

Lesson 7

Reading Grammar

✓ 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 unit.

- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud (RI.2.1)
- ✓ Describe the connection between a series of historical events in a nonfiction/informational read-aloud (RI.2.3)
- ✓ Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions (RI.2.4)
- ✓ Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with nonfiction/informational read-aloud, and explain how these graphics clarify the meaning of the read-aloud (RI.2.7)
- ✓ Describe how reasons or facts support specific points the author makes in a nonfiction/informational read-aloud (RI.2.8)
- ✓ Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4 (RI.2.10)
- ✓ Use adverbs appropriately orally and in own writing (L.2.1e)

At a Glance	Exercise	Materials	Minutes
Reading Time	Whole Group Read-Aloud: “America in 1812, Part II”		30
Grammar	Introduce Adverbs	Worksheet 7.1	30

Advance Preparation

You may want to use the Flip Book for *The War of 1812* domain to show the images to students as you share the read-aloud.

Whole Group Read-Aloud: “America in 1812, Part II”

- Ask students to recall information from the read-aloud “America in 1812, Part I” in a previous lesson.
- In addition, ask students to share what they learned from reading the chapter “Trouble with the British” in the *War of 1812 Reader*.
- Tell students that the read-aloud you are going to share is “America in 1812, Part II.” They will hear more about what was going on in America in 1812.

America in 1812, Part II

After the Revolutionary War, each of the first three presidents of the United States wanted the United States and Great Britain to be friends again. Even before the Napoleonic Wars began, George Washington had tried to establish a peaceful relationship with the British. Under his leadership, the United States and Great Britain signed a treaty called Jay’s Treaty. In this treaty, the British promised not to get involved or interfere with the United States’ business or activities.

During this time, one of the most common ways for two countries to maintain a good relationship was to trade with each other. The United States sent flour and tobacco and other goods to Great Britain. Great Britain sent tea and manufactured goods to America.

When the Napoleonic Wars began in Europe, France and Great Britain became enemies. The United States was caught in the middle. The U.S. government really did not want to have to get involved. Merchants in New England relied on trade with Britain to run their businesses. France had helped America during the Revolutionary War. The United States wanted to keep that friendship, too. However, when U.S. ships, cargo, and sailors were being threatened—especially by the British—the United States could not ignore it.

Check for Comprehension

1. *Inferential* Why do you think the United States wanted to have good relations with Britain and France? (Answers may vary, but could include that as a young nation, with a small army and navy, they did not want to go to war. They also wanted to trade with both Britain and France.)

You might think that what was happening at sea was enough to drive the United States to go to war with Great Britain. But, there were even more problems on American land. Even though Britain had lost the thirteen colonies to America, it still had control of land in the northern Great Lakes region, and the northwestern territories. Britain also controlled part of what is now Canada. The British had forts and outposts along the United States and Canadian border.

Check for Comprehension

1. *Literal* What areas of land in North America did Britain still control? (the northern Great Lakes region, the northwestern territories, and part of what is now Canada)

Most Americans during this time were farmers. Many, many settlers were moving west in search of land to farm. The U.S. government began to suspect that the British were interfering with Americans who were settling in the northern territories, especially in the Ohio River Valley and the Indiana Territory. They believed that Britain was using its outposts in Canada to help Native Americans who were fighting to defend their land from the settlers.

Check for Comprehension

1. *Literal* In 1812, what job did most Americans have? (In 1812, most Americans were farmers.)

In 1811, many Native Americans fought to remove settlers from their land in the Battle of Tippecanoe. The U.S. army fought back. The American soldiers had reason to believe that the Native Americans received weapons from the British. The British denied it. They insisted that they were only trading with Native Americans—nothing more.

Check for Comprehension

1. *Literal* What did the U.S. government suspect Britain of doing? (arming Native Americans)
2. *Inferential* Why do you think that Native Americans did not want settlers on their land? (because Native Americans feared the settlers would take their land away from them)

Wrap-Up

- Tell students you will give them a *Think Pair Share* question. They should think about the question, and then turn to a neighbor and discuss the question.
- Tell them that you will then call on several students to share what was discussed.

Think Pair Share

1. *Evaluative* Why do you think Native Americans and frontier settlers were in conflict with each other? [Ask students to think about what Native Americans must have felt as they saw more and more settlers moving onto their land.] (Answers may vary.)

Grammar

30 minutes

Introduce Adverbs



Worksheet 7.1

- Remind students that they have learned three parts of speech: *nouns*, *adjectives*, and *verbs*. They have already learned that adjectives describe nouns. Explain that today they will learn about a new part of speech that describes or refers to verbs; it is called an *adverb*.
- Write the word *adverb* on the board. Have students repeat the word.
- Explain that an adverb is a word that tells about the action of a verb or how something is done. It's a word that can be used to describe a verb. An adverb describes *how* the action of a verb takes place.
- Tell students that you are going to say some very short sentences. In each sentence, there will be one noun, one verb, and one adverb. For each sentence, have students identify the adverb, which is the word that describes the verb or how the action happens
- Read the following sentence: *Jim ran quickly*. Ask students which word tells more about the verb. (*quickly*; How did Jim run? *quickly*)
- Once the word has been identified, explain that this is the adverb in the sentence.
- Repeat these steps with the items in the following box.

1. Dad drove slowly. (*slowly*)
2. Snow melts fast. (*fast*)
3. Susan danced lightly. (*lightly*)
4. Daisies bloom brightly. (*brightly*)
5. Matt slept well. (*well*)
6. Chris whispered softly. (*softly*)
7. Coco shouted loudly. (*loudly*)

- Point out that adverbs often follow the verbs they describe, but not always.
- Have students turn to Worksheet 7.1.
- Work with students to draw a triangle around the adverbs and a wiggly line under the verbs in each of the sentences on the front of the worksheet. Then, have them draw an arrow from the adverb pointing to the verb the adverb modifies.
- When students have finished the front of the worksheet, ask them if they noticed what letters occur at the end of many adverbs. ('ly') Explain that adverbs often end in 'ly', but not always.
- Have students turn to the back of the worksheet. For each set of adverbs, have students pick an adverb and write a sentence that includes that adverb.