Ask students to pretend it is the *Mayflower*. Ask the following questions:

1. Who remembers why the Separatists left England? (They did not want to attend the Church of England; they wanted to worship as they pleased.)
2. When they left England to make a journey to the New World, they were no longer called Separatists. What were they called after that? (the Pilgrims)
3. [Have the ship sail toward Massachusetts.] In what direction did the *Mayflower* sail from Plymouth, England, to America? (west)
4. According to legend, where did the Pilgrims land? (Plymouth Rock; the area now in the state of Massachusetts)



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of domain and academic vocabulary words and the core content targeted in *Columbus and the Pilgrims*. The results should guide review and remediation the following day.

There are two parts to this assessment. You may choose to do the parts in more than one sitting if you feel this is more appropriate for your students. Part I (vocabulary assessment) is divided into two sections: the first assesses domain-related vocabulary, and the second assesses academic vocabulary. Part II of the assessment addresses the core content targeted in *Columbus and the Pilgrims*.

## 10 Part I (Instructional Master DA-1)

Directions: I am going to say a sentence using a word you have heard in the read-alouds and the domain. First I will say the word, and then I will use it in a sentence. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times. Let's do number one together.

1. **Voyage:** A voyage is a long trip across the ocean. (smiling face)
2. **Spices:** Spices do not have much flavor or scent. (frowning face)
3. **Indies:** The Indies is a place in Asia that many people from Europe wanted to travel to. (smiling face)
4. **Crews:** Crews are people who sail and work on ships. (smiling face)
5. **Rulers:** Kings and queens were the rulers of Europe during Columbus's time. (smiling face)
6. **Mayflower:** The *Mayflower* is the ship that took the Pilgrims to America. (smiling face)
7. **Island:** An island only has one side next to the water. (frowning face)
8. **Pilgrims:** The Pilgrims wanted to go to the New World for gold and spices. (frowning face)

9. **Wampanoag:** The Wampanoag are Native Americans who lived in America long before the Pilgrims came. (smiling face)
10. **Legend:** A legend is a dance that Native Americans taught the Pilgrims. (frowning face)
- Directions: Now I am going to read more sentences using other words you have heard and practiced. If I use the word correctly in my sentence, circle the smiling face. If I do not use the word correctly in my sentence, circle the frowning face. I will say each sentence two times.
11. **Celebration:** A celebration is a sad event. (frowning face)
12. **Disappointed:** You have a happy feeling when you are disappointed. (frowning face)
13. **Route:** A route is the path you take to get from one place to another place. (smiling face)
14. **Fascinated:** When you are fascinated by something, you get bored of it quickly. (frowning face)
15. **Survival:** Survival means the act of staying alive, even through hard times. (smiling face)

## 10 Part II (Instructional Master DA-2)

Directions: I am going to read some sentences about either Columbus or the Pilgrims. You should listen carefully, and then circle Columbus's picture if the sentence is something Columbus might say. Circle the Pilgrim's picture if the sentence is something a Pilgrim might say.

1. The Wampanoag helped me in my first year in America. (Pilgrims)
2. I sailed on the *Mayflower*. (Pilgrims)
3. I had the idea to sail west instead of east to get to the Indies. (Columbus)
4. I learned how to grow many new crops from the Wampanoag. (Pilgrims)
5. King Ferdinand and Queen Isabella paid for my voyages. (Columbus)
6. I came to the New World so I could pray as I pleased. (Pilgrims)
7. I landed on Plymouth Rock. (Pilgrims)
8. I landed on an island and called the people there *Indians*. (Columbus)
9. I was the captain of the *Niña*, *Pinta*, and *Santa María*. (Columbus)
10. The Wampanoag and I had a three-day harvest celebration that has come to be known as the first Thanksgiving. (Pilgrims)



# Culminating Activities

# CA

## **Note to Teacher**

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Please use this final day to address class results of the Domain Assessment. Based on the results of the Domain Assessment and students' Tens scores, you may wish to use this class time to provide remediation opportunities that target specific areas of weakness for individual students, small groups, or the whole class.

Alternatively, you may also choose to use this class time to extend or enrich students' experience with domain knowledge. A number of enrichment activities are provided below in order to provide students with opportunities to enliven their experiences with domain concepts.

## **Remediation**

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You may choose to regroup students according to particular areas of weakness, as indicated from Domain Assessment results and students' Tens scores.

Remediation opportunities include

- targeting Review Activities;
- revisiting lesson Extensions; and
- rereading and discussing select read-alouds.

## **Enrichment**

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### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read an additional trade book to review a particular event; refer to the books listed in the Introduction. You may also choose to have the students select a read-aloud to be heard again.

## **My Travel Journal: The Pilgrims**

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### **Materials: Instructional Master CA-1**

Have students make the cover page for their *My Travel Journal: The Pilgrims*.

## **You Were There: Journey on the *Mayflower***

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Have students pretend that they were on the *Mayflower* with the Pilgrims. Ask students to describe what they saw and heard. Consider also extending this activity by adding independent drawing associated with the “You Were There” concept.

## **What Would You Take With You On The *Mayflower*?**

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Have students pretend that they are traveling across the Atlantic with the Pilgrims. Remind them that they could only take a few possessions with them. Tell them to think about what they might choose to take. Then, tell them that you are going to play a game. You will begin the game by saying, “I’m sailing on the *Mayflower*, and I’m going to take \_\_\_\_\_ (fill in the blank with something the Pilgrims would have used in the New World).” Proceed around the circle. Each student must repeat what has come before and add something new that would have been useful once they landed. For example, “I’m sailing on the *Mayflower*, and I’m going to take some apples, a hammer, warm clothes, some nails, and \_\_\_\_\_.”

## **Corn: The Wonder Crop**

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### **Materials: Writing paper; writing tools; chart paper, chalkboard, or whiteboard**

Remind students that the Native Americans introduced corn to the Pilgrims. Ask if they remember another name for corn that they learned during the final song verse. (maize) Tell them that corn was one of their most important crops and that it is still an important crop today. Ask students to brainstorm different products that contain corn. They will likely mention foods, including breakfast cereals, corn chips, and popcorn. Tell them that corn is also used in many things that they may never have imagined. (aspirin, crayons, disposable diapers, etc.) For homework, you may wish to have students find out how else we use corn in our everyday lives. Ask them to write down at least one thing and bring it to class the next day. Then, create a list and/or draw pictures of corn products.

## **Ocean Voyages: Comparing the *Santa María* to the *Mayflower***

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**Materials:** Instructional Master CA-2; world map; chart paper, chalkboard, or whiteboard

You will need to copy Instructional Master CA-2 onto chart paper, a chalkboard, or a whiteboard for this exercise. Model using a Venn diagram for students by having them help you make a comparison in which you compare and contrast the two ships discussed in this domain: the *Santa María* (Columbus's ship) and the *Mayflower* (the Pilgrims' ship). Using the world map, begin by asking students to help you locate the routes of both voyages. (Columbus went from Spain in Europe to the island of San Salvador, one of the many islands in the Bahamas, near Florida and Cuba; the Pilgrims went from England to the area that is now Massachusetts.) Say, "So both voyages left from the continent of Europe and landed in the Americas." Place the following statistics on chart paper, a chalkboard, or a whiteboard for reference:

### **Size of Ship:**

Size of the *Santa María*: around 120 feet in length

Size of the *Mayflower*: around 100 feet in length

### **Length of Voyage:**

Columbus's voyage on the *Santa María*: around seventy days

Pilgrims' voyage on the *Mayflower*: around sixty-six days

Prompt students with questions, and include the following information on your Venn diagram: voyage's point of origin; voyage's destination; size of ships; length of voyages; dangers encountered on voyages; the reason for each voyage; and which native peoples awaited the sailors on land. For example, ask students, "Which ship was longer in length?" or "Which ship took longer to reach its destination?"

You may wish to have students copy the class Venn diagram onto their own Instructional Masters.

## **Thanksgiving Games**

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**Pin Game**—The Wampanoag children played the Pin Game. To play, attach a ring to one side of a string and tie the string to a stick. Try to flip the ring onto the stick.

Blindman's Buff/Bluff—The Pilgrim children may have played this game. To play, one student covers another student's eyes with his/her hands, then a third student taps the "blind" student on the shoulder and goes back to the circle of students. The blind "student" must guess correctly who tapped him/her. If s/he guesses correctly, the student who tapped him/her must be "blinded."





**For Teacher Reference Only:**

Instructional Masters for  
*Columbus and the Pilgrims*







Dear Family Member,

Over the next several days, your child will be learning about Christopher Columbus, an explorer and navigator from Europe. Your child will learn that the king and queen of Spain paid Columbus to sail to the Indies in Asia to find gold and spices for them. Instead of sailing to the Indies, Columbus sailed to North America, which was called the New World, because the people in Europe did not know that it existed before Columbus discovered it. Your child will learn about the four voyages Columbus took to the New World, beginning in 1492.

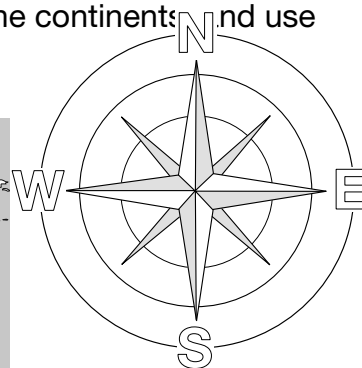
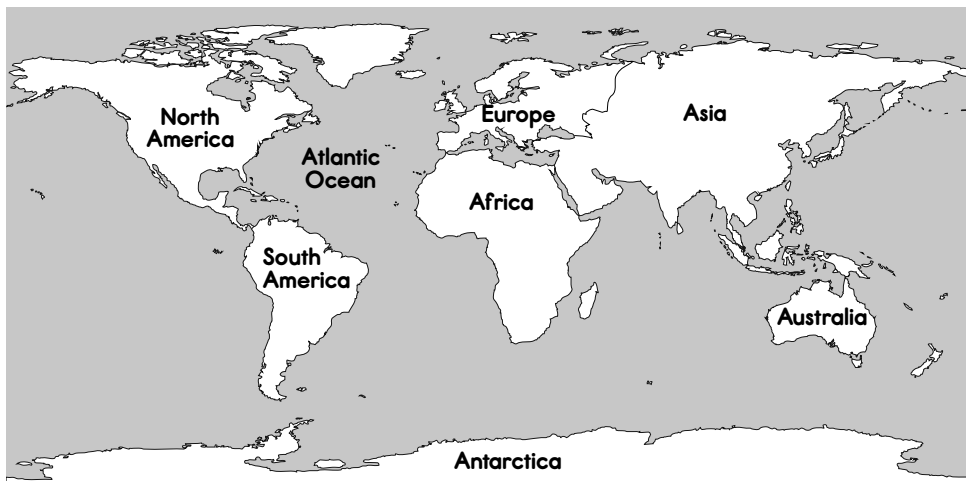
Below are some suggestions for activities that you may do at home to reinforce what your child is learning about Columbus.

### 1. The Route to \_\_\_\_\_

Your child will learn that Columbus had the idea to sail to the Indies in Asia by going west across the Atlantic Ocean. Columbus and his crew sailed for 70 days before they reached their destination—or end point. Using the activity page with this letter, talk to your child about a familiar route your family takes to get to a specific destination (e.g., to school, to the grocery store, to grandma's house). Have your child draw a picture of the destination and pictures of what s/he sees along the way.

### 2. Name the Continents

Your child will learn the locations and names of these continents: Europe, Africa, Asia, North America, and South America. Your child will also learn the cardinal directions North, South, East, and West. Please review the names and locations of the continents and use cardinal directions whenever possible.



### 3. Song About Columbus

Each day your child will learn a new verse about Columbus. You may wish to sing this song with your child. This song should be sung to the tune of “If You’re Happy and You Know It”:



*The Indies in Asia had gold and spice.  
The Indies in Asia had gold and spice.  
But it was a distant land,  
Miles and miles across the sand.  
It was difficult to get the gold and spice!*

*Columbus made a plan to sail west.  
Columbus made a plan to sail west.  
The king of Spain thought it was neat,  
So he gave him his own fleet  
to search for riches in the east by sailing west!*

*In 1492 Columbus sailed the ocean blue.  
In 1492 Columbus sailed the ocean blue.  
The Niña, Pinta, and his ship,  
The Santa María made the trip.  
In 1492 Columbus sailed the ocean blue.*

*Columbus thought he found the Indies.  
Columbus thought he found the Indies.  
He thought that he’d find gold,  
But he had no luck, we’re told.  
Because he wasn’t really in the Indies.*

### 4. Read Aloud Each Day

It is important that you read to your child each day. The local library or your child’s teacher may have books about Columbus. I have attached a list of books relevant to Columbus to this letter.

Be sure to let your child know how much you enjoy hearing about what s/he has learned at school.

## ***Recommended Resources for Columbus and the Pilgrims***

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### **Trade Book List**

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1. *The Children of the Morning Light: Wampanoag Tales as Told By Manitonquat*, by Manitonquat and illustrated by Mary F. Arquette (Simon & Schuster Children's Publishing, 1994) ISBN 978-0027659054
2. *Christopher Columbus*, by Mary Dodson Wade (Children's Press, 2003) ISBN 0516277693
3. *Encounter*, by Jane Yolen and illustrated by David Shannon (Sandpiper, 1996) ISBN 978-0152013899
4. *Exploring and Settling America*, edited by E. D. Hirsch, Jr. (Pearson Learning, 2002) ISBN 0769050026
5. *Follow the Dream: The Story of Christopher Columbus*, by Peter Sis (Knopf, 2003) ISBN 0679806288
6. *Giving Thanks: A Native American Good Morning Message*, by Chief Jake Swamp and illustrated by Edwin Printup, Jr. (Lee and Low Books, 1997) ISBN 1880000547
7. *Giving Thanks: The 1621 Harvest Feast*, by Kate Waters and photographed by Russ Kendall (Scholastic, 2001) ISBN 0439243955
8. *The Golden Flower: A Taino Myth from Puerto Rico*, by Nina Jaffe and illustrated by Enrique O. Sanchez (Piñata Books, 2005) ISBN 978-1558854529
9. *If You Sailed on the Mayflower in 1620*, by Ann McGovern and illustrated by Anna DeVito (Scholastic, 1993) ISBN 0590451618
10. *In 1492*, by Jean Marzollo and illustrated by Steve Bjorkman (Scholastic, 1991) ISBN 0590444131
11. *Me on the Map*, by Joan Sweeney and illustrated by Annette Cable (Dragonfly Books, 1998) ISBN 0517885573

12. *On the Mayflower*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1999) ISBN 0439099412
13. *People of the Breaking Day*, by Marcia Sewall (Aladdin, 1997) ISBN 978-0689816840
14. *A Picture Book of Christopher Columbus*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, 1992) ISBN 082340949X
15. *Pilgrims of Plymouth*, by Susan E. Goodman (National Geographic Society, 2001) ISBN 0792266757
16. *The Pilgrims' First Thanksgiving*, by Ann McGovern and illustrated by Elroy Freem (Scholastic Inc., 1993) ISBN 0590461885
17. *The Pilgrims' Thanksgiving from A to Z*, by Laura Crawford and illustrated by Judith Hierstein (Pelican Publishing Company, Inc., 2005) ISBN 1589802381
18. *Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590480537
19. *Sarah Morton's Day: A Day in the Life of a Pilgrim Girl*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1993) ISBN 0590474006
20. *The Seven Continents*, by Wil Mara (Children's Press, 2005) ISBN 0516225340
21. *Squanto's Journey: The Story of the First Thanksgiving*, by Joseph Bruchac and illustrated by Greg Shed (Sandpiper, 2007) ISBN 0152060448 [You will probably want to share this trade book in two sittings.]
22. *Tapenum's Day: A Wampanoag Indian Boy in Pilgrim Times*, by Kate Waters and photographed by Russ Kendall (Scholastic, 1996) ISBN 0590202375
23. *Un Libro Ilustrado Sobre Cristobal Colon/Picture Book of Christopher Columbus (Spanish Edition)*, by David A. Adler and illustrated by John and Alexandra Wallner (Holiday House, Spanish Edition, 1992) ISBN 978-0823409907



## Vocabulary List for Columbus and the Pilgrims (Part 1)

This list includes many important words your child will learn about in *Columbus and the Pilgrims*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ journey
- ☐ spices
- ☐ treasures
- ☐ convince
- ☐ crews
- ☐ rulers
- ☐ shore
- ☐ courage
- ☐ discovered
- ☐ explore
- ☐ island
- ☐ empire

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

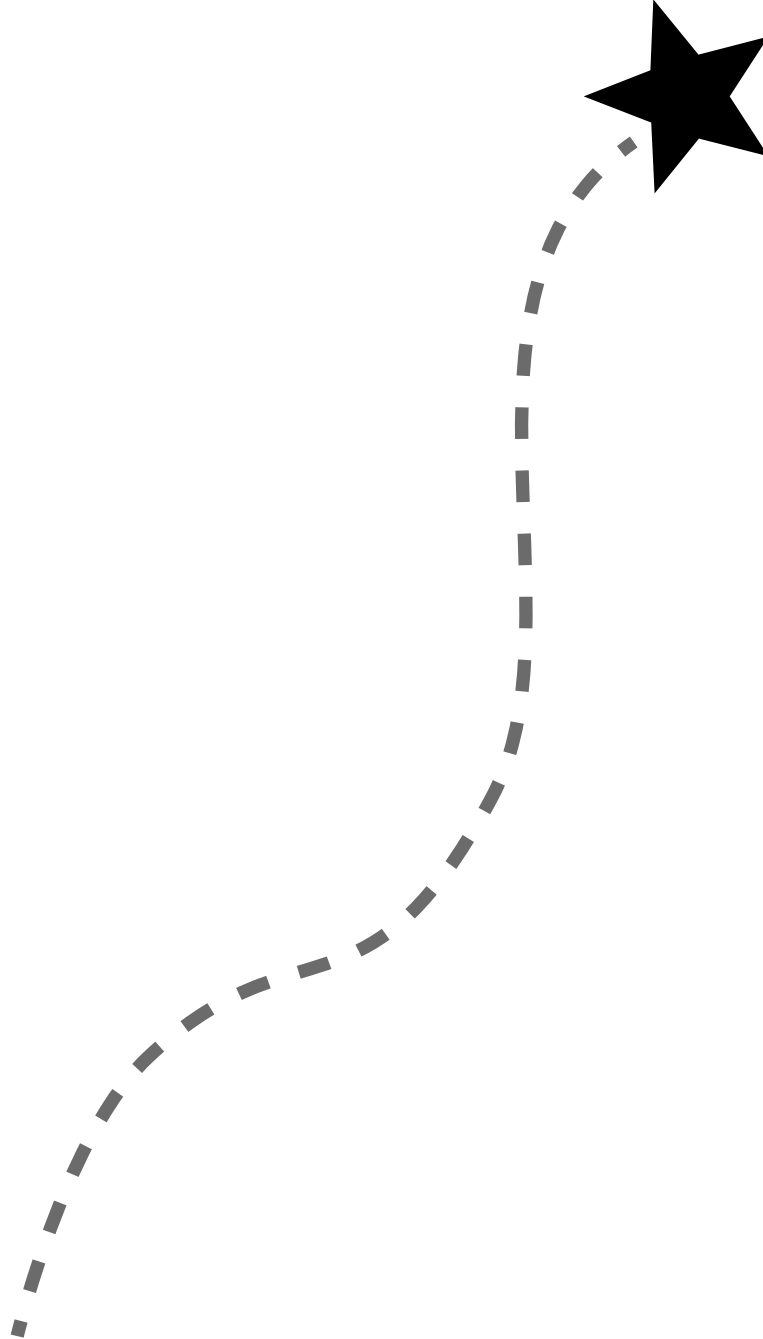
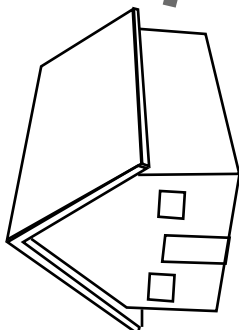
	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>







The Route To \_\_\_\_\_





## ***Song and Chant for Columbus***

Sing this song and chant to the tune of “If You’re Happy and You Know It”.

### **Lesson 1-**

**The Indies in Asia had gold and spice.  
The Indies in Asia had gold and spice.  
But it was a distant land,  
Miles and miles across the sand.  
It was difficult to get the gold and spice!**

*If you're happy and you know it, clap your hands.  
If you're happy and you know it, clap your hands.  
If you're happy and you know it,  
Then you really ought to show it,  
If you're happy and you know it, clap your hands.*

### **Lesson 2-**

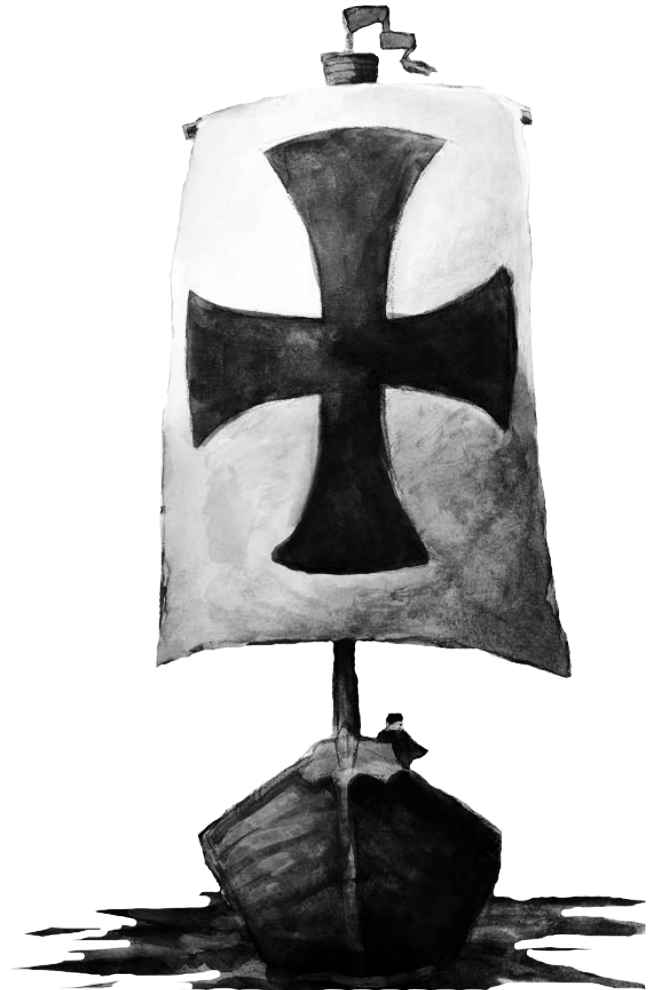
**Columbus made a plan to sail west.  
Columbus made a plan to sail west.  
The king of Spain thought it was neat,  
So he gave him his own fleet  
to search for riches in the east by sailing west!**

### **Lesson 3-**

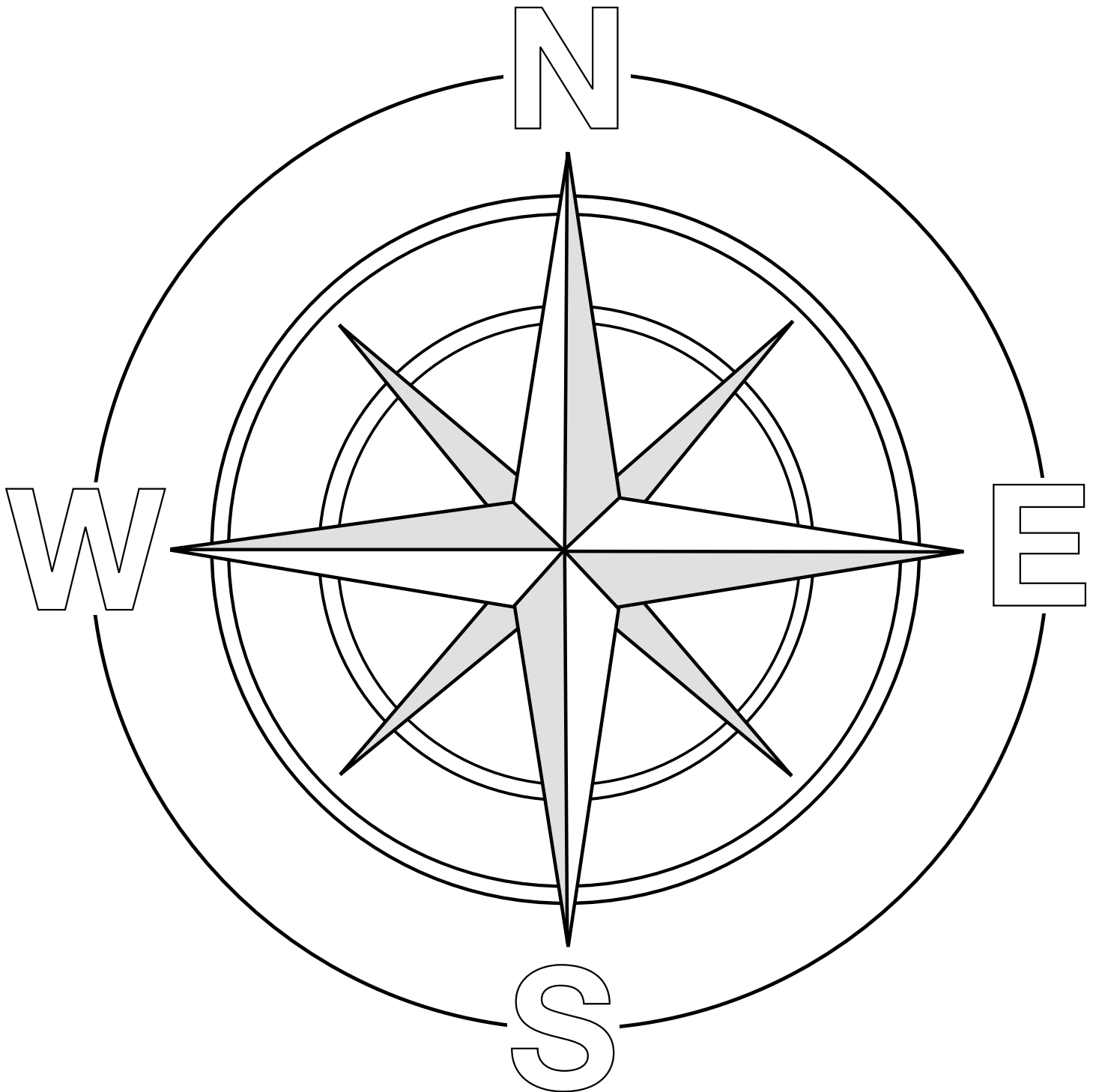
**In 1492 Columbus sailed the ocean blue.  
In 1492 Columbus sailed the ocean blue.  
The Niña, Pinta, and his ship,  
The Santa María made the trip.  
In 1492 Columbus sailed the ocean blue.**

### **Lesson 4-**

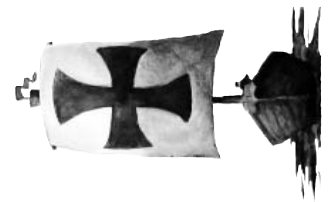
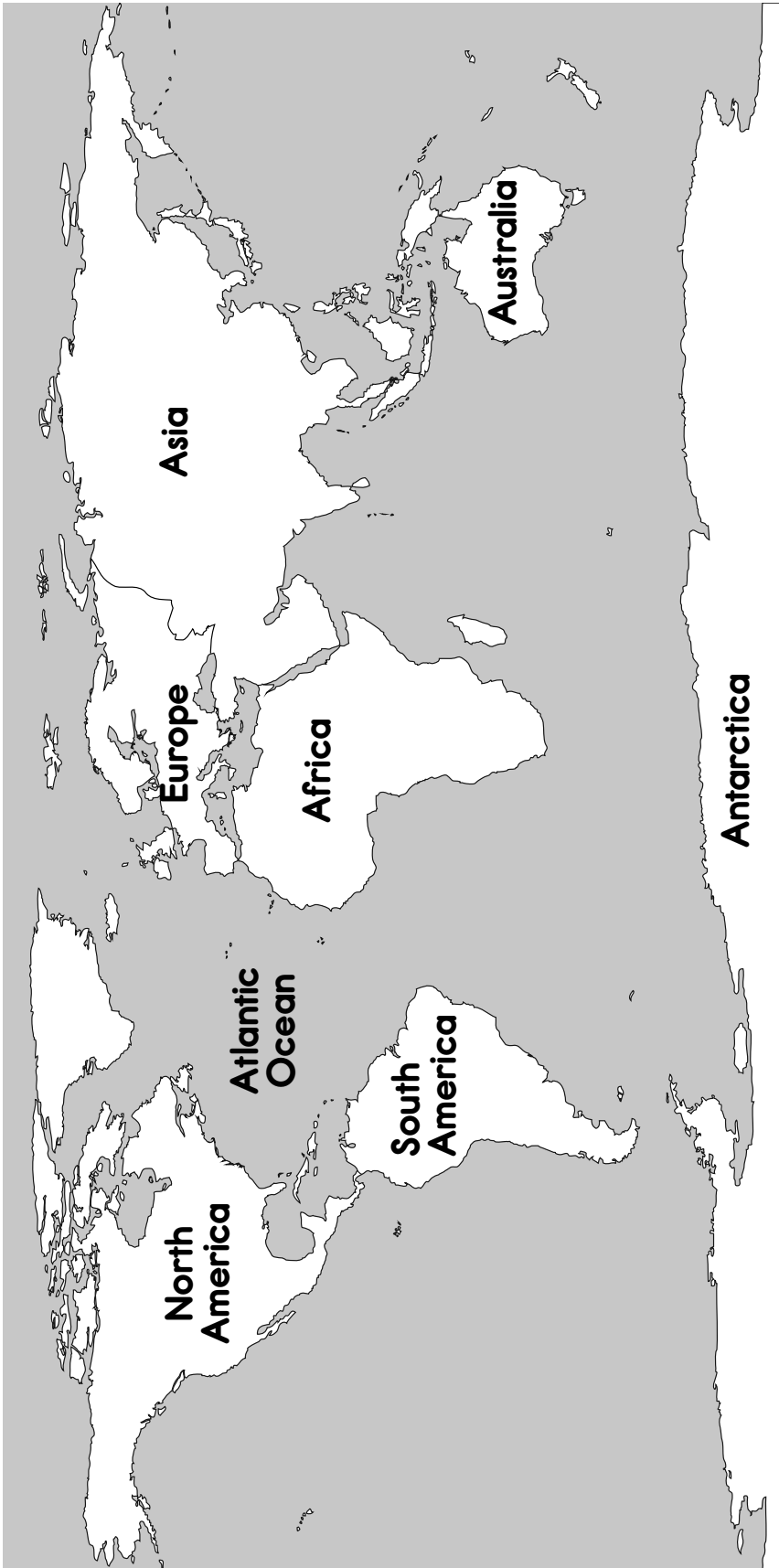
**Columbus thought he found the Indies.  
Columbus thought he found the Indies.  
He thought that he'd find gold,  
But he had no luck, we're told.  
Because he wasn't really in the Indies.**







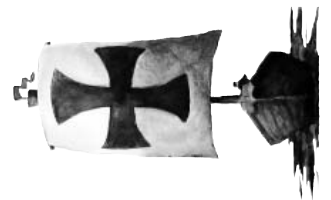




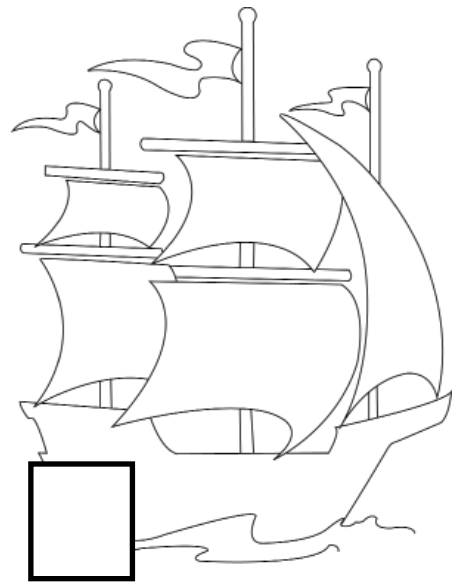
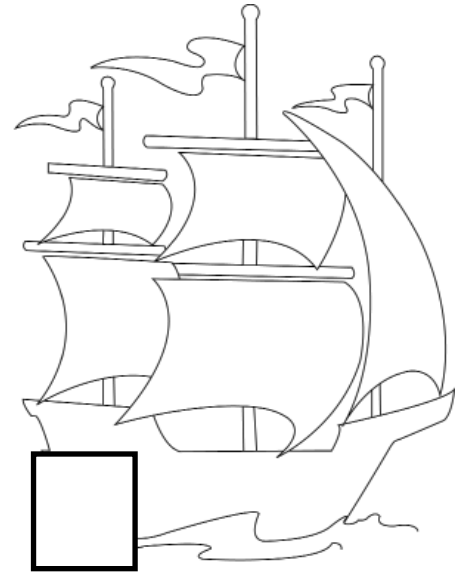
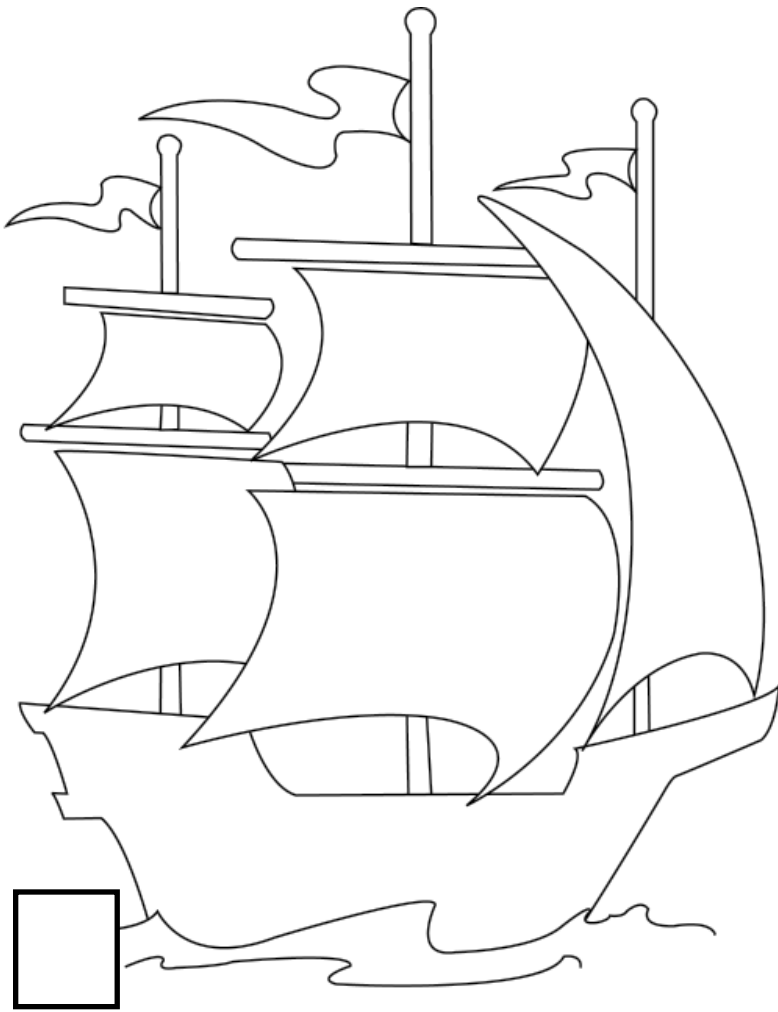




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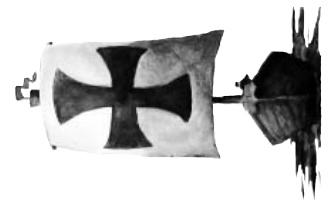






3

Voyage # \_\_\_\_\_





Directions: Listen to your teacher's instructions.

1.



2.



3.



4.



5.



6.



7.



8.



9.























10.







Directions: Listen to your teacher's instructions.

1.		
2.		
3.		
4.		
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6.		
7.		
8.		
9.		
10.		



1.



2.



3.



4.



Directions: Listen to your teacher's instructions.



1.



2.



3.



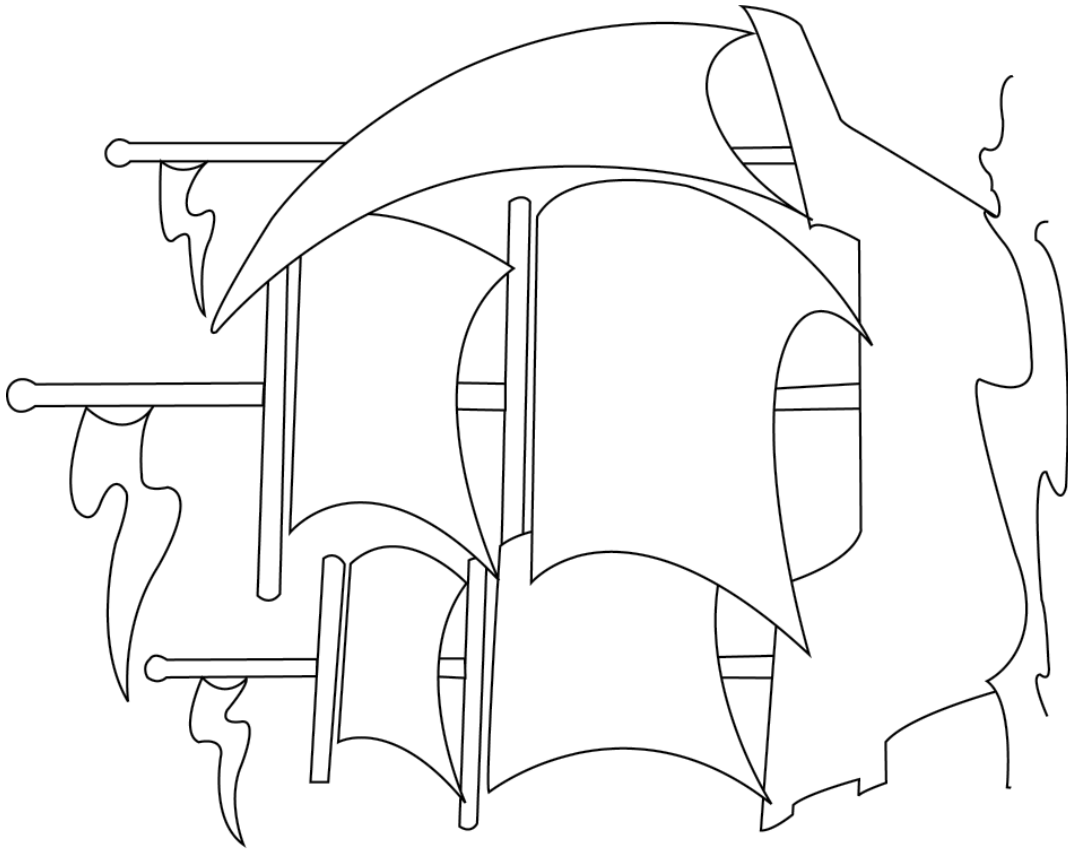
4.



Directions: Listen to your teacher's instructions.



# My Travel Journal: Columbus



By \_\_\_\_\_





*N*

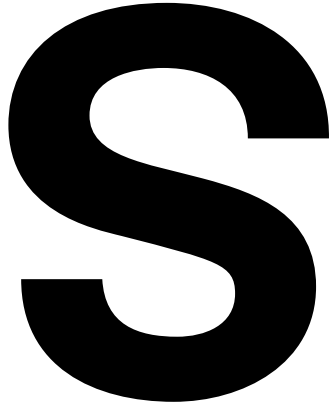
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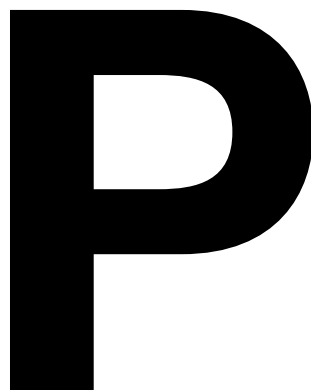
*S*







S



P





Dear Family Member,

For the second half of this domain, your child will learn about the Pilgrim's journey to America. Your child will learn that the Pilgrims left England on the *Mayflower* to go to the New World for religious freedom. Your child will learn about the legend of Plymouth Rock—the rock that the Pilgrims first stepped on when they reached America. And your child will hear about the first Thanksgiving shared between the Wampanoag tribe and the Pilgrims after their first year in America.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about at school.

### 1. What Would You Bring?

Your child will learn that the Pilgrims left England to start a new life in America. Space on the *Mayflower* was very limited, so they could only pack a few items. Have your child ask family members what they would pack if they could only bring one item each. Then have your child draw the items inside the *Mayflower*.

### 2. Song About the Pilgrims

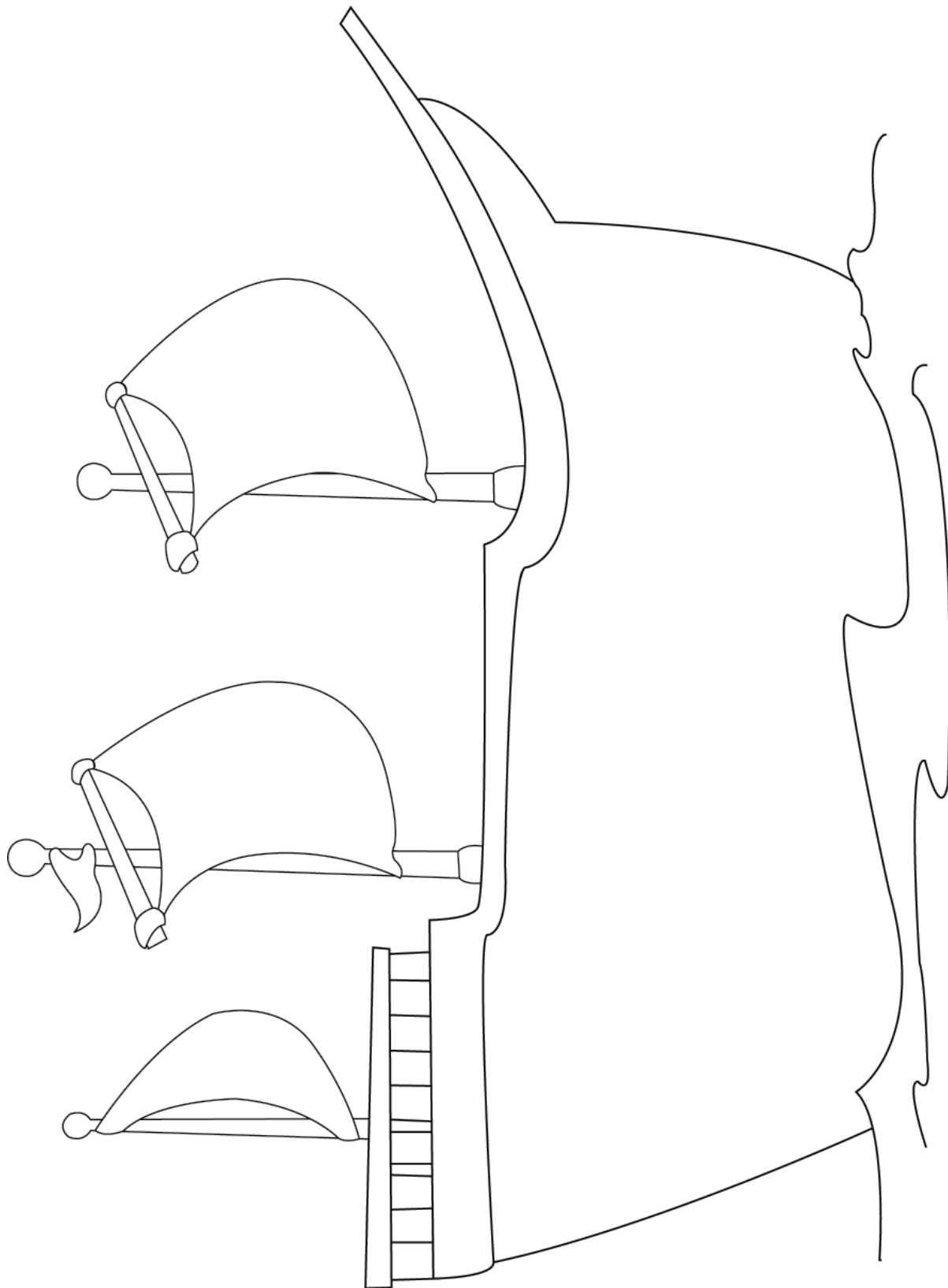
Each day your child will learn a new verse about the Pilgrims. You may wish to sing this song with your child. This song should be sung to the tune of “I’m a Little Teapot”:

*We are Separatists and we believe  
That we should worship as we please.  
But King James has ordered us to pray,  
So we’ve decided to move away.*

*I am the Mayflower. I’m the ship  
To take the Pilgrims on their trip.  
They are sailing west to the colonies  
So they can worship as they please.*

*We’re the Wampanoag and we live here.  
We helped the Pilgrims survive their first  
year.  
We taught them to plant crops,  
including maize.  
We shared a feast and all gave praise.*








## Vocabulary List for Columbus and the Pilgrims (Part 2)

This list includes many important words your child will learn about in *Columbus and the Pilgrims*. Try to use these words with your child in English and in your native language. Next to this list are suggestions of fun ways your child can practice and use these words at home.

- ☐ disappointed
- ☐ religion
- ☐ refused
- ☐ destination
- ☐ passenger
- ☐ fascinated
- ☐ legend
- ☐ survival
- ☐ tribe
- ☐ celebration
- ☐ crops
- ☐ harvest

*Directions: Help your child pick a word from the vocabulary list. Then help your child choose an activity and do the activity with the word. Check off the box for the word. Try to practice a word a day in English and in your native language.*

	<b>Draw it</b>
	<b>Use it in a sentence</b>
	<b>Find an example</b>
	<b>Tell a friend about it</b>
	<b>Act it out</b>
	<b>Make up a song using it</b>





## ***Song and Chant for The Pilgrims***

Sing this song and chant to the tune of “I’m a Little Teapot”.

### **Lesson 1-**

**We are Separatists and we believe  
That we should worship as we please.  
But King James has ordered us to pray,  
So we’ve decided to move away.**

### **Lesson 2-**

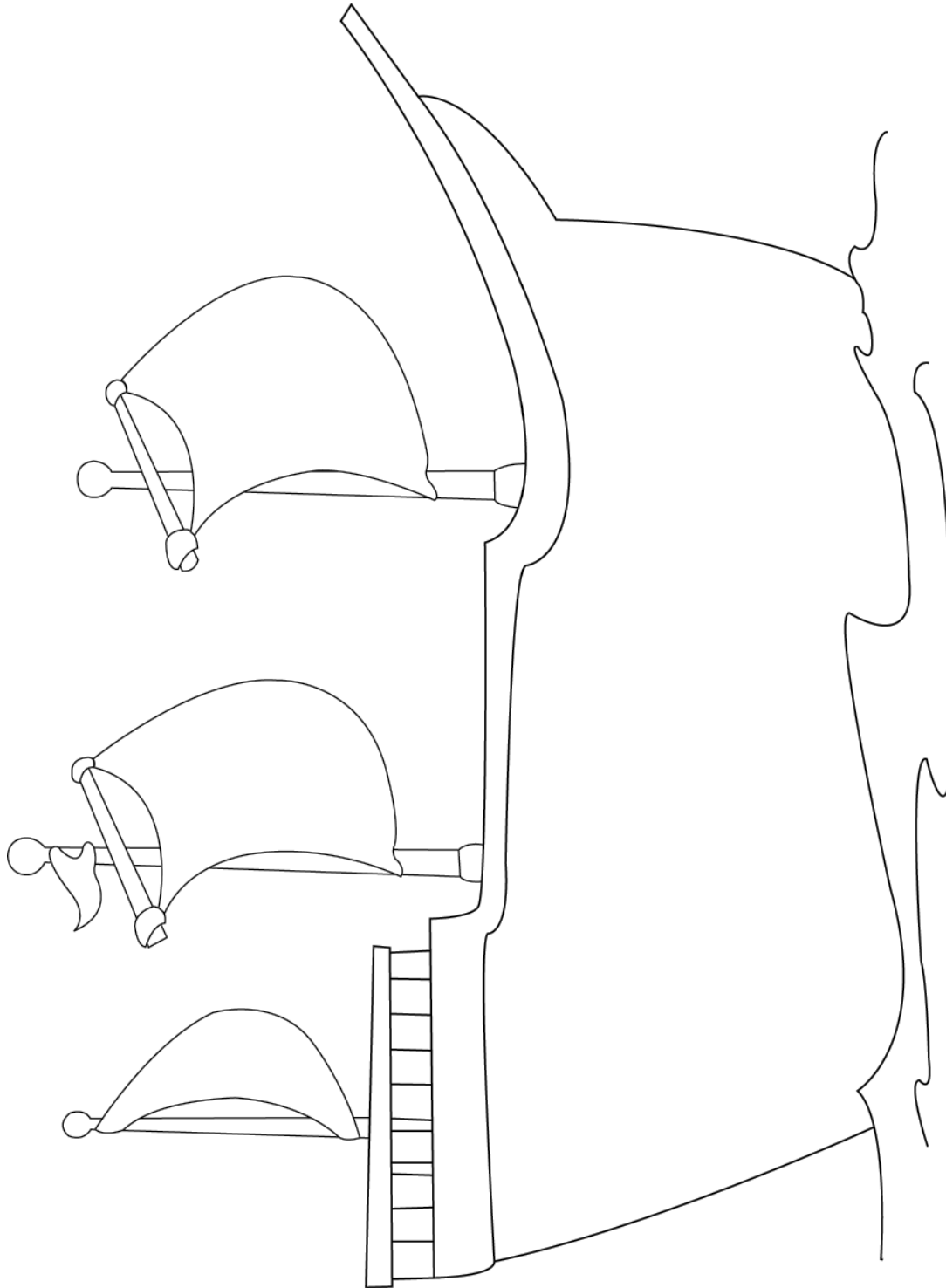
**I am the Mayflower. I’m the ship  
To take the Pilgrims on their trip.  
They are sailing west to the colonies  
So they can worship as they please.**

### **Lesson 3-**

**We’re the Wampanoag and we live here.  
We helped the Pilgrims survive their first year.  
We taught them to plant crops, including maize.  
We shared a feast and all gave praise.**





**Mayflower**



***Things I need to survive***☐

Air

---

---

---

☐

Water

---

---

---

☐

Food

---

---

---

☐

Shelter

---

---

---

.....

***Things I need to survive***☐

Air

---

---

---

☐

Water

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☐

Food

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☐

Shelter

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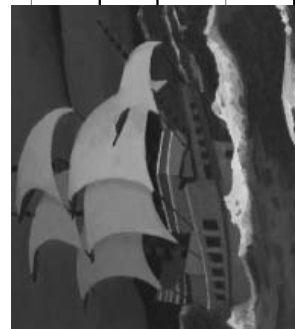
***Thanksgiving-Past******Thanksgiving-Present***





--

*Dear Squanto,*



2

*Thank you,*



*N*

*W*





















*E*

*S*



























Directions: Listen to your teacher's instructions.

1.		
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Directions: Listen to your teacher's instructions.

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11.		
12.		
13.		
14.		
15.		



Directions: You will hear some statements about either Columbus or the Pilgrims. Listen carefully, and then circle Columbus's picture if the statement is something Columbus might say, or circle the Pilgrim's picture if the statement is something a Pilgrim might say.

1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Directions: You will hear some statements about either Columbus or the Pilgrims. Listen carefully, and then circle Columbus's picture if the statement is something Columbus might say, or circle the Pilgrim's picture if the statement is something a Pilgrim might say.

1.



2.



3.



4.



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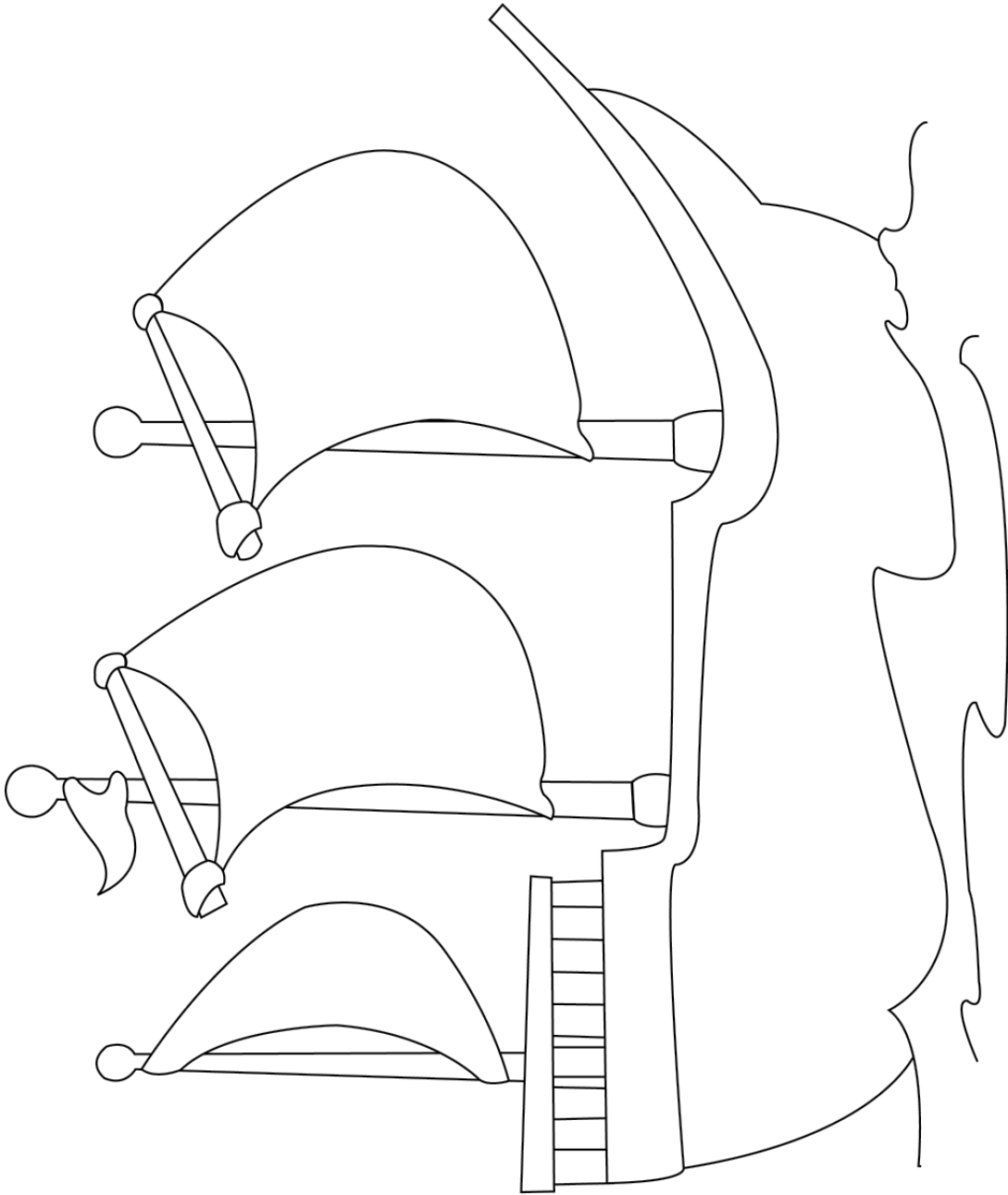
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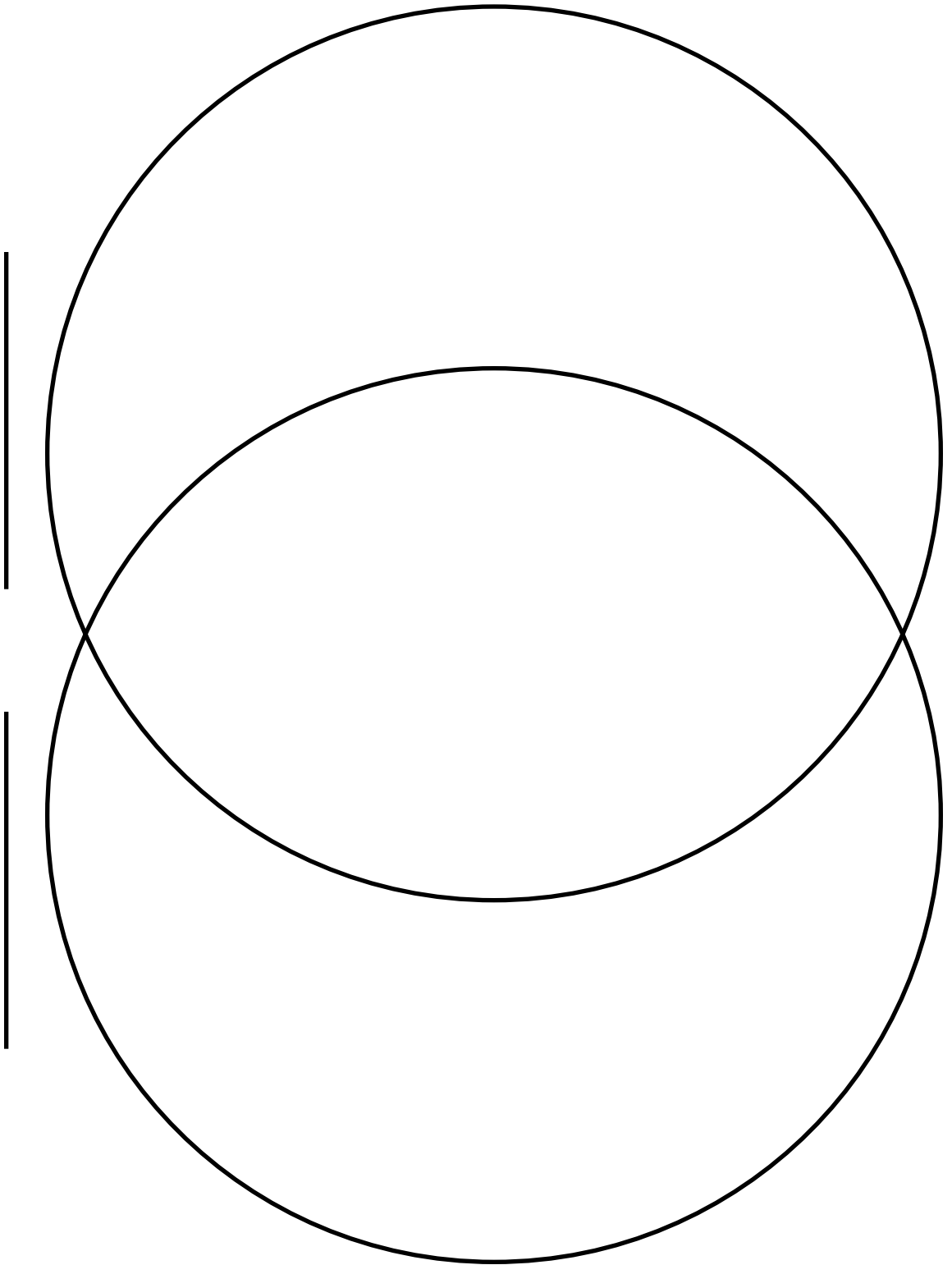
# My Travel Journal: The Pilgrims



By \_\_\_\_\_



*Directions: Write the two topics you have chosen to compare/contrast on the blank lines. Write how the two topics are alike in the overlapping part of the Venn diagram. Write how the topics are different in the nonoverlapping part of each circle for each topic.*







# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

[illegible]

# Tens Conversion Chart

		Number Correct																				
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Number of Questions	1	0	10																			
	2	0	5	10																		
	3	0	3	7	10																	
	4	0	3	5	8	10																
	5	0	2	4	6	8	10															
	6	0	2	3	5	7	8	10														
	7	0	1	3	4	6	7	9	10													
	8	0	1	3	4	5	6	8	9	10												
	9	0	1	2	3	4	6	7	8	9	10											
	10	0	1	2	3	4	5	6	7	8	9	10										
	11	0	1	2	3	4	5	5	6	7	8	9	10									
	12	0	1	2	3	3	4	5	6	7	8	8	9	10								
	13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
	14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
	15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
	16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
	17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
	18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
	19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
	20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

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