



# Columbus and the Pilgrims

Tell It Again!™ Read-Aloud Anthology







# Columbus and the Pilgrims

## Tell It Again!™ Read-Aloud Anthology

Listening & Learning™ Strand  
**KINDERGARTEN**

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for Columbus and the Pilgrims

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

### Lesson

	1	2	3	4	5	6	7	8	9
<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 land where he landed the <i>Indies</i> and the inhabitants <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									✓

**Alignment Chart for  
Columbus and the Pilgrims**


**Lesson**

Columbus and the Pilgrims		1	2	3	4	5	6	7	8	9
Reading Standards for Informational Text: Kindergarten										
Key Ideas and Details										
STD RI.K.1		With prompting and support, ask and answer questions about key details in a text.								
CKLA Goal(s)	With prompting and support, ask and answer questions (e.g., <i>who, what, where, 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									
STD RI.K.2		With prompting and support, identify the main topic and retell key details of a text.								
CKLA Goal(s)	With prompting and support, identify the main topic and retell key details of a nonfiction/informational read-aloud									
STD RI.K.3		With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.								
CKLA Goal(s)	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud									
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									













**Alignment Chart for  
Columbus and the Pilgrims**

**Lesson**

Alignment Chart for Columbus and the Pilgrims		1	2	3	4	5	6	7	8	9
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					✓				
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		✓	✓		✓		✓		
Production and Distribution of Writing										
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	✓					✓			










**Alignment Chart for  
Columbus and the Pilgrims**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>Speaking and Listening Standards: Kindergarten</b>										
<b>Comprehension and Collaboration</b>										
<b>STD SL.K.1</b>	Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and large groups									
<b>STD SL.K.1a</b>	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).									
<b>CKLA Goal(s)</b>	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.									
<b>STD SL.K.1b</b>	Continue a conversation through multiple exchanges.									
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation over four to five turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age									
<b>STD SL.K.2</b>	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.									
<b>CKLA Goal(s)</b>	Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud									
<b>STD SL.K.3</b>	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.									
<b>CKLA Goal(s)</b>	Ask questions to clarify directions, exercises, and/or classroom routines									
<b>Presentation of Knowledge and Ideas</b>										
<b>STD SL.K.5</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail.									
<b>CKLA Goal(s)</b>	Add drawings or other visual displays to descriptions as desired to provide additional detail									
<b>STD SL.K.6</b>	Speak audibly and express thoughts, feelings, and ideas clearly.									
<b>CKLA Goal(s)</b>	Speak audibly and express thoughts, feelings, and ideas clearly									


















**Alignment Chart for  
Columbus and the Pilgrims**

**Lesson**

		1	2	3	4	5	6	7	8	9
<b>Language Standards: Kindergarten</b>										
<b>Conventions of Standard English</b>										
<b>STD L.K.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
<b>STD L.K.1b</b>	Use frequently occurring nouns and verbs.									
<b>CKLA Goal(s)</b>	Use frequently occurring nouns and verbs in oral language									
<b>STD L.K.1d</b>	Understand and use question words (interrogatives) (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i> ).									
<b>CKLA Goal(s)</b>	Ask questions beginning with <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , or <i>how</i>									
<b>STD L.K.1f</b>	Produce and expand complete sentences in shared language.									
<b>CKLA Goal(s)</b>	Answer questions orally in complete sentences									
	Produce and expand complete sentences in shared language									
<b>Vocabulary Acquisition and Use</b>										
<b>STD L.K.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.									
<b>STD L.K.4a</b>	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> ).									
<b>CKLA Goal(s)</b>	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> )									
<b>STD L.K.5b</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).									
<b>CKLA Goal(s)</b>	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)									
<b>STD L.K.5c</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).									
<b>CKLA Goal(s)</b>	Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> )									

# Alignment Chart for Columbus and the Pilgrims

## Lesson

		1	2	3	4	5	6	7	8	9
<b>STD L.K.6</b>	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.									
<b>CKLA Goal(s)</b>	Use words and phrases acquired through conversations, being read to, and responding to texts									
<b>Additional CKLA Goals</b>										
	Listen to and understand a variety of texts, including informational text									
	Retell important facts and information from a read-aloud									
	Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events									
	Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud									
	Make predictions prior to and during a read-aloud based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions									



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.



# Introduction to Columbus and the Pilgrims

This introduction includes the necessary background information to be used in teaching the *Columbus and the Pilgrims* domain. The *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims* contains nine daily lessons, each of which is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of fifty minutes.

This domain includes a Pausing Point following Lesson 5 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					
Day 1	#	Day 2	#	Day 3	#
Lesson 1A: "The Spice Seekers" (35 min.)		Lesson 2A: "Ferdinand and Isabella" (35 min.)		Lesson 3A: "1492" (35 min.)	
Lesson 1B: Extensions (15 min.)		Lesson 2B: Extensions (15 min.)		Lesson 3B: Extensions (15 min.)	
50 min.		50 min.		50 min.	

Week Two					
Day 6	⑩	Day 7	#	Day 8	#
Pausing Point (50 min.)		Lesson 6A: "Colonies in Native American Lands" (35 min.)		Lesson 7A: "The Voyage of the Mayflower" (35 min.)	
		Lesson 6B: Extensions (15 min.)		Lesson 7B: Extensions (15 min.)	
50 min.		50 min.		50 min.	

Week Three		
Day 11	Day 12	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

## Domain Components

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Along with this Anthology, you will need:

- *Tell It Again! Media Disk or Tell It Again! Flip Book for Columbus and the Pilgrims*
- *Tell It Again! Image Cards for Columbus and the Pilgrims*
- *Tell It Again! Supplemental Guide for Columbus and the Pilgrims*
- *Tell It Again! Multiple Meaning Word Posters for Columbus and the Pilgrims*

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 Christian faith, 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 core concepts.

## ***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 may appear in the read-alouds or, in some instances, in the “Introducing the Read-Aloud” section at the beginning of the lesson. Boldfaced words in the list have an associated Word Work activity. 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 to these words, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

<b>Lesson 1</b>	<b>Lesson 4</b>	<b>Lesson 7</b>
journey	courage	cargo
ships	discovered	destination
spices	explore	<b>glory</b>
travelers	island	overboard
treasures	native	passenger
<b>Lesson 2</b>	<b>Lesson 5</b>	<b>Lesson 8</b>
adventures	<b>ashamed</b>	chief
convince	empire	<b>fascinated</b>
fleet	governor	legend
navigators	historians	survival
<b>victorious</b>	<b>Lesson 6</b>	tribe
<b>Lesson 3</b>	colonies	<b>Lesson 9</b>
cabin	<b>disappointed</b>	<b>celebration</b>
crews	explorers	crops
expedition	religion	harvest
rulers	refused	store
<b>shore</b>		wisdom

## Student Performance Task Assessments

In the *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observations, such as *Think Pair Share* and some Extension activities, to more formal written assessments. These Student Performance Task Assessments (SPTA) are identified in the *Tell It Again! Read-Aloud Anthology* 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 *Tell It Again! Read-Aloud Anthology* for *Columbus and the Pilgrims*, there are numerous opportunities in the lessons and 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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Accompanying the *Tell It Again! Read-Aloud Anthology* is a *Supplemental Guide* designed to assist 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 children with special needs. Teachers whose students would benefit from enhanced oral language practice may opt to use the *Supplemental Guide* as their primary guide in the Listening & Learning strand. 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*.

The *Supplemental Guide* activities that may be particularly relevant to any classroom are the Multiple Meaning Word Activities and accompanying Multiple Meaning Word Posters, which help students determine and clarify different meanings of words; Syntactic Awareness Activities, which call students’ attention to sentence structure, word order, and grammar; and Vocabulary Instructional Activities, which place importance on building students’ general academic, or Tier 2, vocabulary. These activities afford all students additional opportunities to acquire a richer understanding of the English language. Several of these activities have been included as Extensions in the *Tell It Again! Read-Aloud Anthology*. In addition, several words in the *Tell It Again! Read-Aloud Anthology* are underlined, indicating that they are multiple-meaning words. The accompanying sidebars explain some of the more common alternate meanings of these words. *Supplemental Guide* activities included in the *Tell It Again! Read-Aloud Anthology* are identified with this icon: ⇄.

## ***Recommended Resources for Columbus and the Pilgrims***

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### **Trade Book List**

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The *Tell It Again! Read-Aloud Anthology* includes a number of opportunities in Extensions, the Pausing Point, and Culminating Activities for teachers to select trade books from this list 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>