

Reading at Home

Dear Family Member:

Welcome! This year your child will be building important reading skills. You can help your child practice reading skills taught at school. By working together, you and your child can become partners in learning.

Each week your child will bring home:

- A letter for you that describes what the class is working on that week.
- A list of the week's vocabulary words and spelling words.
- A comprehension activity for you and your child to work on together.

Reading is key to improving learning in all other subject areas. With that in mind, here are a few questions you may want to ask me when we meet:

- How is my child progressing in reading?
- Which area is my child's strongest?
Which is the weakest?
- How can I help my child's reading improve?

Your interest, praise, and encouragement are sure to lead to your child's success in school. Here's to an exciting year of learning!

Yours truly,

Third Grade Teachers

Essential Question: What can stories teach you?

Unit 1 Week 1

Story

"Wolf!"

Genre

Fantasy

Story

"Jennie and the Wolf"

Genre

Fable

Story

"Bruno's New Home"

Genre

Fantasy

Comprehension Strategy

visualize

Comprehension Skill

character traits

Vocabulary Strategy

context clues: synonyms

Writing Traits

ideas: focus on an event

Grammar

sentences and fragments, capitalization and punctuation

Other Skills

word families

Genre

Fantasy

SPELLING/
PHONICS

Short a

Short i

clap
camp
hand
stamp
snack
rack
grabs
glad
bill
miss
click
pink
sick
grin
lift
cat
bit
man
anthill
cramp

Vocabulary

ached- hurt or felt sore

concentrate- think very carefully about what you are doing

discovery- something that was hidden or unknown is found

educated- has a great deal of knowledge

effort- work needed to finish a task

improved- became better at something

inspired- encouraged to do something good

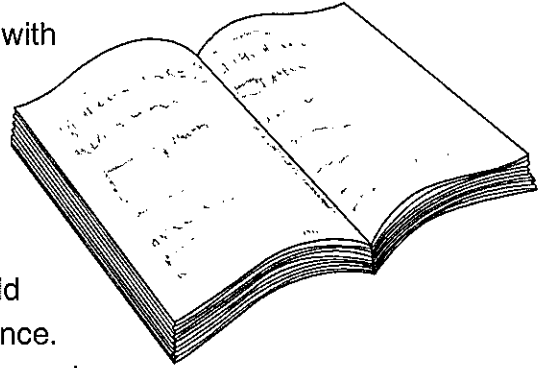
satisfied- pleased with the way something happened

Home-School Connection

Dear Family Member:

This week our class will focus on stories and storytelling. We will also talk about what we can learn from stories and their characters.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 4)

- **Words to Know: synonyms** Your child will use one of the list words in a sentence. Then you will repeat the same sentence and substitute a word with a similar meaning for the list word. You'll take turns doing this until you've used all the words.
- **Spelling/Phonics: short a, i** Read the words to your child. Have your child raise one or two hands to show what sound he or she hears in a word.

Comprehension: character (see page 5)

Your child will read a story about three squirrels and figure out the character traits of each squirrel. Then your child can circle the words beneath each character's name that describe the character.

Word Workout

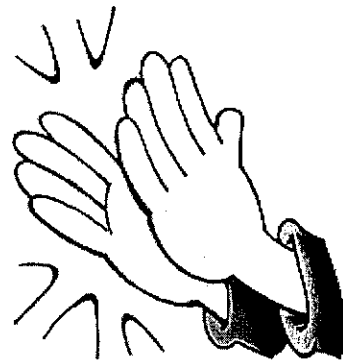
Words to Know

You'll choose a word from the list and use it in a sentence. Then I'll repeat your sentence, but instead of using the list word, I'll use another word that has a similar meaning. We'll take turns until we've used all the list words.

ached	concentrate	educated
effort	satisfied	improved
discovery	inspired	

Spelling Words

I'm going to slowly read each word on the list. I want you to raise one hand when I say a word with a short *a* as in *plan*. I want you to raise two hands when I say a word with a short *i*, as in *slip*.



clap	bill	hand
snack	miss	rack
click	grabs	glad
pink	sick	grin
camp	stamp	lift

Challenge: anthill cramp

Review: cat bit man

Comprehension: Character

Three Squirrels in a Tree

Now let's read about three squirrels who get nuts from the same tree. The squirrels are friends, but they are very, very different.

Skip has hunted for nuts for many years. He always knows where to look. He can tell a good nut from a bad nut just by looking at it. He also knows how to get the other squirrels to do what he wants them to do. No one argues with him.



Rip likes looking for nuts too. But he does not like to work too hard. He likes to lie on a branch and look at the sky. He would do this all day if he could. He likes to take naps, too.

Pip wakes up early every morning, just to see what he can find. He can find more nuts than the other squirrels. He always shares what he finds with his friends. He also helps his friends when they need help. He never keeps all the nuts for himself.



Circle one or two words to describe each character.

1. Skip is: strong wise funny
2. Rip is: lazy busy odd
3. Pip is: kind generous sneaky

Essential Question: What can traditions teach you about cultures?

Unit 1 Week 2

Story

Yoon and the Jade Bracelet

Genre

Realistic Fiction

Story

"Family Traditions"

Genre

Expository Text

Story

"The Dream Catcher"

Genre

Realistic Fiction

Comprehension Strategy

visualize

Comprehension Skill

plot: sequence

Vocabulary Strategy

context clues

Writing Traits

word choice: descriptive details

Grammar

commands and exclamations

Other Skills

inflectional endings

Genre

realistic fiction

**SPELLING/
PHONICS**

Short e, o, u

step
mess
head
crops
stop
rock
clock
sock
pond
jumps
shut
luck
slump
bugs
mug
clap
sick
snack
ready
does

Vocabulary

celebrate- do something special for an important event

courage- bravery in a difficult situation

disappointment- feeling of sadness because something is not as good as expected

precious- very valuable to a person

pride- a feeling of satisfaction in something you have done

remind- make a person remember something

symbols- a thing that represents ideas or objects

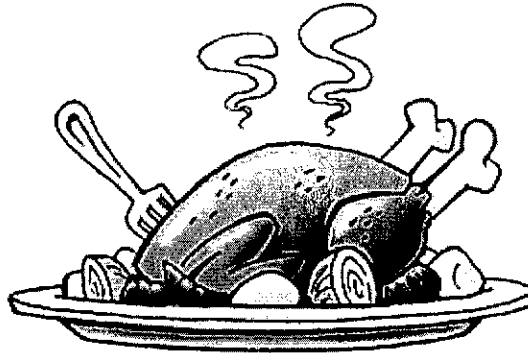
traditions- things that have been done for a long time

Home-School Connection

Dear Family Member:

This week our class will focus on traditions. We will talk about how our traditions can teach us about different cultures.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 9)

- **Words to Know: context clues**
Help your child describe a birthday party for the United States using this week's vocabulary words. You will talk about why it would be different from other birthday parties.
- **Spelling/Phonics: short vowels e, o, u** Your child is going to name the letter that stands for the vowel he or she hears when you read a word from the list. Then your child will spell the word.

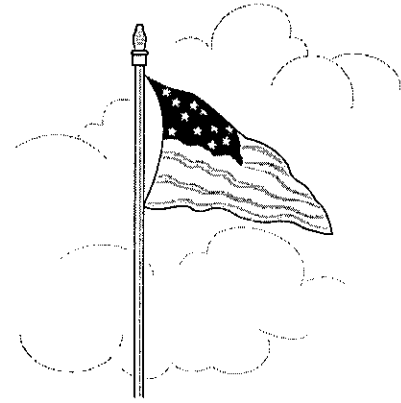
Comprehension: sequence (see page 10)

You will read a story about a boy who builds a model of the first Thanksgiving. Help your child follow the order of events in the story. Then your child will number the events in the correct order to show what happened in the story.

Word Workout

Words to Know

Imagine that you are having a birthday party for the United States. Make up a sentence for each word below to describe the party and your reason for having it. When you've used all the words, let's see if we can use them again to tell why we won't have cake, candles, or gifts at this party.



celebrate

disappointment

remind

precious

symbol

courage

pride

tradition

Spelling Words

I will read a word from the list. Tell me the letter that stands for the vowel sound you hear in the middle of the word. Next you will spell the word. Then, we will try to think of other words that rhyme with each word.

luck

mess

crops

jumps

stop

mug

rock

pond

head

shut

clock

slump

bugs

step

sock

Challenge:

ready

does

Review:

clap

sick

snack

Comprehension: Sequence

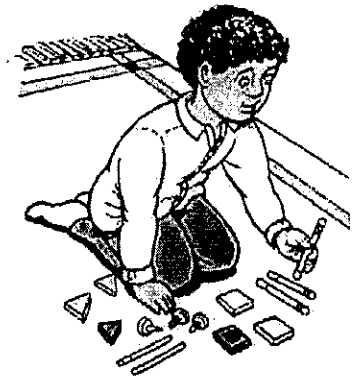
Build! Build!

Now we will read a story about a boy who builds a special model. Follow the steps he takes to put together the scene.

Scott liked to make models. He was working on a model of a scene from the first Thanksgiving. He had gone with his mother to buy the parts. He got a model of a long table, dishes, six Pilgrim figures, and six Native American figures.



First he set up the table in the center of his bedroom floor. On the table he put little plates. Next he put a tiny plastic turkey in the middle of the table. Then he heard a CRASH from downstairs. Henry, his younger brother, was home from school! Scott heard Henry clomp up the stairs. Henry was clumsy.



Henry stood in the door of Scott's room. "What are you building?" Henry asked. "It's a model of the..." Scott began. But it was too late. Henry walked in. He didn't watch where he was going. Whoosh! The little Pilgrims and Native Americans went everywhere!

Here are some things that happen in this story. Read each sentence. Then write a number from 1 to 4 on each blank to tell the correct order of events.

- _____ Henry knocks over the model figures.
- _____ Scott places the model table in the middle of his room.
- _____ Scott puts Pilgrims and Indians at the table.
- _____ Scott hears a crash.

Essential Question: How do people from different cultures contribute to a community?

Unit 1 Week 3

Story

Gary the Dreamer

Genre

Narrative Nonfiction

Story

"Sharing Polkas and Pitas"

Genre

Expository Text

Story

"Room to Grow"

Genre

Narrative Nonfiction

Comprehension Strategy

ask and answer questions in text

Comprehension Skill

text structure: sequence

Vocabulary Strategy

compound words

Writing Traits

organization

Grammar

sentences: subjects

Other Skills

inflectional endings

Genre

narrative nonfiction

**SPELLING/
PHONICS**

final e

date
lake
skate
plane
grade
fine
life
rice
wise
smile
rose
globe
smoke
come
used
step
rock
luck
sneeze
stripe

Vocabulary

scared- afraid of something

admires- likes

classmate- someone who is in your class at school

community- a place where people live, work , and play together

contribute- give money or help

practicing- doing something again and again to get better

pronounce- say the sounds correctly

tumbled- fell

Home-School Connection

Dear Family Member:

This week our class will be focusing on how people from different cultures contribute to a community. We will be discussing how we can learn from people from another culture.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 14)

- **Words to Know: compound words** Discuss the meanings of the vocabulary words with your child, and then take turns using each word in a sentence.
- **Spelling/Phonics: final e** Help your child review long vowel sounds by reading each word aloud. Your child will hold up the appropriate vowel card—*a*, *i*, *o*, or *u*—and then spell the word.

Comprehension: sequence (see page 15)

You will read a passage about how to start a small library in the classroom. You and your child will figure out the sequence of the steps given in the passage. Your child will look at the chart and write a sentence that describes each step based on their order in the passage.

Word Workout

Words to Know

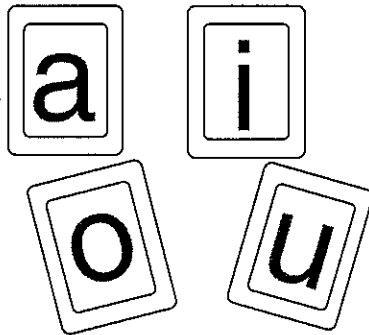
Let's discuss the meaning of each word. Then we will take turns making up sentences. I will begin by making up a sentence and saying "blank" for the word I have chosen. You have to guess the correct word. Then it will be your turn.

scared	classmate	pronounce
practicing	tumble	admires
community	contribute	

Spelling Words

I'm going to make four vowel cards. The cards will have the letters: *a*, *i*, *o*, and *u*. I'll give you the cards. When I say a list word, you hold up the letter card that stands for the long vowel sound you hear in the middle of the word. I'll say the words slowly. Then you can spell the word.

date	lake	skate
plane	grade	fine
life	rice	wise
smile	rose	globe
smoke	come	used



Challenge: sneeze stripe

Review: step rock luck

Comprehension: Sequence

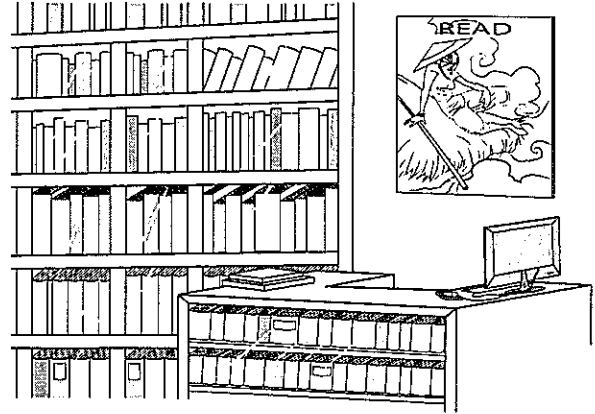
Start a Class Library

Let's read the story below and listen for the sequence of events. Then you will fill in the chart to show the steps.

You can make a classroom library. First, have everyone bring a book from home. It can be a new book, an old book, a long book, or a short book. Next, find a place for your class library. It can be a table in your classroom. It can be a bookshelf. It could even be a box.

Then your classmates can each make their own library card. Each card should have a student's name on it. Students will use these cards to check books out of the library.

You'll also need to decide how long students can keep the books they borrow. One week? Two weeks? Three weeks? Finally, you can start lending books. As each student borrows a book, make a list to remember who borrowed the book and when it needs to be returned.



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First	<hr/> <hr/> <hr/>
Next	<hr/> <hr/> <hr/>
Then	<hr/> <hr/> <hr/>
Finally	<hr/> <hr/> <hr/>

Essential Question: How can problem solving lead to new ideas?

Unit 1 Week 4

Story

All Aboard! Elijah McCoy's Steam Engine

Genre

Biography

Story

"Lighting the World"

Genre

Biography

Story

"Mary Anderson's Great Invention"

Genre

Biography

Comprehension Strategy

ask and answer questions in text

Comprehension Skill

text structure: cause and effect

Vocabulary Strategy

metaphors

Writing Traits

word choice

Grammar

sentences: predicates

Other Skills

plurals -s and -es

Genre

biography

SPELLING/PHONICS

long a: ay, ai,
a_e, ea, eigh,
ei, ey

plain
braid
fail
grain
snail
paint
sway
tray
gray
stay
state
fake
same
weigh
they
fine
skate
globe
sleigh
afraid

Vocabulary

design- make a drawing or plan for something

encouraged- given hope to do something

examine- look very carefully at something

investigation- people search carefully for something

quality- made of the finest materials

simple- easy to do

solution- a way to fix a problem

substitutes- something that takes the place of something else

Home-School Connection

Dear Family Member:

This week our class will be focusing on how problem solving can lead to new ideas and new products. We will be talking about people who came up with new inventions when investigating and trying to solve a problem.

Here are some activities you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 19)

- **Words to Know: metaphor**

Help your child think of an invention that has changed your family's life.

Then work with your child to use the list words to tell about that invention.

- **Spelling/Phonics: long a (spelled ay, ai, a_e, ea, ei, eigh, ey)**

Rewrite the list words for your child, but leave out the vowels in each word. Have your child write the missing vowels.

Comprehension: cause and effect (see page 20)

Read about the invention of the printing press. Help your child fill in blanks that will connect the causes and the effects of the invention.

Word Workout

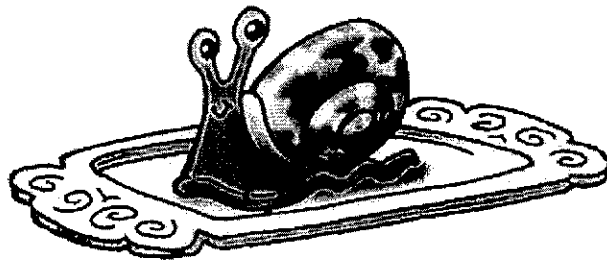
Words to Know

Let's try to think of an invention that has made a big difference in our lives. We can use these words to talk about it.

design	simple	invention
encouraged	substitutes	quality
examine	solution	

Spelling Words

I'll make a list of the words with the long a vowel sound, but I'll leave out the vowels in each word. You can fill in the missing vowels. Then we will look at the list together to see how many words you completed correctly and read the words aloud.



sw <u>a</u> y	f <u>a</u> il	tr <u>a</u> y
pl <u>a</u> in	gr <u>a</u> in	pa <u>a</u> int
st <u>a</u> te	sn <u>a</u> il	gr <u>a</u> y
br <u>a</u> id	st <u>a</u> y	th <u>e</u> y
we <u>igh</u>	f <u>a</u> ke	sa <u>me</u>

Challenge: sleigh afraid

Review: fine skate globe

Comprehension: Cause and Effect

The Printing Press

A **cause** is what makes something happen. The **effect** is what happens as a result of the cause. Let's read each paragraph. Then read the **cause** that follows each paragraph and write a sentence that tells its **effect**.

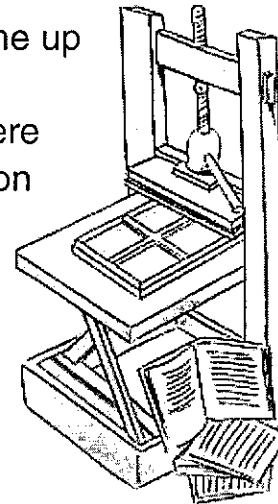
Hundreds of years ago, all books were made by hand. If you wanted a book, it had to be copied by a person. The people who did this were called scribes. Making a book by hand took a very long time. Few people could have books because they were very expensive.



Cause: Making books by hand took a long time.

Effect: _____.

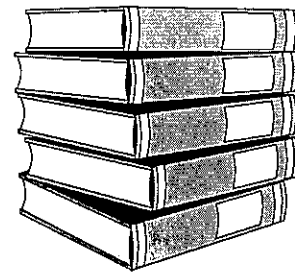
Then a man named Johannes Gutenberg came up with a solution. He invented the printing press in 1439. The press worked like this. Letters were carved into huge metal plates. Ink was rolled on top of the plates. When paper was pressed onto the plates, the letters showed up on the paper.



Cause: Paper would be placed in the press.

Effect: _____.

As time passed, printing machines changed. They became easier and easier to use. Printing large quantities and books became common because of the printing press. But we wouldn't have those machines and all these books if it weren't for Gutenberg's printing press.



Cause: Printing machines became easier to use.

Effect: _____.

Essential Question: How do landmarks help us understand our country's story?

Unit 1 Week 5

Story

"A Mountain of History"

Genre

Expository Text

Story

"A Landmark Street"

Genre

Expository Text

Story

"A Natural Beauty"

Genre

Expository Text

Comprehension Strategy

ask and answer questions in text

Comprehension Skill

main idea and key details

Vocabulary Strategy

multiple-meaning words

Writing Traits

sentence fluency

Grammar

simple & compound sentences

Other Skills

compound words

Genre

Expository Text

**SPELLING/
PHONICS**

long o

o, ow, o_e,

oa, oe

coast

coal

sold

broke

slow

float

soak

scold

note

show

toad

gold

slope

bone

foe

snail

same

weigh

bowl

program

Vocabulary

landmark- an important building, structure, or place

carved- cut something into a shape

clues- hints that help solve a problem or a mystery

grand- great or large

massive- very, very large

monument- a building, statue, or other object made to honor a person or event

national- something that has a characteristic or has to do with a country

traces- small bits or signs left behind that show that something was there

Home-School Connection

Dear Family Member:

This week our class will be focusing on how landmarks help tell the story of our nation's history. We will read about and discuss some famous landmarks in the United States.

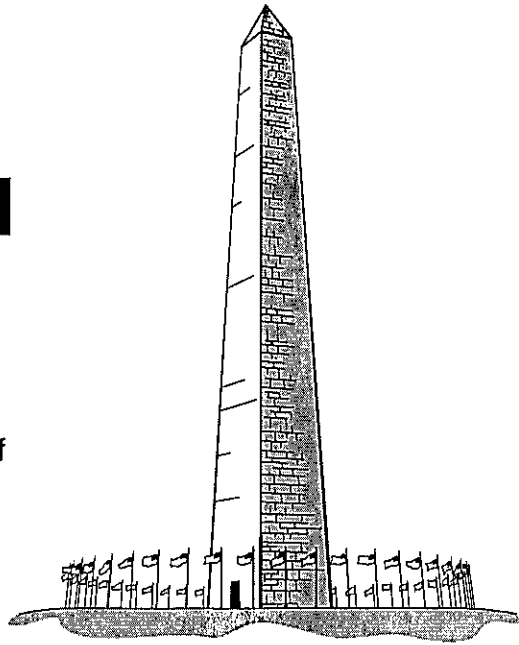
Here are some activities you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 24)

- **Words to Know: multiple-meaning words** You and your child will use the words for this week to try to describe the Washington Monument. Some of the words have more than one meaning, and you will try to use those words more than once.

- **Spelling/Phonics: long o**
(spelled *o*, *ow*, *o_e*, *oa*, *oe*)

You and your child will take turns spelling the words for this week. One person will read a word out loud, and the other will spell it.



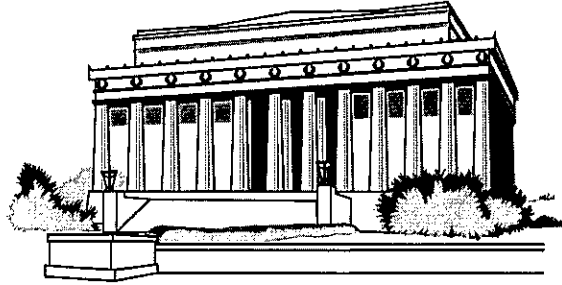
Comprehension: main idea and key details (see page 25)

You will read about the Gateway Arch in St. Louis. Then you will work together with your child to fill out a main idea and details chart.

Word Workout

Words to Know

Let's imagine that you were taking someone to see the Lincoln Memorial in Washington, D.C., for the first time. See if we can use all the words below to talk about it. The starred words can have more than one meaning, so we have to make sure we use these words correctly. When we've used all the words, let's try to use the starred words in other sentences to show the other meanings.



carved	traces*	clues
grand*	national	massive
landmark*	monument*	

Spelling Words

First, I want you to read each word aloud, and I will spell it. Then we will switch roles, and you spell the words. After we have spelled all the words, you will underline the letter or letters that stand for the long o vowel sound.

coast	float	toad
coal	soak	gold
sold	scold	slope
broke	note	bone
slow	show	foe

Challenge: bowl program

Review: snail same weigh

Comprehension: Main Idea and Key Details

A Monumental Arch!

After we read about the Gateway Arch, we'll fill in the chart below.

The Gateway Arch is a huge steel arch in St. Louis, Missouri. It took six years to build, and it was finished in 1965. It was built to honor Thomas Jefferson, the explorers Lewis and Clark, and the pioneers.



Planning for the monument began in the 1930s. The mayor of St. Louis said there should be a monument near the Mississippi River. It was not easy to start building, though. First someone would have to design it.

There was a contest for the monument. The planners would choose the design they liked the best. They chose a design by a man named Eero Saarinen. He was from Finland. The design was very simple. It was a silver arch. It would be 630 feet tall.



The arch was a monument to several people. Thomas Jefferson was one of them. Thomas Jefferson was the third president of our country. He also wrote much of the Declaration of Independence. The arch was also a monument to Lewis and Clark. Lewis and Clark explored the country west of the Mississippi in the 1800s, before it had been formed into states. The arch helps us remember the pioneers, too. They settled our country long ago.

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Main Idea	
Key Detail	
Key Detail	
Key Detail	

Essential Question: Why is working together a good way to solve a problem?

Unit 2 Week 1

Story

"Roadrunner's Dance"

Genre

Folktale

Story

"Deltona is Going Batty"

Genre

Expository Text

Story

"Anansi Learns a Lesson"

Genre

Folktale

Comprehension Strategy

make, confirm, and revise predictions

Comprehension Skill

theme

Vocabulary Strategy

context clues: antonyms

Writing Traits

word choice

Grammar

kinds of nouns: common, proper, concrete, abstract

Other Skills

plural words with y to i

Genre

Folktale

**SPELLING/
PHONICS**

long i

long u

sky

fry

pie

tied

tight

right

bright

grind

child

cube

cute

mule

music

drew

few

coast

scold

bone

mighty

Utah

Vocabulary

cooperation- people working together to do something

attempt- try to do something

awkward- clumsy and not graceful

created- made or built

furiously- in a way that shows you are very angry

interfere- get in the way of something happening

involved- took part in something

timid- shy and not brave

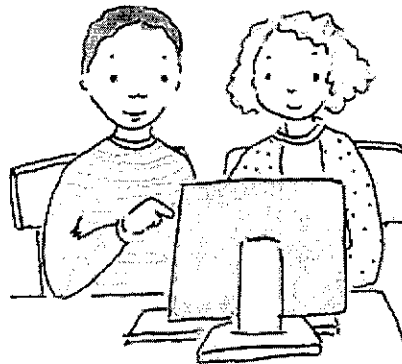


Home-School Connection

Dear Family Member:

This week our class will be focusing on why working together is a good way to solve problems. When people cooperate with each other, they can learn new ideas.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 29)

- **Words to Know: antonyms** Help your child define the words and then think of an antonym for each word.
- **Spelling/Phonics: long *i* and long *u*** Your child will write each word after you say it. Your child counts the words that have the long *i* spellings. Then you will help your child identify how the long *u* vowel sound is spelled in the other words.

Comprehension: theme (see page 30)

Work with your child to read the first part of a story, then to complete that story following a given theme.

Word Workout

Words to Know

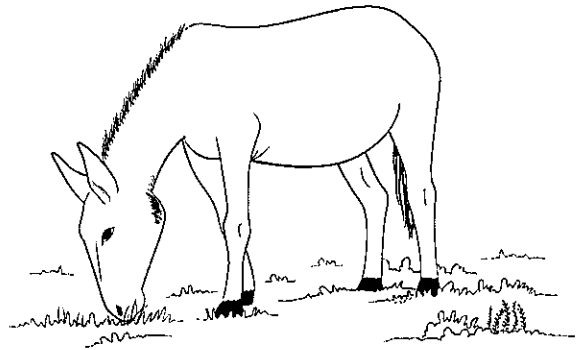
I'll point to a word. You read the word and tell me what it means. Then let's see if we can name a word that means the opposite.

created	interfere	attempt
timid	awkward	involve
furiously	cooperation	

Spelling Words

I'll say a word from the list and you write it down. After you write all the words, count how many words are spelled with *y*, *i*, or *ie* to make the long *i* sound. How many did you count? Did you count 9? Now look at the other words and tell me what letters are used to spell the long *u* sound.

sky	mule	music
drew	tight	child
bright	cute	right
cube	grind	fry
pie	tied	few



Challenge:	mighty	Utah	
Review:	coast	scold	bone

Comprehension: Theme

Finish the Story

Let's read the story. The theme is that cooperation is important. How would you complete the story to show the theme?

A Class Project

"Let's get into our groups," said Ms. Spencer. "Today we will work together on making our posters." Most of the class loved working on this project. Each group had to make a poster about a favorite animal. They had to do research about where the animal lives, what it looks like, and what it eats.



Sue, Jen, and Luke were in one group. Keith, Ben, and Ashley were in another. Sue's group started to work on their poster about fish.

"Okay," said Sue. "Who wants to draw the pictures of different kinds of fish?"

"Not me," said Jen. "I am a terrible artist."

"So am I," said Luke.

Keith and Ben overheard them. They both started to laugh.

Ben said, "Hah, luckily we have the best artist in the class in our group."

Essential Question: Why do people immigrate to new places?

Unit 2 Week 2

Story

The Castle on Hester Street

Genre

Historical Fiction

Story

"Next Stop, America"

Genre

Expository Text

Story

"Sailing to America"

Genre

Historical Fiction

Comprehension Strategy

make, confirm, and revise predictions

Comprehension Skill

theme

Vocabulary Strategy

figurative language: similes

Writing Traits

word choice: precise nouns

Grammar

singular and plural nouns

Other Skills

inflectional endings

Genre

historical fiction

**SPELLING/
PHONICS**

long e

heel
week
creek
free
green
street
freeze
seal
weak
bean
speaks
team
clean
cream
field
tight
tied
cute
sixteen
peanut

Vocabulary

arrived- got to where you were going

immigrated- to have come to a new country to live

inspected- looked at something closely and carefully

moment- a very short amount of time

opportunity- a chance for good things to happen

photographs- pictures taken with a camera

valuable- worth a lot of money, or means a lot to someone

whispered- spoken in a very quiet voice



Home-School Connection

Dear Family Member:

This week our class will be focusing on why people immigrate to new places. Immigration is an important part of our country's history.

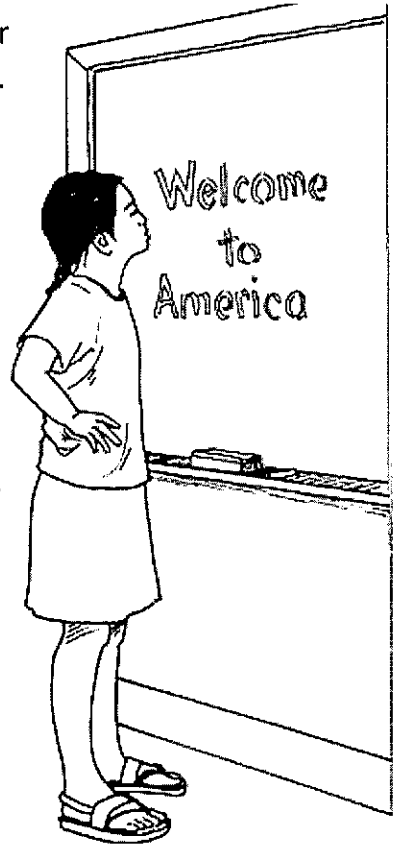
Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 34)

- **Words to Know: figurative language**
Help your child use the words to write a made up story about a child coming to America.
- **Spelling/Phonics: long e** You will say each word on the list and then give your child five seconds to spell each word on the list correctly.

Comprehension: theme (see page 35)

Help your child read a story and complete a chart to find the theme.



Word Workout

Words to Know

First let's read the words below. Then let's write a story about a child who must leave his or her country and come to America. We can tell where the child is from, why he or she must leave, and what it will be like in America. Try to use all the vocabulary words.

arrived	whispered	moment
inspected	photographs	valuable
immigrate	opportunity	

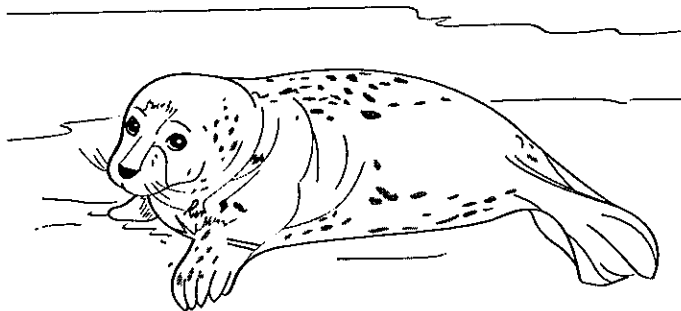
Spelling Words

I'll say each word from the list for you to spell. You have five seconds to spell the word correctly. If you spell a word incorrectly, I will say "Try again!" You will have another five seconds to spell the word again.

heel	street	speaks
week	freeze	team
creek	seal	clean
free	weak	cream
green	bean	field

Challenge: sixteen peanut

Review: tight tied cute



Comprehension: Theme

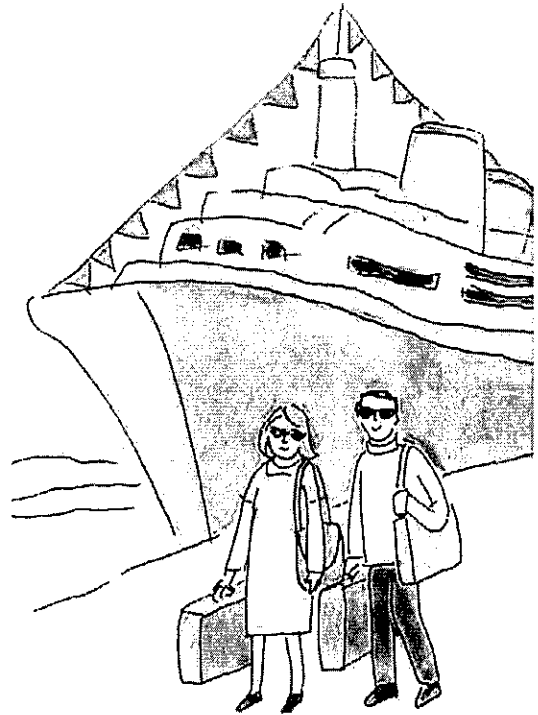
Coming to a New Country

Let's read the story. Then we can fill in the chart to figure out the theme, or message the author wants us to know.

Long ago people began moving to America from countries all around the world. People still move to America today.

People want to come to the United States for many different reasons. Some come to find new jobs. Some want to go to school in America. Others come here to be with their families.

Immigrants who come to America do not only get things they need. They also give a great deal to the United States. They bring their customs, share their talents, and work hard to build strong families and communities.



Clue:	
Clue:	
Theme:	

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Answers:
Clue: Immigrants come to find new jobs or go to school.
Clue: Immigrants share their customs and talents.
Theme: Immigrants are an important part of America.

Essential Question: How do people make government work?

Unit 2 Week 3

Story

Vote!

Genre

Expository Text

Story

"A Plan for the People"

Genre

Expository Text

Story

"Every Vote Counts!"

Genre

Expository Text

Comprehension Strategy

reread

Comprehension Skill

author's point of view

Vocabulary Strategy

prefixes

Writing Traits

ideas

Grammar

irregular plural and collective nouns

Other Skills

singular and plural possessives

Genre

expository text

**SPELLING/
PHONICS**

silent letters

wrap

wrists

wrote

wreck

wring

write

wreath

knit

knife

knight

knock

knee

gnome

sign

gnaws

heel

weak

field

wristwatch

knapsack

Vocabulary

announced- told people about something

candidates- people seeking an office or honor

convince- to cause someone to believe or do something

decisions- choices you make about something

elect- to choose by voting

estimate- to guess an amount

government- people who guide a city, state, or country

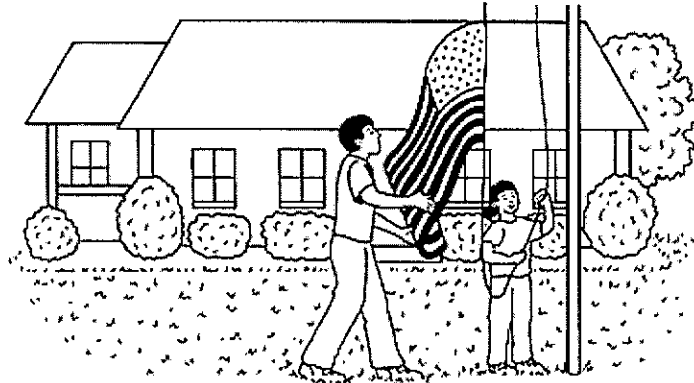
independent- able to do things for yourself



Home-School Connection

Dear Family Member:

This week our class will be focusing on how people make government work. Your child will learn about the importance of voting and being good citizens.



Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.

Word Workout (see page 39)

- **Words to Know: prefixes** You will discuss the words and then use the words to create questions and answers.
- **Spelling/Phonics: words with silent letters** Help your child find all their spelling words in a Word Box puzzle. Your child will look for words with these silent letters: *wr*, *kn*, and *gn*.

Comprehension: author's point of view (see page 40)

Help your child read a sign and identify the author's point of view.

Word Workout

Words to Know

Let's discuss these words. Then you will choose one word and use it in a question. I will try to answer the question using another vocabulary word. We will do this until we use all the words on the list.

candidate	convince	independent	estimate
announced	elect	government	decision

Spelling Words

See if you can find all of your regular spelling words in the Word Box below. Look across, down, and diagonally. When you find a word, shade in each letter box that makes up the word. Then circle the word on the list below.

wrap	write	knife	gnome
wrists	wring	knight	sign
wrote	wreath	knock	gnaws
wreck	knit	knee	

Challenge: wristwatch knapsack

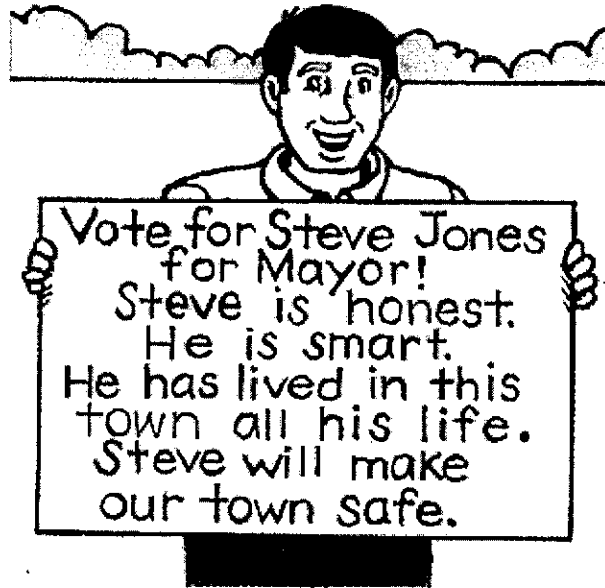
Review: heel weak field

w	r	e	c	k	k	k	w	w
w	r	a	p	n	n	n	r	r
r	r	i	k	i	i	i	o	i
i	w	o	t	f	g	n	t	n
s	r	g	t	e	h	o	k	g
t	k	n	e	e	t	w	n	s
s	i	g	n	a	w	s	o	i
k	g	n	o	m	e	g	c	n
w	r	e	a	t	h	n	k	o

Comprehension: Author's Point of View

Vote For Steve!

Steve is running for mayor. Let's read the sign about Steve. Then read each sentence and write **yes** or **no** based on what you read. Then circle the sentence that tells the author's point of view.



1. Steve would not make a very good mayor. _____
2. Steve is the best person for the job. _____
3. It is important to have lots of money to be mayor. _____
4. People want to feel safe in their town. _____
5. Steve does not like the old mayor. _____

Essential Question: How can people help animals survive?

Unit 2 Week 4

Story

Whooping Cranes in Danger

Genre

Expository Text

Story

"Help the Manatees!"

Genre

Expository Text

Story

"Kids to the Rescue!"

Genre

Expository Text

Comprehension Strategy

reread

Comprehension Skill

author's point of view

Vocabulary Strategy

suffixes

Writing Traits

organization

Grammar

combining sentences: subject nouns

Other Skills

closed syllables

Genre

expository text

SPELLING/PHONICS

3-letter blends

scrubs
screams
scratch
scrape
screen.
spread
splash
spray
streak
strength
strong
squeak
three
throw
thread
wrote
knife
sign
streamer
scribble

Vocabulary

success- an attempt that ends well

caretakers- people that care for a person or animal

population- all of the animals of the same kind living in a place

recognized- remembered someone or something from the past

relatives- members of the same family

resources- things that are available to be used when needed

survive- stay alive

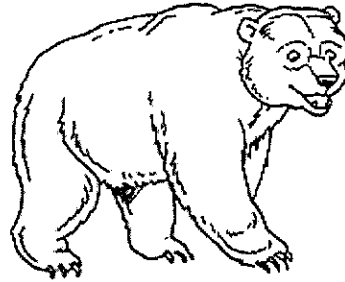
threatened- in danger of being hurt

Home-School Connection

Dear Family Member:

This week our class will be focusing on how people can help animals survive. Children will learn about why some animals need to be protected and saved.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 44)

- **Words to Know: suffixes** Help your child use the words to complete sentences about helping animals survive.
- **Spelling/Phonics: three-letter blends** Have your child study the words for a few minutes. Then you say a blend, and your child writes down as many words as he or she can remember with that three-letter blend.

Comprehension: author's point of view (see page 45)

Help your child figure out the author's point of view of a favorite television show.

Word Workout

Words to Know

Let's discuss these words. Then you use each word in a sentence that tells about how we can help animals survive. Try to use two words in one sentence.

population	caretakers	recognize
relatives	success	survive
resources	threatened	

Spelling Words

First I'll test you on your review words. Then study the other words for a couple of minutes. After you study them, I'll say some three-letter blends, such as *scr*. See how many words you can write down that begin with the letters I say. Then we will compare your list to the one below.

scrubs	spread	strong
screams	splash	squeak
scratch	spray	three
scrape	streak	throw
screen	strength	thread

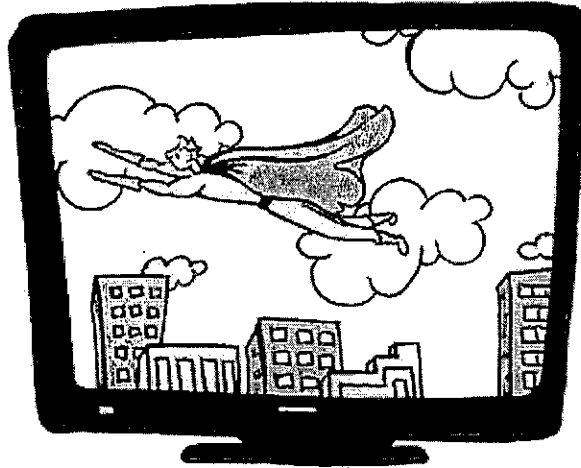
Challenge: streamer scribble

Review: wrote knife sign

Comprehension: Author's Point of View

What Can You Do?

Let's watch one of our favorite television shows. Then we can answer the questions below to figure out the writer's point of view.



Clues:

Who is the main character? _____

What does the main character do? _____

What are some important things the main character says?

How does the main character treat other the characters in the show? _____

How do the other characters feel about the main character?

Author's Point of View

What do you think the writer of this show wanted the viewers to believe?

Essential Question: How do people figure things out?

Unit 2 Week 5

Story

"The Inventor Thinks Up Helicopters"

Genre

Poetry

Story

"Montgolfier Brothers' Hot Air Balloon"

Genre

Poetry

Story

"Empanada Day"

Genre

Limerick and Free Verse

Comprehension Strategy

genre-limerick and free verse

Comprehension Skill

point of view

Vocabulary Strategy

similes

Writing Traits

ideas

Grammar

possessive nouns

Other Skills

alliteration and rhyme, open syllables

Genre

poetry

SPELLING/ PHONICS

digraphs

chick
teacher
cheese
truth
fish
much
lunch
stretch
pathway
whales
pitch
hatch
thick
them
what
spray
streak
thread
sandwich
weather

Vocabulary

imagine- picture something in your mind

bounce- spring back after hitting something

inventor- a person who creates something for the first time

observer- someone who watches something

alliteration- several words or syllables in a row start with the same sound

free verse- poem in which some verses rhyme and some do not

limerick- a funny poem of five lines with a specific rhyme pattern

rhyme- when words end with the same sound

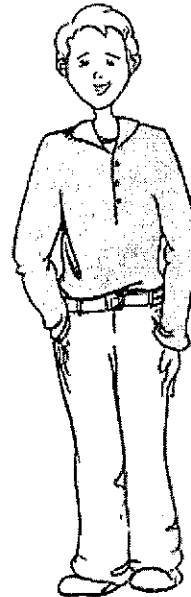


Home-School Connection

Dear Family Member:

This week our class will be focusing on how people figure things out. When we have to figure something out, what do we think of first? What do we do next?

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 49)

- **Words to Know: figurative language: simile**
Help your child complete a crossword puzzle using the words.
- **Spelling/Phonics: digraphs** Help your child write the spelling words and additional words in columns labeled with the letters *ch*, *tch*, *th*, and *sh*.

Comprehension: author's point of view (see page 50)

Help your child make up answers to a question from different points of view.

Word Workout

Words to Know

Let's read the words and then use them to complete the crossword puzzle below.

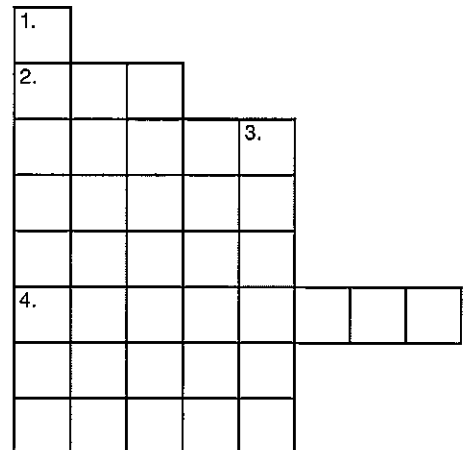
bounce observer
 imagine inventor

Across

4. A person who creates something

Down

1. Someone who looks at things
2. Picture in your mind
3. Spring up



Spelling Words

Let's write the letters **ch**, **tch**, **th**, and **sh** at the top of each of four columns. I'll say a spelling word. You write the word in the correct column. Then we will read all the words in each column.

chick	hatch	pathway
much	cheese	them
pitch	stretch	fish
teacher	thick	whales
lunch	truth	what

Challenge: sandwich weather


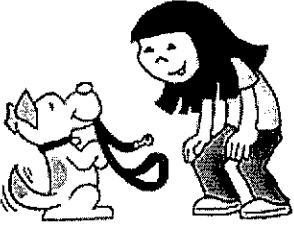
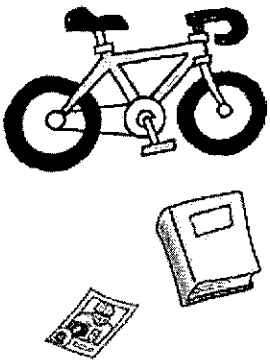
Review: spray streak thread

Answers: 4 Across—inventor; 1 Down—observer; 2 Down—imagine; 3 Down—bounce

Comprehension: Author's Point of View

What Would They Say?

Let's pretend it is raining outside and you go to visit each character from a book. First read the sentence about each character. Then write what the character might say if you asked this question: "What would be the best thing to do now?"

<p>Marty likes to play video games and baseball. Marty said,</p> <p>" _____ _____ _____ "</p>	
<p>Beth loves to be outdoors. Her dog needs to go out. Beth said,</p> <p>" _____ _____ _____ "</p>	
<p>Ed just got a new bike. He also collects football cards, and he likes to read. Ed said,</p> <p>" _____ _____ _____ "</p>	

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Sample answers: Marty said, "Let's play a video game." Beth said, "We can put on raincoats and walk my dog." Ed said, "I don't want my bike to get wet, so let's look at my card collection."

Essential Question: What makes different animals unique?

Unit 3 Week 1

Story

Martina the Beautiful Cockroach

Genre

Folktale

Story

"Get a Backbone!"

Genre

Expository Text

Story

"Inchworm's Tale"

Genre

Folktale

Comprehension Strategy

visualize

Comprehension Skill

problem and solution

Vocabulary Strategy

synonyms

Writing Traits

sentence fluency

Grammar

action verbs

Other Skills

contractions

Genre

folktale

**SPELLING/
PHONICS**

r-controlled
vowels

whirl
third
girls
firm
fern
herds
stern
serve
hurt
nurse
turns
learn
pearl
word
world
stretch
thick
whales
perfect
Thursday

Vocabulary

unique- the only one of its kind

disbelief- lack belief about something

dismay- shock and surprise

fabulous- amazing

features- things that are noticeable about something

offered- presented with something as a choice

splendid- very beautiful or magnificent

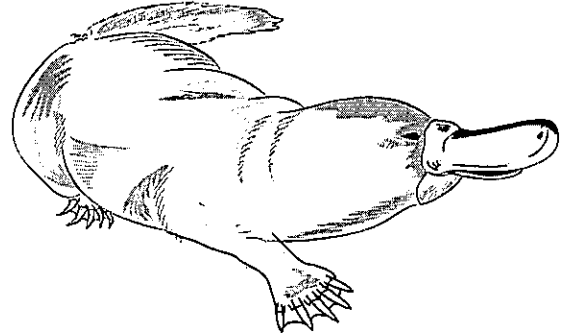
watchful- watching carefully

Home-School Connection

Dear Family Member:

This week our class will be focusing on the qualities that make animals unique. We will talk about what characteristics make animals different from each other.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 54)

- **Words to Know: synonyms** You and your child define the words. Then you will take turns using words from the list in sentences.
- **Spelling/Phonics: r-controlled vowels** You will read the words to your child. Have your child identify the spelling of the /ur/ sound in each word (for example: *ir*, *er*, *ur*, and *or*).

Comprehension: problem and solution (see page 55)

You and your child will read about how the bluebird got her color, and why. You will also learn how the coyote got his color. Then you will talk about the problems of the story characters.

Word Workout

Words to Know

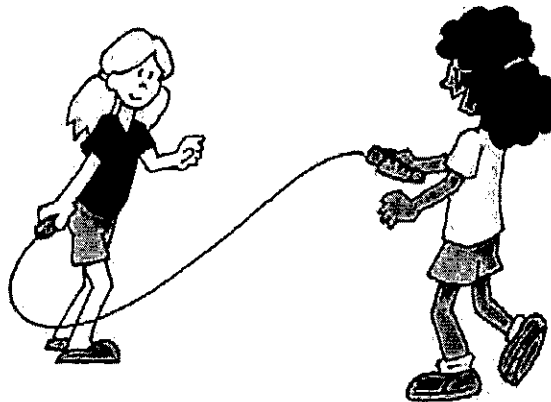
Let's discuss the meaning of each word. Then I'll use a word from the list in a sentence. You tell me if I used the word correctly. Then you take a turn. We will do this until we have used all the words in sentences.

disbelief	dismay	watchful	features
fabulous	offered	splendid	unique

Spelling Words

I'm going to say each of these words slowly. You tell me how the *r* sound in the word is spelled: *ir*, *er*, *ur*, or *or*.

whirl	firm	stern	nurse	pearl
third	fern	serve	turns	word
girls	herds	hurt	learn	world



Challenge:	perfect	Thursday	
Review:	stretch	thick	whales

Comprehension: Problem and Solution

The Bluebird and the Coyote

We are going to read about how the bluebird became blue, and how the coyote became gray. Each character has a problem. And each character solves its problem. But what happens next? After we read, fill in the blanks in the chart below.

Long ago, Bird lived deep in the forest. Bird sang all day, but she was not happy. She did not like her color. She was a dull gray.

She had hope, though. She lived near a magical pond. The pond was a wonderful shade of blue. Each day she washed herself in the pond. She hoped she would become blue, just like the water.

One day Bird's wish came true! When she flew out of the pond, she was blue. The other animals were amazed. The happiest animal, though, was Coyote.

"At last," thought Coyote. "I can be blue! No more gray fur for me!" So Coyote dived into the pond once a day. He swam there every day for a month. At the end of the month, Coyote was blue. He was so happy he leapt in the air.



As Coyote was running back home, though, he tripped and fell. Down he went, into the dust. And Coyote was gray, all over again.

	What's the Problem?	What's the Solution?	Did It Work?
Bird			
Coyote			

Essential Question: How can one person change the way you think?

Unit 3 Week 2

Story

Finding Lincoln

Genre

Historical Fiction

Story

"A Great American Teacher"

Genre

Biography

Story

"Jane's Discovery"

Genre

Historical Fiction

Comprehension Strategy

visualize

Comprehension Skill

cause and effect

Vocabulary Strategy

figurative language: idioms

Writing Traits

word choice-linking words

Grammar

subject-verb agreement-tense

Other Skills

prefixes un-, re-, pre-

Genre

historical fiction

**SPELLING/
PHONICS**

r-controlled
vowels

sharp
yard
artist
carve
porch
storm
sport
story
chore
shore
sore
hoard
oars
pour
your
learn
word
turns
orchard
ignore

Vocabulary

bravery- courage when facing danger

amazement- a feeling of great surprise

disappear- to stop being visible

donated- gave something to help

leader- a person who guides or leads others

nervous- upset or worried about something

refused- would not do something

temporary- lasts only for a short time



Home-School Connection

Dear Family Member:

This week our class will be focusing on leadership. We will talk about how one person's thoughts or actions can make a difference for others.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 59)

- **Words to Know: idioms** You and your child will play word bingo.
- **Spelling/Phonics: r-controlled vowels** You will help your child write the words from the list that have the same vowel sound heard in *bark* and in *more*. Then your child will underline the letters in each word that stand for the vowel sound.

Comprehension: cause and effect (see page 60)

You and your child will read a story about some ants who lose their anthill and what they do about it. Then you will think about what caused the events in the story to happen.

Word Workout

Words to Know

Let's play "Word Bingo." I will help you make a board with nine boxes. I will say a word, and you write that word in any box. Then you call out any word on the board, and I will circle the word on the board.

B I N G O		
bravery	donated	refused
disappear	FREE	nervous
amazement	leader	temporary

Spelling Words

Some of the words on this list have the *r* sound you hear in *bark*. Other words have the *r* sound you hear in *more*. Fold a paper in half. Write *bark* and *more* at the top of each column. Then write the words in a list under the word with the same vowel sound. Underline the letters that stand for that vowel sound.

sharp	carve	sport	shore	oars
yard	porch	story	sore	pour
artist	storm	chore	hoard	your

Challenge: orchard ignore

Review: learn word turns

Comprehension: Cause and Effect

Why Did That Happen?

You know a **cause** is what makes something happen. The **effect** is what happens as a result of the cause. Let's read a story about what happens when some ants have to rebuild their anthill. Then answer the questions.

It was a cool spring day, and everyone at the anthill was hard at work. All of a sudden, a huge shoe came from nowhere. Whoosh! Dirt flew everywhere! And the ants flew with it!

The Queen cried, "We have to rebuild this hill at once!" Quickly, the ants got to work, in two teams. Ork led one team, and Plork led the other. Ork was the loudest ant on the hill. He loved to shout, and he loved to give orders. Plork was a good worker, but he was very quiet. He always thought before he spoke.



The ants worked all day. Ork stomped back and forth. He shouted. He gnashed his pincers. Plork walked around, slowly and carefully. Every now and then, he patted an ant on the head.

The next morning, the Queen came to inspect. Ork's half of the hill was a mess. The tunnels didn't go anywhere, and there were grains of dirt everywhere. The ants who worked for Ork were lying on the ground, exhausted. Plork's half was beautiful, and almost finished. Not a grain of dirt was out of place. And his workers were still working.

The Queen was so happy, she put Plork in charge of all the ants. Together, they finished the hill in a few hours.

1. How did Ork lead his team?
2. How did Plork lead his team?
3. How did each team do with their task?
4. If you led a team, how would you lead it? Why?

Essential Question: What do we know about Earth and its neighbors?

Unit 3 Week 3

Story

Earth

Genre

Expository Text

Story

"Coyote and the Jar of Stars"

Genre

Legend

Story

"Earth and Its Neighbors"

Genre

Expository Text

Comprehension Strategy

summarize

Comprehension Skill

main idea and key details

Vocabulary Strategy

suffixes

Writing Traits

organization

Grammar

past-tense verbs

Other Skills

suffixes -y and -ly

Genre

expository text

**SPELLING/
PHONICS**

r-controlled
vowels

careful
stared
shared
pair
stairs
wear
bear
where
there
dear
rear
gear
here
career
peer
shore
carve
storm
square
clearly

Vocabulary

surface- the outside of something

amount- how much of something there is

astronomy- the study of stars and planets

globe- the world

solar system- the sun and the planets that move around it

support- provide what is needed for something

temperature- how hot or cold something is

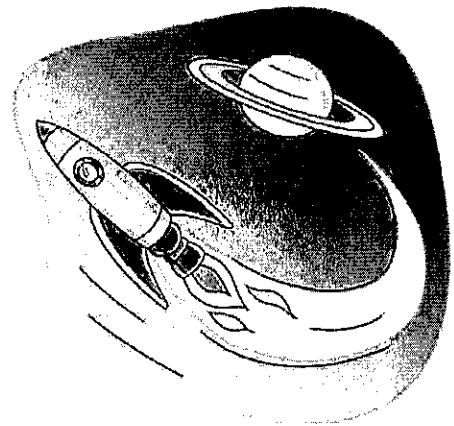
warmth- heat

Home-School Connection

Dear Family Member:

In our class this week, we're learning all about different discoveries. We will talk about what we know about the planet Earth. We will also talk about the other planets in the solar system.

You can try these activities with your child at home. They will reinforce skills your child is learning in class.



Word Workout (see page 64)

- **Words to Know: suffixes** You and your child will use the words in the list to form questions and give answers.
- **Spelling/Phonics: r-controlled vowels** You will say the words from the list and have your child spell the words. Then your child will identify the letters that stand for the /är/ and /ir/ sounds.

Comprehension: main idea and key details (see page 65)

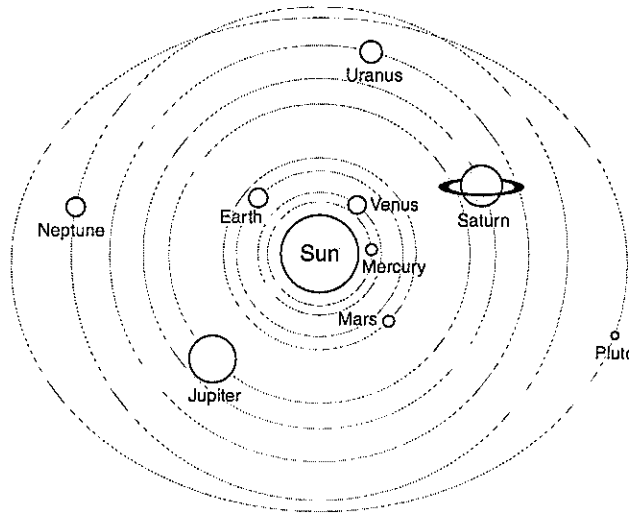
You will read about solar wind, finding out what it is, how we study it, and what it causes. Then you will figure out the main ideas of the different paragraphs in the passage.

Word Workout

Words to Know

I'm going to use one of these words to ask a question. Then you choose another word and use it to answer my question.

support	temperature	amount	astronomy
warmth	globe	surface	solar system



Spelling Words

I am going to read a word from the list. Spell the word for me. How many words did you get right? Then let's look at the list and underline the letters that stand for the *r*-controlled vowel sound. Remember the letter *r* changes the sound of the vowels that it follows.

careful	pair	bear	dear	here
shared	stairs	where	rear	career
stared	wear	there	gear	peer

Challenge: square clearly

Review: shore carve storm

Comprehension: Main Idea and Key Details

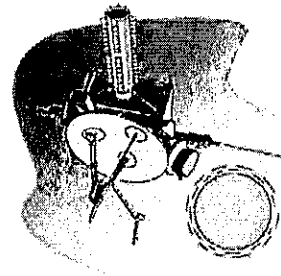
Solar Wind

Now we're going to read about solar wind. Solar wind is a mysterious force that causes many odd effects throughout the solar system. Look for the main idea in each paragraph. Then tell me the details that support each main idea.

Have you ever heard of solar wind? Solar wind is a force, much like a wind, that comes from the sun. Scientists have studied it for a long time, but there is still a lot we don't know. As we learn more about it, we learn more about the universe.

Solar wind is a mass of particles shot out from the sun. These particles are too small for our eyes to see. In fact, you couldn't see them with most microscopes. Each of these particles carries a charge. This charge is much like an electrical charge. When these particles travel together as a group, they have great force. This force is magnetic. Because it causes things to follow it, scientists think it is like a wind.

Scientists study the solar wind in many ways. They use strong telescopes and cameras to observe the wind from Earth. They have also sent spaceships to study it. One of these spaceships was called *Ulysses*. *Ulysses* was sent from the space shuttle *Discovery*. *Ulysses* had no scientists on it. The ship traveled very close to the sun. It took many pictures. Scientists used these pictures to learn about solar wind.



Scientists say that solar wind causes things to happen on Earth. The most interesting of these events is called the northern lights. These lights can only be seen in certain parts of the country, at certain times of the year. They are beautiful shades of blue, purple, and green.



Essential Question: What ideas can we get from nature?

Unit 3 Week 4

Story

Big Ideas from Nature

Genre

Expository Text

Story

"Perdix Invents the Saw"

Genre

Myth

Story

"Bats Did it First"

Genre

Expository Text

Comprehension Strategy

summarize

Comprehension Skill

main idea and key details

Vocabulary Strategy

root words

Writing Traits

organization

Grammar

future-tense verbs

Other Skills

prefixes, final e syllables

Genre

expository text

**SPELLING/
PHONICS**

prefixes

misprint
misread
mistrust
misspell
mistreat
precut
preview
prepaid
preplan
preheat
distrust
discount
dishonest
discover
disable
stairs
rear
where
prejudge
disconnect

Vocabulary

imitate- try to act like something else

effective- works well

example- a thing used to show what other similar things are like

identical- exactly the same

material- the stuff used to make something

model- a small copy of something

observed- looked at closely

similar- alike but not exactly the same

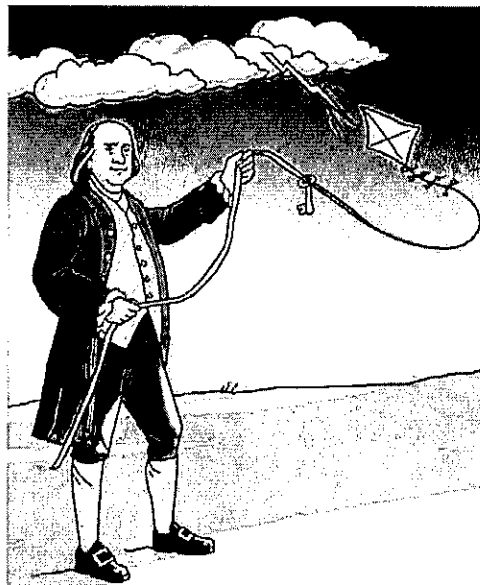


Home-School Connection

Dear Family Member:

This week our class will be learning all about new ideas. We will talk about the ideas we get from nature.

Here are some activities you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 69)

- **Words to Know: root words**
You and your child will use the words in the list to describe what it might be like inside a science lab.
- **Spelling/Phonics: prefixes *pre-*, *dis-*, *mis-*** You will give your child the base word from the list (a word without a prefix). Your child has to add the correct prefix to the word and spell the word that is on the list.

Comprehension: main idea and key details (see page 70)

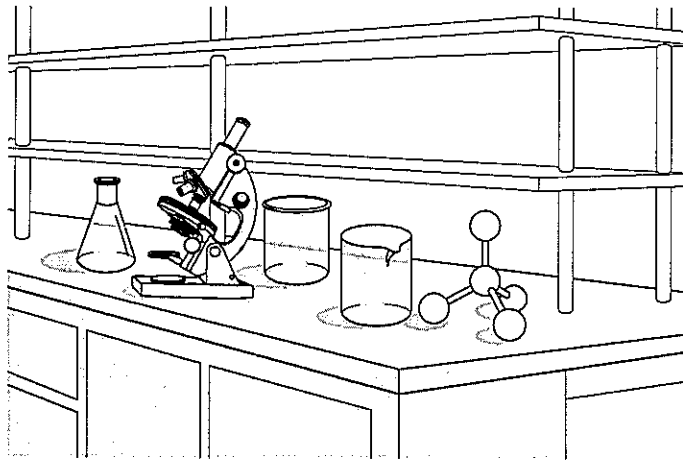
Together you will read about how Velcro™ was invented. Then your child will fill in some blanks that show the story's main idea and important details.

Word Workout

Words to Know

Let's pretend we're in a lab. How would you use these words to describe what you were doing? Let's try to use all the words on the list.

model	effective	similar	example
identical	material	imitate	observe



Spelling Words

Let's look at these words for a few minutes. They all start with a prefix: *mis-*, *pre-*, or *dis-*. I will give you the base word, or the word without the prefix. Then you have to add the correct prefix and spell the word.

misprint	mistreat	preplan	dishonest
misread	precut	preheat	discover
mistrust	preview	distrust	disable
misspell	prepaid	discount	

Challenge: prejudice disconnect

Review: stairs rear where

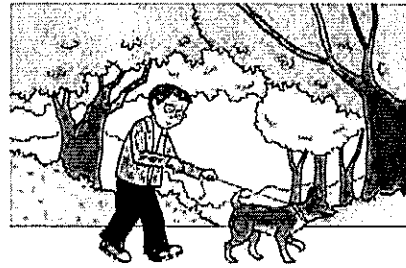
Comprehension: Main Idea and Key Details

A Sticky Situation!

Now we're going to read about how Velcro™ was invented. After we finish, you can answer the questions below.

The Invention of Velcro™

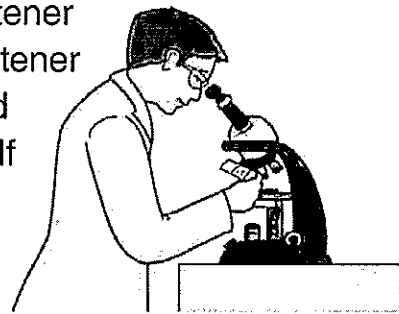
One day, a Swiss scientist named Georges de Mestral was taking his dog for a walk through the countryside. He was thinking something over, and he needed the fresh air. When he got home, he noticed something odd. He was covered with burrs! Burrs were small, thorny grains that grew on thistles.



He wondered how the burrs could have gotten stuck on his clothing.

They were certainly tough to pull off! The scientist had always been a curious person. So he looked at one of the burrs under a microscope. He discovered something very interesting. The burrs were covered with tiny hooks. These hooks attached to the threads in his clothing.

Mestral decided he could make a fastener that looked just like the burrs. The fastener would have two parts. One part would be a hook, and the other part a loop. If you put enough of these parts on the same pieces of material and pressed them together, they would stick. He named his invention Velcro™! Today it is used for jackets, backpacks, and even in outer space!



1. What is the main idea of this article? _____
2. The man who invented Velcro was named _____.
3. After he took a walk, he discovered _____

4. One part of his invention had a hook, and the other part had a _____.

Essential Question: How is each event in history unique?

Unit 3 Week 5

Story

Riding the Rails West!

Genre

Expository Text

Story

"Discovering Life Long Ago"

Genre

Expository Text

Story

"The Long Road to Oregon"

Genre

Expository Text

Comprehension Strategy

summarize

Comprehension Skill

text structure: sequence

Vocabulary Strategy

suffixes

Writing Traits

voice

Grammar

combining sentences with verbs

Other Skills

prefixes un-, non-, dis-

Genre

expository text

**SPELLING/
PHONICS**

diphthongs

foil
point
down
plow
proud
coins
enjoy
owl
round
bounce
noise
joyful
crowd
couch
loudly
misprint
prepaid
discount
choice
snowplow

Vocabulary

agreeable- nice or pleasant

appreciate- grateful for something

boomed- grown suddenly

descendants- people who come from a particular ancestor or group of ancestors

emigration- leaving one's own country to live in another

pioneers- people who are among the first to explore and settle a region

transportation- the means of carrying or moving something from one place to another

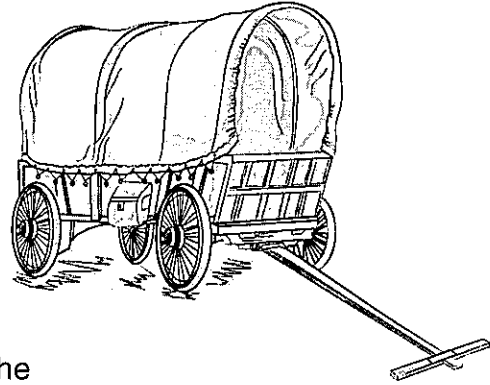
vehicles- a means of transporting goods

Home-School Connection

Dear Family Member:

This week our class will be focusing on how each event in history is unique. We will discuss some important events from the past and how they have affected us.

Here are some activities that you can do with your child to help reinforce the skills we'll be practicing.



Word Workout (see page 74)

- **Words to Know: suffixes** You and your child will make up story using all the words on the list.
- **Spelling/Phonics: diphthongs** After your child looks at the list words for a minute, you will cover them. Then you will say each word and have your child spell it.

Comprehension: sequence (see page 75)

Your child will read short paragraphs about events that occurred before the American Revolution. Have your child write a sentence about each paragraph and then put the events in the order of occurrence.

Word Workout

Words to Know

Let's define the words. Then we will make up a story using all of the words. We can start like this: *Pioneers settled the American West.*

boomed appreciate agreeable pioneers
descendants vehicles emigration transportation

Spelling Words

You can look at the words for a minute, and then I'll cover them. Next I'll say each word on the list, and you spell it. Then name the letters that stand for the vowel sound you hear in each word.



foil coins noise point enjoy
joyful down owl crowd round
couch proud bounce plow loudly

Challenge: choice snowplow

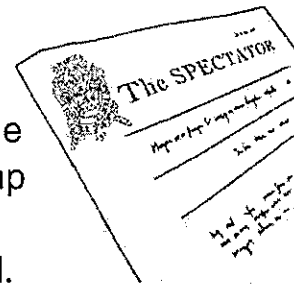
Review: misprint prepaid discount

Comprehension: Sequence

What Came First?

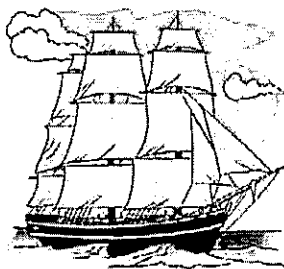
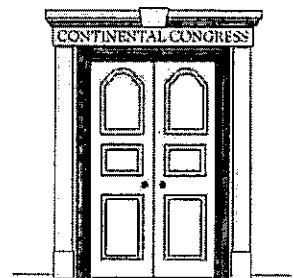
Now we're going to read about four different events that led to the American Revolution. The events are out of order. After you read, write a sentence about each event and put them in the correct order.

The British, who ruled America, passed the Stamp Act in 1764. Many colonists became very upset. The Stamp Act required that they pay for a special stamp for important documents and newspapers. The colonists did not like being taxed, and they rebelled.



The French and Indian War was one of the first events that led to the American Revolution. This was actually a war between the French and the British. It was mainly over land. The British won this war in 1763.

The Continental Congress was the last big event before the Revolution started. This was a meeting of the heads of the colonists' government. At this meeting, they discussed what they should do next. They also worked out a plan.



The Boston Tea Party was another protest about taxes. By 1773, the British had taken away all taxes except for the tax on tea. The colonists dressed up as Indians and went to Boston Harbor and dumped the boxes of tea into the Atlantic Ocean.

First: _____

Next: _____

Then: _____

Last: _____