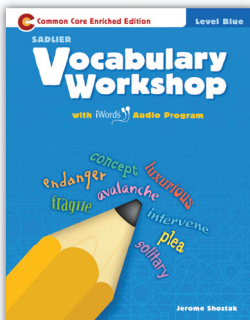
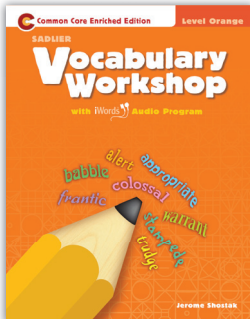
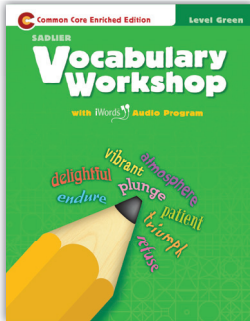
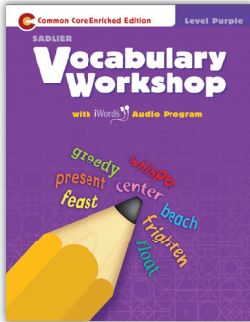
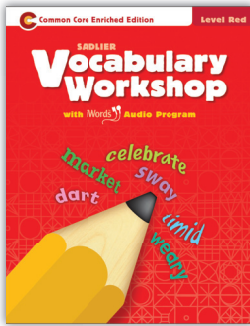


Level Green

Vocabulary Workshop

Common Core Enriched Edition



Aligned to the

Common Core State Standards

for English Language Arts

Grade 3

Contents

KEY ALIGNED CONTENT

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KEY ALIGNED CONTENT

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

READING: LITERATURE: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

Introducing the Words (Unit Passages): Unit 1 "The Fox and the Grapes" (an Aesop Fable), pp. 6–7; Unit 4 "The Handsome Stag" (Folktale), pp. 36–37; Unit 9 "The Talent Show" (Realistic Fiction), pp. 88–89; Unit 10 "The Princess and the Pea" (Fairy Tale), pp. 98–99; Unit 12 "The Tiger's Promise" (Korean Folktale), pp. 118–119; Unit 16 "Two Troublesome Monkeys" (Fantasy), pp. 160–161

Example [Level Green, p. 37]

The Handsome Stag

Suddenly, the quiet of the afternoon was ended by the sounds of a hunter's horn and a loud bang. The dry branch of a tree was shattered by the gunshot. The stag raised his head in fear as the pieces of the branch fell to the ground. The stag was no coward. He knew, however, that even a hunter with little shooting talent could cause him harm. He began running. His long, slender legs carried him fast and far.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Green, TE p. T22]

DURING READING

- With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.

- Guide students' focus and comprehension by having them answer key questions about the story.

- Remind students to pay attention to context clues that can

In **Introducing the Words**, students read a passage that presents all 10 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

READING: LITERATURE: Craft and Structure

CCSS.ELA-Literacy.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

READING: LITERATURE: Integration of Knowledge and Ideas

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SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

help them figure out the meanings of the words and develop a better understanding of the passage.

AFTER READING

Invite students to summarize the story. Then review the answers to the questions that were asked while they were reading. Encourage students to ask any questions they may have about the story or the meanings of the words.

DESCRIPTION

Vocabulary for Comprehension: "Anansi the Hungry Spider," pp. 188–189

Example [Level Green, p.189]

1. This passage is mostly about

- a) a poor village.
- b) how Anansi tries to trick the animals.
- c) how Rabbit gets tricked.
- d) how the giant tricked Anansi.

7. Goose outsmarted Anansi by

- a) sharing her food with him.
- b) counting slowly.
- c) refusing to say the word *five*.
- d) making her own deal with Five.

8. In this passage, **uproar** means

- a) a feeling of calmness.
- b) loud laughter.
- c) a fight.
- d) a state of excitement.

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

READING: LITERATURE: Key Ideas and Details

CCSS.ELA-Literacy.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

READING: LITERATURE: Craft and Structure

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READING: LITERATURE: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION	DESCRIPTION
<p>Vocabulary for Comprehension Lesson Plan: TE pp. T40–T41</p> <p><i>Example [Level Green, TE p.T40]</i></p> <p>TEACH</p> <ul style="list-style-type: none">▪ Identify Main Idea/Details The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the main idea.▪ Vocabulary in Context Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.	
<p>Developing Vocabulary Through Literature: Literature to Use with Vocabulary Workshop, TE p. T20</p>	<p>Located in the Teacher's Edition, Developing Vocabulary Through Literature lists grade-level appropriate titles that can be used to support a literature-based approach to vocabulary study. Included on the list are titles that are good for read alouds and read alongs but may be difficult for independent reading.</p> <p>Seeing the words encountered in such classic and contemporary literature can reinforce students' appreciation of the value of possessing a strong vocabulary.</p>

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

Introducing the Words (Unit Passages): Unit 2 "Driving on Route 66" (Magazine Article), pp. 16–17; Unit 3 "Going Green Every Day" (Magazine Article), pp. 26–27; Unit 5 "The International Space Station" (Journal Article), pp. 46–47; Unit 6 "King Tut Then and Now" (Historical Nonfiction), pp. 56–57; Unit 7 "The Liberty Bell" (Report), pp. 68–69; Unit 8 "The Terracotta Army" (Journal Article), pp. 78–79; Unit 11 "Treasure Among Diamonds" (Journal Article), pp. 108–109; Unit 13 "The Winter Olympics" (News Article), pp. 130–131; Unit 14 "Amelia Earhart 1897–1937" (Biography), pp. 140–141; Unit 15 "The Great Barrier Reef" (Magazine Article), pp. 150–151; Unit 17 "The Nile Crocodile" (Journal Article), pp. 170–171; Unit 18 "Gold! Gold! Gold!" (Textbook Entry), pp. 180–181

In **Introducing the Words**, students read a passage that presents all 10 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

Example [Level Green, p. 78]

The Terracotta Army

In 1974, workmen who were digging a well in northwestern China discovered an ancient secret. They uncovered the first of many life-size clay soldiers in a tomb. These soldiers were made of a kind of clay called terracotta. Over time, workers at the tomb exposed more than 8,000 warriors and horses.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Green, TE p.T22]

DURING READING

- With students, read the brief introduction. Discuss the genre of the passage, and encourage students to name other stories and books they have read in the genre. Discuss any photographs or illustrations, pointing out how students can use the information in these visuals to help them better appreciate the passage.
- Guide students' focus and comprehension by having them

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

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SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

answer key questions about the story.

- Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

Vocabulary for Comprehension: "Monkey Business" (monkeys who help people), p. 35; "Pants as Good as Gold" (Levi Strauss), p. 97; "An Amazing Creature" (loggerhead turtles), p. 159

Example [Level Green, p.35]

1. What would make another good title for this passage?

- a) How to Train a Monkey
- b) Silly Monkeys
- c) Monkeys Who Lend a Hand
- d) People Helping Monkeys

8. The meaning of **loyal** is

- a) faithful.
- b) little.
- c) skilled.
- d) famous.

Vocabulary for Comprehension Lesson Plan: TE pp. T40–T41

Example [Level Green, TE p.T40]

TEACH

- **Identify Main Idea/Details** The main idea of a passage is what the passage is about. It is the most important point that the author makes about a topic or subject. The main idea is often stated at the beginning of the passage. The rest of the passage usually gives details that help explain or support the

DESCRIPTION

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

READING: INFORMATIONAL TEXT: Key Ideas and Details

CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

READING: INFORMATIONAL TEXT: Craft and Structure

CCSS.ELA-Literacy.RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

READING: INFORMATIONAL TEXT: Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

SADLIER **VOCABULARY WORKSHOP LEVEL GREEN** FEATURE & LOCATION

main idea.

- **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

DESCRIPTION

READING: FOUNDATIONAL SKILLS: Phonics and Word Recognition

CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- **CCSS.ELA-Literacy.RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **CCSS.ELA-Literacy.RF.3.3b** Decode words with common Latin suffixes.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Word Study: Word Families (loyal, loyalty, loyally), p. 33; **Word Parts and Base Words**, p. 44; **Prefixes** (*re-*, *pre-*, *in-*), p. 54; **Suffixes** (*-ly*, *-ful*, *-less*), p. 63; **Prefixes** (*over-*), p. 106; **Suffixes** (*-ness*, *-er*, *-or*), p. 116; **Prefixes** (*dis-*, *mis-*, *im-*), p. 168; **Suffixes** (*-ion*, *-ment*, *-able*), p. 178; **Roots** (*loc*, *aud*), p. 187

Example [Level Green, p. 187]

PRACTICE

Write the missing base word or suffix. Then write the meaning of the new word.

Base Word	Suffix	New Word	Meaning
1. connect	+ <u>ion</u>	= connection	→ <u>act of connecting</u>
2. enjoy	+ <u>able</u>	= enjoyable	→ <u>can be enjoyed</u>

Word Study Lesson Plans: Word Families (loyal, loyalty, loyally), TE p. T29; **Word Parts and Base Words, Prefixes** (*re-*, *pre-*, *in-*), **Suffixes** (*-ly*, *-ful*, *-less*), TE p. T30; **Prefixes** (*over-*), **Suffixes** (*-ness*, *-er*, *-or*), TE p. T33; **Prefixes** (*dis-*, *mis-*, *im-*), **Suffixes** (*-ion*, *-ment*, *-able*), **Roots** (*loc*, *aud*), TE p. T34

Example [Level Green, TE p.T34]

TEACH

Write the lesson's suffixes on the board. Discuss their meanings and the given examples. Ask prompting questions to further students' understanding, such as "What are some things that are *breakable*?"

DESCRIPTION

Several **Word Study** lessons develop word-building skills. They include study of roots, prefixes, and suffixes.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Introducing the Words (Unit Passages): Unit 1 "The Fox and the Grapes" (an Aesop Fable), pp. 6–7; Unit 2 "Driving on Route 66" (Magazine Article), pp. 16–17; Unit 3 "Going Green Every Day" (Magazine Article), pp. 26–27; Unit 4

DESCRIPTION

In **Introducing the Words**, students read a passage that presents all 10 Unit words in context. A different genre and theme are presented in each passage.

When reading a passage, students are directed to pay close

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

"The Handsome Stag" (Folktale), pp. 36–37; Unit 5 "The International Space Station" (Journal Article), pp. 46–47; Unit 6 "King Tut Then and Now" (Historical Nonfiction), pp. 56–57; Unit 7 "The Liberty Bell" (Report), pp. 68–69; Unit 8 "The Terracotta Army" (Journal Article), pp. 78–79; Unit 9 "The Talent Show" (Realistic Fiction), pp. 88–89; Unit 10 "The Princess and the Pea" (Fairy Tale), pp. 98–99; Unit 11 "Treasure Among Diamonds" (Journal Article), pp. 108–109; Unit 12 "The Tiger's Promise" (Korean Folktale), pp. 118–119; Unit 13 "The Winter Olympics" (News Article), pp. 130–131; Unit 14 "Amelia Earhart 1897–1937" (Biography), pp. 140–141; Unit 15 "The Great Barrier Reef" (Magazine Article), pp. 150–151; Unit 16 "Two Troublesome Monkeys" (Fantasy), pp. 160–161; Unit 17 "The Nile Crocodile" (Journal Article), pp. 170–171; Unit 18 "Gold! Gold! Gold!" (Textbook Entry), pp. 180–181

Example [Level Green, p. 78]

The Terracotta Army

In 1974, workmen who were digging a well in northwestern China discovered an ancient secret. They uncovered the first of many life-size clay soldiers in a tomb. These soldiers were made of a kind of clay called terracotta. Over time, workers at the tomb exposed more than 8,000 warriors and horses.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Green, TE p.T22]

DURING READING

Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

Definitions: Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Example [Level Green, p. 58]

10. wisdom (n.) knowledge and good sense, especially as a result of experience
(wiz' dəm)

Grandparents have much wisdom about life.

DESCRIPTION

attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.

To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at vocabularyworkshop.com: **iWords Audio Program** and **Audio Glossary**.

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION	DESCRIPTION
<p>SYNONYMS: judgment, understanding, intelligence</p> <p>ANTONYMS: ignorance</p> <p>Definitions Lesson Plan: TE p. T24</p> <hr/> <p>Match the Meaning: Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184</p> <p><i>Example [Level Green, p.502]</i></p> <p>4. A toy that is loved and adored is said to be <u>precious</u></p> <p>a. harsh b. swift c. precious</p> <hr/> <p>Match the Meaning Lesson Plan: TE p. T25</p> <hr/> <p>Synonyms and Antonyms: Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185</p> <p><i>Example [Level Green, p.103]</i></p> <p>For each item below, choose the word that is most nearly opposite in meaning to the word or phrase in boldface. Then write your choice on the line provided.</p> <p>3. an unlucky person</p> <p>a. actual b. vibrant c. fortunate <u>fortunate</u></p> <hr/> <p>Synonyms and Antonyms Lesson Plan: TE p. T26</p> <hr/> <p>Completing the Sentence: Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186</p> <p><i>Example [Level Green, p. 74]</i></p>	<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p> <hr/> <p>The Synonyms and Antonyms exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p> <hr/> <p>For each the Completing the Sentence exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY,</p>

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION	DESCRIPTION
<p>It is always good to <u>explore</u> new ways of making the holidays fun.</p> <p>Completing the Sentence Lesson Plan: TE p. T27</p> <p><u>Example [Level Green, TE p.T27]</u></p> <p>TEACH</p> <p>Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.</p> <hr/> <p>Word Associations: Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177</p> <p><u>Example [Level Green, p. 43]</u></p> <p>5. Which shows that you insist?</p> <ol style="list-style-type: none"> a. "May I come in?" b. "Will you join me?" c. "It has to be my way." d. "Whatever you think is okay." <p>Word Associations Lesson Plan: TE p. T28</p> <hr/> <p>Word Study: Context Clues 1 (definition), p. 24; Context Clues 2 (example), p. 86</p> <p><u>Example [Level Green, p. 86]</u></p> <p>5 My chores at home are <u>setting the table and walking the dog</u>.</p> <p>Definition: <u>jobs or work you do for other people</u></p> <p>New Sentence: _____</p> <p>Word Study Lesson Plans: Context Clues 1: TE p. T29; Context Clues 2: TE p. T31</p> <p><u>Example [Level Green, TE p.T27]</u></p> <p>PRACTICE/APPLY</p> <p>In Practice, have students tell which context clues helped them figure out the meanings of the words in dark print. In Apply, have students volunteer to share one sentence they wrote.</p>	<p>and FOLLOW-UP.</p> <hr/> <p>In each Word Associations exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p> <hr/> <p>In Word Study: Context Clues, students receive direct instruction on recognizing and using two types of context clues: Definition and Example.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

READING: FOUNDATIONAL SKILLS: Fluency

CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Vocabulary for Comprehension: "Monkey Business," pp. 34–35; "Nellie Bly: Star Reporter," pp. 64–65; "Pants as Good as Gold" (Levi Strauss), pp. 96–97; "A Mountain Hike," pp. 126–127; "An Amazing Creature" (loggerhead turtles), pp. 158–159; "Anansi the Hungry Spider," pp. 188–189

Example [Level Green, p.127]

2. The meaning of **magnificent** is

- a) fun.
- b) ordinary.
- c) grand.
- d) poor.

Vocabulary for Comprehension Lesson Plan: TE pp. T40–T41

Example [Level Green, TE p.T40]

TEACH

▪ **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

Completing the Idea: Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

Example [Level Green, p. 129]

3. When I feel scared, my **reflex** is to _____.

Completing the Idea Lesson Plan: TE p. T43

Example [Level Green, TE p.T43]

TEACH

Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues. Point out, however, that first they need to be familiar with the various meanings.

DESCRIPTION

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Completing the Idea**, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.

Each **Completing the Idea** concludes with a **Writing Challenge**. Students write sentences that provide context clues for different meanings and parts of speech of a given taught word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.3.3a** Choose words and phrases for effect.*

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Match the Meaning: Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

Example [Level Green, p.502]

4. A toy that is loved and adored is said to be
precious

- a. harsh b. swift c. precious

Match the Meaning Lesson Plan: TE p. T25

Synonyms and Antonyms: Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

Example [Level Green, p.103]

For each item below, choose the word that is most nearly opposite in meaning to the word or phrase in boldface. Then write your choice on the line provided.

3. an **unlucky** person

- a. actual b. vibrant c. fortunate fortunate

Synonyms and Antonyms Lesson Plan: TE p. T26

Completing the Sentence: Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

Example [Level Green, p. 74]

- It is always good to explore new ways of making the holidays fun.

Completing the Sentence Lesson Plan: TE p. T27

Word Associations: Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p.

DESCRIPTION

For **Match the Meaning**, students draw on what they have learned earlier in the Unit to choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

The **Synonyms and Antonyms** exercises require students to choose the word that has the same or opposite meaning as the boldface word in the given sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

For each the **Completing the Sentence** exercise, students choose the word from the box that best completes the sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In each **Word Associations** exercise, students see a Unit word in an abbreviated context then choose the phrase that best

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.3.3a** Choose words and phrases for effect.*

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
167; Unit 17, p. 177
<i>Example [Level Green, p. 43]</i>
5. Which shows that you insist ?
a. "May I come in?"
b. "Will you join me?"
c. "It has to be my way."
d. "Whatever you think is okay."

Word Associations Lesson Plan: TE p. T28

Shades of Meaning: Words That Describe How Things Taste (*bitter, bland, spicy*), p. 15; **Word Choice** (*capture, snatch, trap*), p. 45; **Word Choice** (*glance, gaze, glare*), p. 55; **Word Choice** (*predict, suspect, wonder*), p. 149; **Words That Describe People 1** (*timid, friendly, helpful*), p. 87; **Words That Describe People 2** (*aloof, bold, meek*), p. 117; **Words That Describe Behavior** (*defiant, charming, cunning*), p. 169; **Words That Describe Appearance** (*elegant, shabby, tidy*), p. 179

Example [Level Green, p.15]

APPLY

Use **bitter, bland,** or **spicy** to complete each sentence so that it makes sense.

10. I had to drink lots of water after I ate a spicy taco .

Shades of Meaning Lesson Plans: Words That Describe How Things Taste; Word Choice, TE p. T35; **Words That Describe People 1; Word Choice,** TE p. T36; **Words That Describe People 2,** TE p. T37; **Words That Describe Behavior ,** TE p. T38; **Words That Describe Appearance,** TE p. T38

Example [Level Green, TE p.T38]

PRACTICE/APPLY

Ask students to explain how each word fits the behavior described in Practice. After they complete Apply, have them describe how somebody might react to each behavior.

Shades of Meaning: Literal and Nonliteral Meanings (*take steps, turned the corner, set aside*), p. 25

Example [Level Green, p. 25]

PRACTICE

DESCRIPTION
completes the sentence or answers the question.
The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

Many **Shades of Meaning** lessons teach students about the nuances in language that help them when choosing the most appropriate descriptive words and phrases in conversation and writing.

In **Shades of Meaning: Literal and Nonliteral Meanings,** students learn to differentiate between literal and figurative or nonliteral meanings of some phrases. For exercises, they use context clues to help choose a phrase that best conveys the meaning of the sentence.

LANGUAGE: Knowledge of Language

CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- **CCSS.ELA-Literacy.L.3.3a** Choose words and phrases for effect.*

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

Read each sentence. Look at the words in **dark print**. Decide which meaning from the chart above is shown. Write the number of the meaning on the line.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

- 2 **4.** I knew I **turned the corner** when my fever went down.
- 1 **6.** The runner **turned the corner** and raced to the finish line.

Shades of Meaning Lesson Plan: Literal and Nonliteral Meanings, TE p. T35

Example [Level Green, TE p.T35]

TEACH

Write the phrase drive home on the board. Ask: "What does this phrase typically mean?" Then ask: "What does it mean to *drive home* a point?" Further clarify the two meanings by discussing the example sentences.

For the **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson, students include at least three words from the previous three units to help express their ideas or feelings about the passage.

Vocabulary for Comprehension: Write Your Own: "Monkey Business" (essay on how animals help people), p. 35; "Pants as Good as Gold" (essay describing how blue jeans affect us today), p. 97; "An Amazing Creature" (what the government can do to help protect loggerhead turtles), p. 159

Example [Level Green, p. 97]

Write Your Own

The pants that Levi Strauss and Jacob Davis made led to the many different kinds of blue jeans in stores today. Think about the effect of Strauss and Davis's creation. On a separate sheet of paper, describe how their creation affects us today. Use at least three words from Units 7–9.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy. L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

Introducing the Words (Unit Passages): Unit 1 "The Fox and the Grapes" (an Aesop Fable), pp. 6–7; Unit 2 "Driving on Route 66" (Magazine Article), pp. 16–17; Unit 3 "Going

In **Introducing the Words**, students read a passage that presents all 10 Unit words in context. A different genre and theme are presented in each passage.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Green Every Day" (Magazine Article), pp. 26–27; Unit 4 "The Handsome Stag" (Folktale), pp. 36–37; Unit 5 "The International Space Station" (Journal Article), pp. 46–47; Unit 6 "King Tut Then and Now" (Historical Nonfiction), pp. 56–57; Unit 7 "The Liberty Bell" (Report), pp. 68–69; Unit 8 "The Terracotta Army" (Journal Article), pp. 78–79; Unit 9 "The Talent Show" (Realistic Fiction), pp. 88–89; Unit 10 "The Princess and the Pea" (Fairy Tale), pp. 98–99; Unit 11 "Treasure Among Diamonds" (Journal Article), pp. 108–109; Unit 12 "The Tiger's Promise" (Korean Folktale), pp. 118–119; Unit 13 "The Winter Olympics" (News Article), pp. 130–131; Unit 14 "Amelia Earhart 1897–1937" (Biography), pp. 140–141; Unit 15 "The Great Barrier Reef" (Magazine Article), pp. 150–151; Unit 16 "Two Troublesome Monkeys" (Fantasy), pp. 160–161; Unit 17 "The Nile Crocodile" (Journal Article), pp. 170–171; Unit 18 "Gold! Gold! Gold!" (Textbook Entry), pp. 180–181

Example [Level Green, p. 78]

The Terracotta Army

In 1974, workmen who were digging a well in northwestern China discovered an **ancient** secret. They uncovered the first of many life-size clay soldiers in a tomb. These soldiers were made of a kind of clay called terracotta. Over time, workers at the tomb **exposed** more than 8,000 warriors and horses.

Introducing the Words Lesson Plan: TE p. T22

Example [Level Green, TE p.T22]

DURING READING

Remind students to pay attention to context clues that can help them figure out the meanings of the words and develop a better understanding of the passage.

Definitions: Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Example [Level Green, p. 58]

10. wisdom (n.) knowledge and good sense, especially as a result of experience
(wiz' dəm)

Grandparents have much wisdom.

DESCRIPTION

When reading a passage, students are directed to pay close attention to the context of the highlighted Unit words. Photographs and illustrations provide additional clues. This will both improve their comprehension of the passage and help them to begin to figure out the word meanings.

Located in the Teacher's Edition, the **Introducing the Words** lesson plan organizes instructional strategies into three parts: PREPARING TO READ, DURING READING, and AFTER READING.

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.

To reinforce the understanding and use of the word in context, students write the word on the line of the sample sentence.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP. There is also a reference to online resources located at vocabularyworkshop.com: **iWords Audio Program** and **Audio Glossary**.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
<i>about life.</i>
SYNONYMS: judgment, understanding, intelligence
ANTONYMS: ignorance

DESCRIPTION
<p>For Match the Meaning, students choose the word whose meaning is suggested by the context clues given.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

Definitions Lesson Plan: TE p. T24

Match the Meaning: Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

Example [Level Green, p.502]

4. A toy that is loved and adored is said to be precious

- a. harsh b. swift c. precious

Match the Meaning Lesson Plan: TE p. T25

Synonyms and Antonyms: Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113; Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

Example [Level Green, p.103]

For each item below, choose the word that is most nearly opposite in meaning to the word or phrase in boldface. Then write your choice on the line provided.

3. an **unlucky** person

- a. actual b. vibrant c. fortunate fortunate

Synonyms and Antonyms Lesson Plan: TE p. T26

Completing the Sentence: Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

Example [Level Green, p. 74]

For **Match the Meaning**, students choose the word whose meaning is suggested by the context clues given.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

The **Synonyms and Antonyms** exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. To complete the exercises, students rely on context clues to find the right synonym or antonym.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

For each the **Completing the Sentence** exercise, students rely on context clues in order to identify and write the word from the box that best completes the sentence.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY,

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

- It is always good to explore new ways of making the holidays fun.

and FOLLOW-UP.

Completing the Sentence Lesson Plan: TE p. T27

Example [Level Green, TE p.T27]

TEACH

Explain that context clues in sentences can be before or after the unfamiliar word. The context clue is sometimes a single word located within the same sentence.

Word Associations: Unit 1, p. 13; Unit 2, p. 23; Unit 4, p. 43; Unit 5, p. 53; Unit 7, p. 75; Unit 8, p. 85; Unit 10, p. 105; Unit 11, p. 115; Unit 13, p. 137; Unit 14, p. 147; Unit 16, p. 167; Unit 17, p. 177

Example [Level Green, p. 43]

- 5.** Which shows that you **insist**?
- a. "May I come in?"
 - b. "Will you join me?"
 - c. "It has to be my way."
 - d. "Whatever you think is okay."

In each **Word Associations** exercise, students see a Unit word in an abbreviated context then choose which of four options best completes the sentence or answers the question.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

Word Associations Lesson Plan: TE p. T28

Word Study: Context Clues 1 (definition), p. 24; **Context Clues 2** (example), p. 86

Example [Level Green, p. 86]

5 My **chores** at home are setting the table and walking the dog.

Definition: jobs or work you do for other people

New Sentence: _____

In **Word Study: Context Clues**, students receive direct instruction on recognizing and using two types of context clues: Definition and Example.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

Word Study Lesson Plans: Context Clues 1, TE p. T29; **Context Clues 2**, T31

Example [Level Green, TE p.T27]

PRACTICE/APPLY

In Practice, have students tell which context clues helped them figure out the meanings of the words in dark print. In Apply, have students volunteer to share one sentence they wrote.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Vocabulary for Comprehension: "Monkey Business," pp. 34–35; "Nellie Bly: Star Reporter," pp. 64–65; "Pants as Good as Gold" (Levi Strauss), pp. 96–97; "A Mountain Hike," pp. 126–127; "An Amazing Creature" (loggerhead turtles), pp. 158–159; "Anansi the Hungry Spider," pp. 188–189

Example [Level Green, p.127]

2. The meaning of **magnificent** is

- a. fun.
- b. ordinary.
- c. grand.
- d. poor.

Vocabulary for Comprehension Lesson Plan: TE pp. T40–T41

Example [Level Green, TE p.T40]

TEACH

▪ **Vocabulary in Context** Sometimes using context clues can help a reader figure out the meaning of a word. The clues can be in the surrounding sentences, or they can be other words in the sentence.

Completing the Idea: Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

Example [Level Green, p. 129]

3. When I feel scared, my **reflex** is to _____.

Completing the Idea Lesson Plan: TE p. T43

Example [Level Green, TE p.T43]

TEACH

Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues. Point out, however, that first they need to be familiar with the various meanings.

DESCRIPTION

In **Vocabulary for Comprehension**, students read a passage that incorporates six of the words taught in the prior three Units. After reading, students answer vocabulary-in-context and comprehension questions based on the passage.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

In **Completing the Idea**, students apply their knowledge of word meanings by completing a writing activity. Within the context of a sentence starter that contains a taught word, they draw on personal experience or prior knowledge in order to complete the sentence.

Each **Completing the Idea** concludes with a **Writing Challenge**. Students write sentences that provide context clues for different meanings and parts of speech of a given taught word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Word Study: Prefixes (*re-, pre-, in-*), p. 54; **Suffixes** (*-ly, -ful, -less*), p. 63; **Prefixes** (*un-, de-, over-*), p. 106; **Suffixes** (*-ness, -er, -or*), p. 116; **Prefixes** (*dis-, mis-, im-*), p. 168; **Suffixes** (*-ion, -ment, -able*), p. 178; **Roots** (*loc, aud*), p. 187

Example [Level Green, p. 187]

6. The audience cheered when the band came onto the stage.

Word Study Lesson Plans: Prefixes (*re-, pre-, in-*), **Suffixes** (*-ly, -ful, -less*), TE p. T30; **Prefixes** (*un-, de-, over-*), **Suffixes** (*-ness, -er, -or*), TE p. T32; **Prefixes** (*dis-, mis-, im-*), **Suffixes** (*-ion, -ment, -able*), **Roots** (*loc, aud*), TE p. T34

Example [Level Green, TE p. T30]

TEACH

Explain to students that knowing the meanings of common prefixes, such as the ones on page 54, can help them figure out the meanings of many words. Model how knowing the meaning of *re-* can help you figure out the meaning of *reunite* in this sentence: *The members of the band are going to **reunite** for one more concert.*

DESCRIPTION

Several **Word Study** lessons develop word-building skills. They include study of roots, prefixes, and suffixes.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Word Study: Word Families, p. 33; **Word Parts and Base Words**, p. 44; **Roots** (*loc, aud*), p. 187

Example [Level Green, p. 33]

Write

Choose two words from Units 1–3. Create a word family for each. Write the unit word. Then write all the related words you can think of. Use a dictionary to check spelling and meanings.

Example [Level Green, p. 187]

DESCRIPTION

In **Word Study: Word Families**, students learn that a word family is a group of related words that share a basic word part but that have a different ending. The words in a family share some meaning. If students know one word in a family, they can often figure out the meanings of other words.

In **Word Study: Word Parts and Base Words**, students learn that a base word is a complete word. By adding word parts to the beginning or end of a base word they can make new words. When encountering a new word, they are taught to look for a base word that they might know. This will help them

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

7. You might go to an **auditorium** to listen to a concert .

Word Study Lesson Plans: Word Families, TE pp. T29; **Word Parts and Base Words**, TE p. T30; **Roots** (*loc, aud*), TE p. T34

Example [Level Green, TE p.T30]

TEACH

Model how knowing the meaning of the base word *common* can help you figure out the meaning of the word *uncommon*. Continue similarly with the word *gloom*.

DESCRIPTION

figure out the meaning of the new word.

In **Word Study: Roots**, students learn that a root is the main part of a word. Roots have meaning, but few roots can stand alone. Knowing the meaning of a root can help them figure out the meaning of a word.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Definitions: Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Example [Level Green, p. 58]

10. wisdom (n.) knowledge and good sense, especially as a result of experience
(wiz' dem)

Grandparents have much wisdom about life.

SYNONYMS: judgment, understanding, intelligence

ANTONYMS: ignorance

Definitions Lesson Plan: TE p. T24

DESCRIPTION

Located immediately after the Unit passage is **Definitions**, a two-page alphabetical listing of each of the 10 Unit words. The dictionary-style entry for each word includes its spelling, pronunciation, part (or parts) of speech, an illustrating picture (if applicable), and a short definition.

The Teacher's Edition includes a **Definitions** lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

There is also a reference to online resources located at vocabularyworkshop.com: **iWords Audio Program** and **Audio Glossary**.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION	DESCRIPTION
<p>Word Study: Dictionary: Multiple-Meaning Words (bound, store, tire), p. 14</p> <p>Word Study Lesson Plan: Dictionary: Multiple-Meaning Words, TE p. T29</p> <p><u>Example [Level Green, TE p.T29]</u></p> <p>TEACH</p> <p>Explain that when students look up a word in the dictionary, they will often find more than one meaning for the same word. Discuss which context clues students used to determine the meaning of the word <i>goal</i> in the sample sentence.</p>	<p>The Word Study Dictionary: Multiple-Meaning Words lesson uses the dictionary to understand multiple-meaning words.</p> <p>The Teacher's Edition includes a Word Study: Dictionary: Multiple-Meaning Words lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>
<p>Word Study: Context Clues 1 (definition), p. 24; Word Families, p. 33; Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), p. 54; Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), p. 106; Roots, p. 187</p> <p><u>Example [Level Green, p. 187]</u></p> <p>Write</p> <p>Work with a partner to list other words that contain the roots <i>loc</i> and <i>aud</i>. Write definitions for the words. Then look in an online or classroom dictionary to check the meanings.</p> <p>Word Study Lesson Plans: Context Clues 1 (definition), Word Families, TE p. T29; Prefixes (<i>re-</i>, <i>pre-</i>, <i>in-</i>), TE p. T30; Prefixes (<i>un-</i>, <i>de-</i>, <i>over-</i>), TE p. T32; Roots, TE p. T34</p> <p><u>Example [Level Green, TE p.T30]</u></p> <p>PRACTICE/APPLY</p> <p>In Practice, encourage students to use a dictionary, print or digital, to check their answers.</p>	<p>Several Word Study lessons use reference materials to help build vocabulary. Often, the Write exercise at the end of the lesson directs students to consult a dictionary to make sure they have used words correctly.</p> <p>The Teacher's Edition includes a Word Study lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>
<p>Word Study: Homographs 1, p. 125; Homographs 2, p. 148</p> <p><u>Example [Level Green, p.125]</u></p> <p>The word <i>representative</i> (page 121) is a homograph. Look at the box above to see how <i>representative</i> might appear in a dictionary.</p> <p>Word Study Lesson Plans: Homographs 1, TE p. T32; Homographs 2, TE p. T33</p> <p><u>Example [Level Green, TE p.T33]</u></p> <p>TEACH</p> <p>Have students use a dictionary, print or digital, to look up the word <i>exhaust</i>. Discuss how students can use context clues to</p>	<p>In Word Study: Homographs, students learn that some words with the same spelling have different meanings. They are learn to locate definitions for these words in multiple dictionary entries.</p> <p>The Teacher's Edition includes a Word Study lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- **CCSS.ELA-Literacy.L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

determine which meaning of exhaust is used in this sentence:
"The *exhaust* from the car formed a thick, black cloud."

Online Components: iWords Audio Program:
vocabularyworkshop.com

Online Components: Audio Glossary:
vocabularyworkshop.com

DESCRIPTION

The online **iWords Audio Program** provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.

The online **Audio Glossary** can be accessed by alphabetical order of words or by Unit. It models pronunciation and provides example sentences to clarify usage and meaning of each Unit word.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.3.5a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Shades of Meaning: Literal and Nonliteral Meanings (*take steps, turned the corner, set aside*), p. 25

Example [Level Green, p. 25]

PRACTICE

Read each sentence. Look at the words in dark print. Decide which meaning from the chart above is shown. Write the number of the meaning on the line.

- 2 **4.** I knew I **turned the corner** when my fever went down.
- 1 **6.** The runner **turned the corner** and raced to the finish line.

Shades of Meaning Lesson Plan: Literal and Nonliteral Meanings, TE p. T35

Example [Level Green, TE p.T35]

DESCRIPTION

In **Shades of Meaning: Literal and Nonliteral Meanings**, students learn to differentiate between literal and figurative or nonliteral meanings of some phrases. They see that context is the key to knowing the intended meaning.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.3.5a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
<p>TEACH</p> <p>Write the phrase <i>drive home</i> on the board. Ask: "What does this phrase typically mean?" Then ask: "What does it mean to <i>drive home</i> a point?" Further clarify the two meanings by discussing the example sentences.</p>

DESCRIPTION
<p>With Shades of Meaning: Idioms 1 and 2, students learn about expressive language in the form of colorful or clever phrases that are not to be taken literally. They see that the meaning of an idiom cannot be determined from the individual words in the phrase. Rather, students must read or hear the idiom in context in order to understand its intended meaning.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

Shades of Meaning: Idioms 1, p. 77; **Idioms 2**, p. 107

Example [Level Green, p. 107]

6. My brother looked **down in the mouth**, but he wouldn't tell me what was wrong.

sad and unhappy, not smiling

Shades of Meaning Lesson Plans: Idioms 1, TE p. T36; **Idioms 2**, TE p. T37

Example [Level Green, TE p. T36]

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
<p>TEACH</p> <p>Explain that to understand the meaning of an idiom, students have to think beyond the literal, or actual, meanings of the words. Elaborate on the idiom <i>coast was clear</i>. Say: "Even though a coast is a type of land near the ocean, the idiom <i>coast was clear</i> is not referring to this meaning. Instead, it means that there was no one around."</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
<p>Shades of Meaning: Words That Describe How Things Taste (<i>bitter, bland, spicy</i>), p. 15; Word Choice (<i>capture, snatch, trap</i>), p. 45; Word Choice (<i>glance, gaze, glare</i>), p. 55; Word Choice (<i>predict, suspect, wonder</i>), p. 149; Words That Describe People 1 (<i>timid, friendly, helpful</i>), p. 87; Words That Describe People 2 (<i>aloof, bold, meek</i>), p. 117; Words That Describe Behavior (<i>defiant, charming, cunning</i>), p. 169; Words That Describe Appearance (<i>elegant, shabby, tidy</i>), p. 179</p>

DESCRIPTION
<p>Several Shades of Meaning lessons help students make connections to the real-world use of words they are learning.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

Example [Level Green, p.15]

APPLY

Use **bitter**, **bland**, or **spicy** to complete each sentence so that it makes sense.

10. I had to drink lots of water after I ate a spicy taco .

Shades of Meaning Lesson Plans: Words That Describe How Things Taste; Word Choice, TE p. T35; **Words That Describe People 1; Word Choice**, TE p. T36; **Words That Describe People 2**, TE p. T37; **Words That Describe Behavior**, TE p. T38; **Words That Describe Appearance**, TE p. T38

Example [Level Green, TE p.T38]

PRACTICE/APPLY

Ask students to explain how each word fits the behavior described in Practice. After they complete Apply, have them describe how somebody might react to each behavior.

Classifying: Review Units 1–6, p. 66; Review Units 7–12, p. 128; Review Units 13–18, p. 190

Example [Level Green, p.66]

5. unsure, doubtful, possible, certain

The words describe degrees of certainty.

Classifying Lesson Plan: TE p. T42

Example [Level Green, TE p.T42]

FOLLOW-UP

Word Play Have students make up questions such as the following for a partner to answer. Partners should be prepared to explain their answers.

- Which words are related to a trip—*journey, depart, passage, or swift*?
- Which words are might you use to talk about a lake—*shallow, resource, plunge, or swift*?

For each **Classifying** activity, students write the word that goes best with each group of words. Then they explain how the words are connected.

The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.

Completing the Idea: Review Units 1–6, p. 67; Review Units 7–12, p. 129; Review Units 13–18, p. 191

Example [Level Green, p. 67]

5. Water is a precious **resource** because _____.

In **Completing the Idea**, students apply their knowledge of word meanings by completing a writing activity. They relate a personal experience or prior knowledge within the context of a sentence starter that contains a taught word, and they

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
<p>Completing the Idea Lesson Plan: TE p. T43</p> <p><i>Example [Level Green, TE p.T43]</i></p> <p>TEACH</p> <p>Remind students that some words have more than one meaning. Explain that when a multiple-meaning word is used in a sentence, they can figure out the intended meaning by using the context clues.</p>

DESCRIPTION
<p>complete the sentence.</p> <p>Each Completing the Idea concludes with a Writing Challenge. Students write sentences that provide context clues for different meanings and parts of speech of a given taught word.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- **CCSS.ELA-Literacy.L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION
<p>Shades of Meaning: Word Choice (<i>declare, mutter, admit</i>), p. 139; Word Choice (<i>predict, suspect, wonder</i>), p. 149</p> <p><i>Example [Level Green, p. 149]</i></p> <p>Write the word from the chart that best completes each sentence.</p> <p>3. I <u>wonder</u> why the bus driver is late picking us up.</p> <p>Shades of Meaning Lesson Plans: Word Choice (<i>declare, mutter, admit</i>), TE p. T37; Word Choice (<i>predict, suspect, wonder</i>), TE p. T38</p> <p><i>Example [Level Green, TE p.T38]</i></p> <p>TEACH</p> <p>Write the words <i>predict, suspect, and wonder</i> on the board. Ask: "How are the words similar? How are they different?" Then read these two sentences: "I <i>suspect</i> that my sister ate the last cookie," and "I <i>wonder</i> if my sister ate the last cookie." Ask students: "What is the difference between these two ideas?"</p>

DESCRIPTION
<p>Two Shades of Meaning lessons help students develop an understanding of how words that are close in meaning can reflect subtle differences in states of mind or degrees of certainty.</p> <p>The Teacher's Edition includes a lesson plan with learning activities for three stages of instruction: TEACH, PRACTICE/APPLY, and FOLLOW-UP.</p>

LANGUAGE: Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION	DESCRIPTION
Throughout the program	Throughout the program students build and use vocabulary knowledge through a variety of increasingly sophisticated language arts activities. These activities include gleaning extended and short reading selections for context clues that unlock the meaning of unfamiliar words and phrases, as well as improve comprehension. Students practice regularly selecting and using the right words in their speaking and writing. Word-relationship and word-building lessons covering synonyms, antonyms, roots, and shades of meaning likewise help equip students for independent development of academic and domain-specific words and phrases.

ADDITIONAL ALIGNED CONTENT

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Vocabulary for Comprehension: Write Your Own: "Monkey Business" (essay on how animals help people), p. 35; "Pants as Good as Gold" (essay describing how blue jeans affect us today), p. 97; "An Amazing Creature" (what the government can do to help protect loggerhead turtles), p. 159

Example [Level Green, p. 97]

Write Your Own

The pants that Levi Strauss and Jacob Davis made led to the many different kinds of blue jeans in stores today. Think about the effect of Strauss and Davis's creation. On a separate sheet of paper, describe how their creation affects us today. Use at least three words from Units 7–9.

DESCRIPTION

The **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson is an opportunity for students to write on a topic related to the passage. The sentences or paragraphs may expand on the passage, or they may tell how students feel about what they read. Students are directed to use at least words from the previous three units.

WRITING: Text Types and Purposes

CCSS.ELA-Literacy.W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Vocabulary for Comprehension: Write Your Own: "Nellie Bly: Star Reporter" (letter describing imagined adventure traveling around the world), p. 65; "A Mountain Hike" (story about dealing with a fear in order to complete a challenge), p. 127; "Anansi the Hungry Spider" (imagined journal entry from Anansi's point of view that describes how he felt), p. 189

Example [Level Green, p. 127]

Write Your Own

In this story, Adam battled fear and nervousness, but he eventually met his goal and completed a long hike. Imagine how you would feel if you were in a similar situation. On a separate sheet of paper, tell a story (real or made up) in which you deal with a fear in order to complete a challenge. Use at least three words from Units 10–12.

DESCRIPTION

The **Write Your Own** activity at the end of each **Vocabulary for Comprehension** lesson is an opportunity for students to write on a topic related to the passage. The sentences or paragraphs may expand on the passage, or they may tell how students feel about what they read. Students are directed to use at least words from the previous three units.

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Lesson Plans: The Unit, TE pp. T22–T38; **The Review**, TE pp. T40–T43

Example [Level Green, TE p.T35]

Literal and Nonliteral Meanings (page. 25)

FOLLOW-UP

▪ **Oral Language** Have student pairs share the rest of the sentences they wrote for the Apply exercise. As one partner reads their sentences, the other partner can state which meaning of the phrase is used in each sentence.

Example [Level Green, TE p.T41]

Vocabulary for Comprehension

FOLLOW-UP

▪ **Oral Language** Create a Word Wall of interesting words. Have students contribute new words encountered in their daily experiences. Before you add a word, encourage students to tell where they found it and describe the situation in which it was used.

Example [Level Green, TE p.T41]

Completing the Idea

FOLLOW-UP

▪ **ELL** Dictate sentences that include the taught words so students can hear them in context. Ask students to touch each word in the sentence with their pencils as you repeat it. You might also tell students how many words are in the sentence and allow them time to count. Provide at least three opportunities for students to hear a sentence before moving on to the next one.

Word Study: Speak: Dictionary: Multiple-Meaning Words (*bound, store, tire*), p. 14; **Context Clues 1** (definition), p. 24; **Context Clues 2** (example), p. 86; **Analogies 1**, p. 95; **Prefixes** (*dis-, mis-, im-*), p. 168; **Suffixes** (*-ion, -ment, -able*), p. 178

Example [Level Green, p. 14]

SPEAK

Think of two meanings for each word below. Then use one of the words in a sentence. Ask your partner to tell what the word means.

bat **fly**

Example [Level Green, p. 178]

DESCRIPTION

The *Vocabulary Workshop Lesson Plans* offer a variety of listening and speaking activities designed to increase students' reading, speaking, and writing vocabularies. The suggested instructional strategies include a variety of teacher-led class discussions that help students make connections to the new words presented in each lesson.

The **Introducing the Words** lesson plan is organized into three sections: **PREPARING TO READ**, **DURING READING**, and **AFTER READING**. Depending on the needs of individual students, the teacher may assign passages as independent reading, allow students in groups to read it together as a Read Along, or have them listen to the online audio version of the passage while reading. As directed by the teacher, students discuss how to identify unfamiliar words in context and develop comprehension skills, such as summarizing the story.

Other lesson plans in the Teacher's Edition feature the following three-part organization of instructional activities: **TEACH**, **PRACTICE/APPLY**, and **FOLLOW-UP**.

Several **Word Study** lessons conclude with **Speak**, a collaborative speaking and listening activity for two students that applies and extends skills presented in the lesson.

SPEAKING & LISTENING: Comprehension and Collaboration

CCSS.ELA-Literacy.SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION	DESCRIPTION
<p>SPEAK</p> <p>Work with a partner. Add the suffix <i>-ion</i> to two of the base words and <i>-ment</i> to the other two. Use each new word in a sentence.</p> <p>subtract measure develop protect</p>	
<p>Online Components: Audio of Unit Passages: vocabularyworkshop.com</p>	<p>By accessing the online Audio of Unit Passages, students can hear each passage being read as they follow along in their student books.</p>
<p>Online Components: iWords Audio Program: vocabularyworkshop.com</p>	<p>The online iWords Audio Program provides a recording of each vocabulary word as a model for correct pronunciation. It also includes a definition or definitions and illustrative sentence or sentences for every vocabulary word taught at this level. The iWords oral models and practice are especially helpful to ELL children.</p>
<p>Online Components: Audio Glossary: vocabularyworkshop.com</p>	<p>The online Audio Glossary can be accessed by alphabetical order of words or by Unit. It models pronunciation and provides example sentences to clarify usage and meaning of each Unit word.</p>

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **CCSS.ELA-Literacy.L.3.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **CCSS.ELA-Literacy.L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Definitions: Unit 1, pp. 8–9; Unit 2, pp. 18–19; Unit 3, pp. 28–29; Unit 4, pp. 38–39; Unit 5, pp. 48–49; Unit 6, pp. 58–59; Unit 7, pp. 70–71; Unit 8, pp. 80–81; Unit 9, pp. 90–91; Unit 10, pp. 100–101; Unit 11, pp. 110–111; Unit 12, pp. 120–121; Unit 13, pp. 132–133; Unit 14, pp. 142–143; Unit 15, pp. 152–153; Unit 16, pp. 162–163; Unit 17, pp. 172–173; Unit 18, pp. 182–183

Example [Level Green, p. 70]

You were introduced to the words below in the passage on pages 68–69. Study the spelling, pronunciation, part of speech, and definition of each word. Write the word on the line in the sentence. Then read the synonyms and antonyms.

2. clever (kle' vər) (adj.) having or showing a quick mind; bright, alert

The clever student answered every question correctly.

SYNONYMS: skillful, cunning, sharp, intelligent

ANTONYMS: dull, dumb, unintelligent, stupid, slow

Match the Meaning: Unit 1, p. 10; Unit 2, p. 20; Unit 3, p. 30; Unit 4, p. 40; Unit 5, p. 50; Unit 6, p. 60; Unit 7, p. 72; Unit 8, p. 82; Unit 9, p. 92; Unit 10, p. 102; Unit 11, p. 112; Unit 12, p. 122; Unit 13, p. 134; Unit 14, p. 144; Unit 15, p. 154; Unit 16, p. 164; Unit 17, p. 174; Unit 18, p. 184

Example [Level Green, p. 72]

2. Smart people may also be described as clever .

- a. rare b. clever c. delicate

Synonyms and Antonyms: Unit 1, p. 11; Unit 2, p. 21; Unit 3, p. 31; Unit 4, p. 41; Unit 5, p. 51; Unit 6, p. 61; Unit 7, p. 73; Unit 8, p. 83; Unit 9, p. 93; Unit 10, p. 103; Unit 11, p. 113;

DESCRIPTION

The two-page **Definitions** lesson for each Unit provides a dictionary-style entry for each word. To reinforce the understanding and use of the word in context, students are directed to write the word on the blank line of the sample sentence. As they write, they are able to check and correct their spelling of that word.

For the **Match the Meaning** activity, students write the word that matches the meaning in the clue. Correct spelling is modeled by words given for each exercise.

The **Synonyms and Antonyms** exercises require students to write the word that has the same or opposite meaning as the boldface word in the given sentence. Correct spelling is

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **CCSS.ELA-Literacy.L.3.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **CCSS.ELA-Literacy.L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

DESCRIPTION

Unit 12, p. 123; Unit 13, p. 135; Unit 14, p. 145; Unit 15, p. 155; Unit 16, p. 165; Unit 17, p. 175; Unit 18, p. 185

modeled by words given for each exercise.

Example [Level Green, p.103]

For each item below, choose the word that is most nearly opposite in meaning to the word or phrase in boldface. Then write your choice on the line provided.

3. an **unlucky** person

- a. actual b. vibrant c. fortunate fortunate

Completing the Sentence: Unit 1, p. 12; Unit 2, p. 22; Unit 3, p. 32; Unit 4, p. 42; Unit 5, p. 52; Unit 6, p. 62; Unit 7, p. 74; Unit 8, p. 84; Unit 9, p. 94; Unit 10, p. 104; Unit 11, p. 114; Unit 12, p. 124; Unit 13, p. 136; Unit 14, p. 146; Unit 15, p. 156; Unit 16, p. 166; Unit 17, p. 176; Unit 18, p. 186

As students write the word that best completes each sentence on the **Completing the Sentence** page, they check and correct spelling against the Unit words in the box on the page.

Example [Level Green, p. 114]

- Our teachers do not approve of bad manners in the cafeteria.

Word Study Lessons: Dictionary: Multiple-Meaning Words (*bound, store, tire*), p. 14; **Context Clues 1** (definition), p. 24; **Word Families** (*loyal, loyalty, loyally*), p. 33; **Word Parts and Base Words**, p. 44; **Prefixes** (*re-, pre-, in-*), p. 54; **Suffixes** (*-ly, -ful, -less*), p. 63; **Homophones** (*brake/break, sew/sow, heal/heel*), p. 76; **Context Clues 2** (example), p. 86; **Analogies 1**, p. 95; **Prefixes** (*un-, de-, over-*), p. 106; **Suffixes** (*-ness, -er, -or*), p. 116; **Homographs 1** (*pound, bank, left, ring*), p. 125; **Compound Words** (*lifeboat, wastebasket, shipwreck, roommate, mailbox*), p. 138; **Homographs 2** (*exhaust, bear, shed, fine*), p. 148; **Analogies 2**, p. 157; **Prefixes** (*dis-, mis-, im-*), p. 168; **Suffixes** (*-ion, -ment, -able*), p. 178; **Roots** (*loc, aud*), p. 187

For each **Word Study** lesson, students write several Unit words as directed for each set of exercises. They check and correct spelling against the Unit words in the box on the page.

In addition, **Word Study** lessons on compound words, word families, base words, roots, prefixes, and suffixes provide structural analysis insight that improves spelling proficiency.

Example [Level Green, p. 187]

6. The audience cheered when the band came onto the stage.

LANGUAGE: Conventions of Standard English

CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **CCSS.ELA-Literacy.L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
- **CCSS.ELA-Literacy.L.3.2f** Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- **CCSS.ELA-Literacy.L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

SADLIER VOCABULARY WORKSHOP LEVEL GREEN FEATURE & LOCATION

Shades of Meaning Lessons: Words That Describe How Things

Taste (*bitter, bland, spicy*), p. 15; **Word Choice** (*capture, snatch, trap*), p. 45; **Word Choice** (*glance, gaze, glare*), p. 55; **Words That Describe People 1** (*timid, friendly, helpful*), p. 87; **Words That Describe People 2** (*aloof, bold, meek*), p. 117; **Word Choice** (*declare, mutter, admit*), p. 139; **Word Choice** (*predict, suspect, wonder*), p. 149; **Words That Describe Behavior** (*defiant, charming, cunning*), p. 169; **Words That Describe Appearance** (*elegant, shabby, tidy*), p. 179

Example [Level Green, p.79]

1. After we organized our books, the bookcase looked tidy.

Classifying: Review Units 1–6, p. 66; Review Units 7–12, p. 128; Review Units 13–18, p. 190

Example [Level Green, p.66]

5. unsure, doubtful, possible, certain

DESCRIPTION

For many **Shades of Meaning** lesson, students write several Unit words as directed for each set of exercises. They check and correct spelling against the Unit words in the box on the page.

For the **Classifying** activity, students write the word that goes best with each group of words, checking their spelling against the Unit words in the box on the page.