

## Unit 3

# King Arthur and the Round Table

Retold by Alice M. Hadfield

## Teacher Guide



GRADE 4 Core Knowledge Language Arts®

Core Knowledge®





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This OER unit is offered as a supplement to the core CKLA program developed by the Core Knowledge Foundation. The unit is not part of the current CKLA print program available for purchase from Amplify.

However, as we gather more feedback on how this unit works in classrooms, Amplify and the Core Knowledge Foundation will consider how this unit may be incorporated into future iterations of the core CKLA program sold by Amplify.

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# Alignment to the Common Core State Standards

The following chart indicates which lessons in the *King Arthur and the Round Table* unit address content from the Common Core State Standards (CCSS).

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Reading Standards for Literature</b>																
<b>Key Ideas and Details</b>																
<b>STD RL.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
<b>STD RL.4.2</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		✓								✓					
<b>STD RL.4.3</b>	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		
<b>Craft and Structure</b>																
<b>STD RL.4.4</b>	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i> ).	✓		✓	✓	✓		✓	✓		✓	✓			✓	
<b>STD RL.4.5</b>	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text															
<b>STD RL.4.6</b>	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.															
<b>Integration of Knowledge and Ideas</b>																
<b>STD RL.4.7</b>	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.															
<b>STD RL.4.8</b>	(Not applicable to literature)															

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>STD RL.4.9</b>	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.							✓								
<b>Range of Reading and Level of Text Complexity</b>																
<b>STD RL.4.10</b>	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Reading Standards for Informational Text</b>																
<b>Key Ideas and Details</b>																
<b>STD RI.4.1</b>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.															
<b>STD RI.4.2</b>	Determine the main idea of a text and explain how it is supported by key details; summarize the text.															
<b>STD RI.4.3</b>	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.															
<b>Craft and Structure</b>																
<b>STD RI.4.4</b>	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.															
<b>STD RI.4.5</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.															
<b>STD RI.4.6</b>	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.															



Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Integration of Knowledge and Ideas</b>																
<b>STD RI.4.7</b>	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.															
<b>STD RI.4.8</b>	Explain how an author uses reasons and evidence to support particular points in a text.															
<b>STD RI.4.9</b>	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.															
<b>Range of Reading and Level of Text Complexity</b>																
<b>STD RI.4.10</b>	By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.															
<b>Reading Standards for Foundational Skills</b>																
<b>Phonics and Word Recognition</b>																
<b>STD RF.4.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.			✓		✓	✓			✓			✓	✓		
<b>STD RF.4.3a</b>	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.			✓		✓	✓			✓			✓	✓		
<b>Fluency</b>																
<b>STD RF.4.4</b>	Read with sufficient accuracy and fluency to support comprehension.			✓		✓	✓			✓			✓	✓		
<b>STD RF.4.4a</b>	Read grade-level text with purpose and understanding.			✓		✓	✓			✓			✓	✓		
<b>STD RF.4.4b</b>	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.															
<b>STD RF.4.4c</b>	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			✓		✓	✓			✓			✓	✓		

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Writing Standards</b>																
<b>Text Types and Purposes: Opinion</b>																
<b>STD W.4.1</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.															
<b>STD W.4.1a</b>	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.															
<b>STD W.4.1b</b>	Provide reasons that are supported by facts and details.															
<b>STD W.4.1c</b>	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).															
<b>STD W.4.1d</b>	Provide a concluding statement or section related to the opinion presented.															
<b>Text Types and Purposes: Informative/Explanatory</b>																
<b>STD W.4.2</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.															
<b>STD W.4.2a</b>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.															
<b>STD W.4.2b</b>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.															
<b>STD W.4.2c</b>	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).															
<b>STD W.4.2d</b>	Use precise language and domain-specific vocabulary to inform about or explain the topic.															
<b>STD W.4.2e</b>	Provide a concluding statement or section related to the information or explanation presented.															

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Text Types and Purposes: Narrative</b>																
<b>STD W.4.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				✓	✓		✓	✓		✓	✓				✓
<b>STD W.4.3a</b>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				✓	✓		✓	✓		✓	✓				✓
<b>STD W.4.3b</b>	Use dialogue and description to develop experiences and events or show the responses of characters to situations.										✓					✓
<b>STD W.4.3c</b>	Use a variety of transitional words and phrases to manage the sequence of events.															
<b>STD W.4.3d</b>	Use concrete words and phrases and sensory details to convey experiences and events precisely.															
<b>STD W.4.3e</b>	Provide a conclusion that follows from the narrated experiences or events.				✓	✓										
<b>Production and Distribution of Writing</b>																
<b>STD W.4.4</b>	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)															✓
<b>STD W.4.5</b>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including Grade 4.)												✓	✓		
<b>STD W.4.6</b>	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.															

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>Research to Build and Present Knowledge</b>																
<b>STD W.4.7</b>	Conduct short research projects that build knowledge through investigation of different aspects of a topic.															
<b>STD W.4.8</b>	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.															
<b>STD W.4.9</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.		✓	✓	✓	✓										
<b>STD W.4.9a</b>	Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		✓	✓	✓	✓										
<b>STD W.4.9b</b>	Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).															
<b>STD W.4.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.															
<b>Speaking and Listening Standards</b>																
<b>Comprehension and Collaboration</b>																
<b>STD SL.4.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others’ ideas and expressing their own clearly.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD SL.4.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.		✓									✓		✓		
<b>STD SL.4.1b</b>	Follow agreed-upon rules for discussions and carry out assigned roles.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD SL.4.1c</b>	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>STD SL.4.1d</b>	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.															
<b>STD SL.4.2</b>	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.															
<b>STD SL.4.3</b>	Identify the reasons and evidence a speaker provides to support particular points.															
<b>Presentation of Knowledge and Ideas</b>																
<b>STD SL.4.4</b>	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.															
<b>STD SL.4.5</b>	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.															
<b>STD SL.4.6</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion); use formal English when appropriate to task and situation. (See Grade 4 Language Standards 1 for specific expectations.)	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Language Standards</b>																
<b>Conventions of Standard English</b>																
<b>STD L.4.1</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.4.1a</b>	Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).															
<b>STD L.4.1b</b>	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.															
<b>STD L.4.1c</b>	Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.															
<b>STD L.4.1d</b>	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i> ).															
<b>STD L.4.1e</b>	Form and use prepositional phrases.															

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>STD L.4.1f</b>	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.				✓		✓		✓				✓			
<b>STD L.4.1g</b>	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i> ).															
<b>STD L.4.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.														✓	
<b>STD L.4.2a</b>	Use correct capitalization.														✓	
<b>STD L.4.2b</b>	Use commas and quotation marks to mark direct speech and quotations from a text.			✓						✓				✓		
<b>STD L.4.2c</b>	Use a comma before a coordinating conjunction in a compound sentence.								✓							
<b>STD L.4.2d</b>	Spell grade-appropriate words correctly, consulting references as needed.						✓			✓		✓		✓	✓	
<b>Knowledge of Language</b>																
<b>STD L.4.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.4.3a</b>	Choose words and phrases to convey ideas precisely.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD L.4.3b</b>	Choose punctuation for effect.															
<b>STD L.4.3c</b>	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Vocabulary Acquisition and Use</b>																
<b>STD L.4.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies.															
<b>STD L.4.4a</b>	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	✓	✓	✓	✓	✓	✓	✓			✓	✓				✓
<b>STD L.4.4b</b>	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).		✓		✓		✓		✓					✓		
<b>STD L.4.4c</b>	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓		

Unit 3: <i>King Arthur and the Round Table</i>		Lessons														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
<b>STD L.4.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.															
<b>STD L.4.5a</b>	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.															
<b>STD L.4.5b</b>	Recognize and explain the meaning of common idioms, adages, and proverbs.		✓		✓	✓		✓	✓		✓	✓				✓
<b>STD L.4.5c</b>	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).									✓	✓		✓	✓		✓
<b>STD L.4.6</b>	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓





# Introduction

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## Unit 3: Novel Study-King Arthur

### INTRODUCTION TO CKLA

#### Welcome

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Dear Grade 4 Teacher,

The Grade 4 CKLA *Novel Study–King Arthur* unit includes 15 lessons, including an optional Mid-Unit Assessment and a Unit Assessment, which provide explicit instruction in reading, writing, morphology, grammar, and spelling. It is designed to follow the completion of the Grade 4 CKLA *Middle Ages* unit, so that students have the necessary background knowledge of this historical period to fully understand the King Arthur story.

**Each entire lesson will require a total of 90 minutes.** During the final lesson, students will complete the King Arthur Unit Assessment. Following the completion of the Unit Assessment, several culminating activities are suggested, from which teachers may choose which activities to complete.

#### Why the King Arthur Unit Is Important<sup>1</sup>

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This literary unit is important because interwoven into this compelling mythical tale is the backdrop of the Middle Ages. The rich historical context provides students with tremendous insight into this period of history. It was a time of warfare, a time when the power of kings was overwhelming, a time when the power of the Church was ever present in daily life, and a time that had a strict feudal social structure in which the masses worked for the overlords, or lords of the manor.

The adventures of King Arthur and the Knights of the Round Table are myths that were first told at the firesides of the Celts. Myths are traditional stories that people have passed on since the time when they did not have writing. Myths are used to teach lessons, explain mysteries, and entertain as well. Often, they tell how the world began, or where animals come from, or they describe a Golden Age when men were better and happier than they are now and how it happened that things turned worse. Often, they tell the adventures of heroes who overcome dangers we fear to face.

The tales of King Arthur were collected and retold by Sir Thomas Malory in 1470 in his famous book *Le Morte d'Arthur*. In his hands, they became a type of story we call a romance. Romances were very popular in the Middle Ages when traveling musicians sang about love and adventure, dragons and wizards, and noble knights and their fair ladies. Romances take magical things seriously and give an air of mysterious significance to nearly everything.

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<sup>1</sup>Excerpted from the Introduction by E.D. Hirsch in the Core Classics version of *King Arthur and the Round Table* by Alice M. Hadfield. Charlottesville, VA: Core Knowledge Foundation, 2004.

As the hero of Malory's story, Arthur tries to rule fairly in peace and prosperity. He enlists the best fighters in Briton to join the fellowship of the Round Table. For the sake of those suffering under injustice, the Knights of the Round Table are prepared to face danger to enforce the law and punish the wicked.

The rules by which the knights live, the code of chivalry, are ideals which call them to be brave, religious, courteous (especially to women as, since they were the property of either their fathers or their husbands, were unable to own anything and had no personal power, and therefore needed protection), honorable, and loyal. Their loyalty is owed to God, to their king, and to the lady they have chosen as their true and only love.

At the high point of the Round Table's brotherhood, when chivalry seems to have brought heavenly ideals into practice, the knights take up the Quest of the Holy Grail. The Grail is a sacred cup that was thought to have been the one used by Jesus at his Last Supper. Miraculous to behold and radiating a halo, the Grail seemed to offer a sight of heaven from this world. Thus, the story of the quest is a spiritual fable of the path to fulfillment.

In the end, however, the Round Table's bonds of brotherhood, eaten away by greed and jealousy, unravel into civil war. Arthur is forced into combat with his own evil son, Sir Mordred, to try to put a stop to the infighting. Badly wounded, Arthur is taken to Avalon, the island in Celtic myth where the dead go. With his death, the Golden Age he made is gone.

Yet for a time, justice and goodness, order and love reigned in Camelot, and they might again, the wise men who tell myths say, when King Arthur comes back from Avalon.<sup>1</sup>

### Core Content Objectives Addressed in CKLA during Previous Grades and Units

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Students who have received Core Knowledge Language Arts (CKLA) instruction in Grades K–3 will already have pertinent knowledge of the important narrative elements of stories, myths, and other literary works.

#### ***Nursery Rhymes and Fables (Kindergarten)***

- Describe the characters and/or events in nursery rhymes and fables
- Identify rhyming words in nursery rhymes
- Identify lines that repeat in nursery rhymes
- Identify dialogue in nursery rhymes and fables
- Explain that fables teach a lesson that is stated as the moral of the story
- Identify the moral of a fable

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<sup>1</sup>Excerpted from the Introduction by E.D. Hirsch in the Core Classics version of *King Arthur and the Round Table* by Alice M. Hadfield. Charlottesville, VA: Core Knowledge Foundation, 2004.

- Explain how animals often act as people in fables (personification)

### ***Stories (Kindergarten)***

- Explain that stories that are made-up and come from a writer’s imagination are called fiction
- Identify the beginning, middle, and end of a given story
- Identify the sequence of events in a given story
- Identify the characters of a given story
- Identify the plot of a given story
- Identify the setting of a given story
- Identify the characteristics of subgenres of fiction, including folktales and trickster tales

### ***Fables and Stories (Grade 1)***

- Identify character, plot, and setting as basic story elements
- Describe the characters, plot, and setting of a specific fable or story
- Identify fables and folktales as types of fiction
- Identify characteristics of fables: short, moral, personification
- Explain in their own words the moral of a specific fable

### ***Different Lands, Similar Stories (Grade 1)***

- Explain that fictional stories come from the author’s imagination
- Identify folktales as a type of fiction
- Explain that stories have a beginning, middle, and end
- Describe the characters, plot, and setting of a given story
- Explain that people from different lands and cultures tell similar stories
- Identify the elements of specific fairy tales
- Identify fairy tales as a type of fiction
- Identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings
- Compare and contrast different adaptations of fairy tales
- Describe the characters, plot, and setting of specific fairy tales
- Identify common characteristics of tall tales such as exaggeration and larger-than-life characters
- Identify the exaggeration in specific tall tales

- Identify tall tales as a type of fiction

### ***Greek Myths (Grade 2)***

- Identify Greek myths as a type of fiction
- Identify the elements of character, setting, plot, and supernatural beings and events in particular Greek myths
- Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

### ***Classic Tales: The Wind in the Willows (Grade 3)***

- Identify fantasy as a type of fiction
- Identify from which character’s perspective the story is being experienced
- Identify common themes throughout *The Wind in the Willows* (e.g., friendship/loyalty, hospitality, responsibility, and irresponsibility) as demonstrated through the characters
- Demonstrate understanding of literary terms, such as author, characters, setting, plot, dialogue,
- *personification, point of view, perspective, biography, autobiography, theme, narrator, and narration*

### ***Brown Girl Dreaming: Memoir (Grade 4)***

- compare and contrast the point of view from which different stories are narrated
- compare and contrast first- and secondhand accounts of the same event or topic
- identify how reasons support specific points in a text
- compare and contrast the treatment of similar themes and topics across different types of Literature
- integrate information from two texts on the same topic
- recognize author’s search for personal identity
- recognize and understand historical context of author’s memoir

In addition, students using the Grade 4 CKLA units in the recommended sequence who have completed the *Middle Ages* unit will have the necessary background knowledge of this historical period, which serves as the setting for the novel they will read in this unit.

### ***Middle Ages (Grade 4)***

- Identify the Middle Ages as the approximately 1,000-year time period in Europe between ancient and modern times
- Describe the Middle Ages as a time that had both negative aspects, such as conflict and hardship, as well as positive aspects, such as creation and innovation
- Explain that feudalism refers to a way of life based on land ownership and land use that

existed during the Middle Ages

- Describe the concept of chivalry and explain its importance to knights
- Explain that towns developed during the Middle Ages as a result of increasing trade among people
- Explain that a middle class, which included merchants and craftsmen, emerged during the Middle Ages
- Explain that, with the growth of towns during the Middle Ages, the importance of feudalism began to decline
- Explain the importance of the Church in the everyday lives of Europeans in the Middle Ages
- Describe the power and wealth of the church during the Middle Ages and its influence over kings and political decisions

## Core Connections

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The Core Connections section of Lesson 1 provides a brief overview of the Middle Ages timeline, which students encountered in Grade 4 CKLA Unit Two, *The Middle Ages*, to provide context for the setting of the novel they are about to read. Students will also review the role of chivalry, the code of values practiced by knights during the Middle Ages, as well as make connections to the personal values they identified during their reading and discussion of the Grade 4 Unit One *Brown Girl Dreaming*.

Finally, by way of introduction, students will listen to a read aloud of the prologue to *King Arthur and the Round Table*, during which they will meet Merlin, a wizard who plays a key role in Arthur's rise to the English throne.

## Reading

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### *King Arthur and the Round Table*

In this unit, students will use a Core Classics version of *King Arthur and the Round Table*, written by Alice M. Hadfield and published by the Core Knowledge Foundation (2004), as their Student Reader. The pages of *King Arthur and the Round Table* are not reproduced in this Teacher Guide, so you will also need your own copy of the Core Classics version of *King Arthur and the Round Table*.

In the interest of time, students will read—or hear read aloud—select chapters from *King Arthur and the Round Table* book during their language arts instruction. While the selections that students read are each relatively short, they include complex ideas and text, which will prepare them for the increased demands and vocabulary that texts in later Grade 4 units and beyond will demand.

- Prologue – *The Coming of Merlin* (pages 1-9)
- Chapter 1 – *The Birth of Arthur* (pages 13-17)
- Chapter 2 – *The Sword and the Stone* (pages 18-25)
- Chapter 3 – *The Sword in the Lake* (pages 26-32)
- Chapter 5 – *The Marriage of Arthur and the Founding of the Round Table* (page 42-51)

- Chapter 6 – *Sir Lancelot* (pages 53-66)
- Chapter 8 – *The End of Merlin* (pages 84–88)
- Chapter 9 – *The Birth of Galahad* (pages 91-100)
- Chapter 11 – *How the Quest Began* (pages 111-115)
- Chapter 12 – *Sir Gawaine on the Quest* (pages 116-123)
- Chapter 17 – *The Queen and the Poisoned Apple* (pages 164–173)
- Chapter 18 – *Sir Meliagraunce* (pages 174–185)
- Chapter 19 – *The Civil War* (pages 186–197)
- Chapter 20 – *The Departure of Sir Lancelot* (page 198–202)
- Chapter 21 – *The Last Battle and Death of Arthur* (page 203 -215)

Prior to beginning instruction of each chapter, you will need to number each line of text in that chapter, page by page, for the entire chapter. Start with “1” for the first line on the page, proceeding accordingly to the last line on the page. **When you begin numbering text lines on a new page, always re-start by numbering the first line of text on that page with the number “1”.** Depending on your school’s policy, you may want to ask students to also number the lines of text in their books. **Please note that this Teacher Guide is based on our most recent edition of the Core Classic, *King Arthur and the Round Table*. If you are using an older edition, you will need to do some advance preparation to find the page, line, and content references in order to direct your students to the correct pages being used in each lesson.**

## Reading Lesson Types

Each lesson uses one or more of the following approaches described below. If, however, you feel your students would benefit from an approach different from the one recommended, you should choose the approach that is better suited to your students’ needs. For example, if your students need additional scaffolding, you may choose to use a read-aloud or whole group approach, but if your students are capable of reading the text independently, have them do so, and follow that independent reading with a group discussion of the text.

Please note that the guided reading supports, included in each lesson, are intended to support you in facilitating discussion. You do not need to read the prompts verbatim to students.

**Whole Group:** For a whole group reading lesson, you will provide reading instruction to the whole class. In general, you will introduce the story, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will guide students’ reading by focusing on small chunks of text. Using guided reading supports, you will briefly engage students in discussion, and reference images, captions, and other text features throughout the lesson.

- **Small Group:** For a small group reading lesson, you will divide the class into two groups. Small Group 1 should include students who need extra scaffolding and support in order to read and comprehend the text. You will provide instruction to this group using the same procedures as a whole group reading lesson. In addition, you will provide support as students complete an activity page, either during reading or afterward. There are many advantages to using this approach with a smaller number of students, including more frequent opportunities for each student to be actively engaged and to respond orally. This



allows you to provide immediate corrective feedback and instruction for individual students.

- Small Group 2 should include students who are capable of reading and comprehending the text without guided support. These students may work as a small group, as partners, or independently to read the story, discuss it with others in Small Group 2, and then complete an activity page. Over the course of the year, students may move from one group to the other, depending on individual students' needs.

After reading, you will call students together as a class to briefly discuss the selection and wrap up the lesson. Because students in Small Group 2 will complete the activity page independently, you should make arrangements to ensure they have completed it correctly. You might choose to collect the pages and correct them individually; provide an answer key for students to check their own or a partner's completed activity page; or confer with students individually or as a group at a later time.

Over the course of the year, students may change groups, depending on individual students' needs.

**Partner:** For a partner reading lesson, you will pair students to read and discuss the selection. You may wish to use any or all of the following pairings at different times: strong readers with readers who need more support; readers of similar skill levels; or English language learners with native speakers. The way you pair students should change throughout the year. You will explain that both students will read the first page of the selection silently, and then one partner will read that page aloud. Next, they will both read the second page silently, and then the other partner will read that page aloud, and so on. Students can ask their partners for help to sound out or define words as necessary. You may wish to adjust this structure as students' needs change. You may wish to provide guiding questions for students to periodically stop and discuss with their partners. Students will complete an activity page with their partners either during or after reading. You will call students back together as a class after reading to discuss the story and the activity page.

**Close Reading:** The CCSS and most state standards emphasize the practice of close reading, including asking text-dependent questions worthy of students' time to answer. We include explicit instructions for utilizing a close reading approach with particular chapters from *King Arthur and the Round Table*.

These lessons are carefully crafted to focus students' reading to derive deeper meaning through close examination of the text. As in other reading lessons, guided reading supports are intended to guide you in facilitating discussion and do not need to be read verbatim to students. If you wish to learn more about close reading or if you would like resources for creating your own close reading lessons, please visit this website:

<http://www.achievethecore.org>.

**Read-Aloud:** In Grade 4, listening comprehension still generally exceeds reading comprehension for many students. As a result, students benefit from hearing text read aloud by a fluent and experienced reader. Struggling readers, in particular, may benefit from hearing text read aloud as they follow along in the Reader. In a typical read-aloud lesson, you will introduce the selection, review what students have already learned (when appropriate), preview vocabulary, and establish a purpose for reading. Then, you will read the selection aloud while students follow along in their book, using guided reading supports to ask

questions, discuss vocabulary, and/or highlight important aspects of the text.

**Note:** There is an exception to the above recommended practice in Lesson 1. In the Core Connections portion of that lesson, as you read aloud portions of the Prologue, “The Coming of Merlin,” we suggest that students, in order to acquire context and background information, simply listen to the read aloud, rather than follow along in their book.

## Writing

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In this unit, inspired by the book they are reading, students will be asked to plan and write an original “Round Table story” about a knight and his adventure(s), incorporating key elements of narrative writing, including dialogue, as well as historical context. Students should use the text to gain further insight into this time period and include examples of knowledge gained in their writing. Prior to planning their own story, students will be guided to examine the actions and dialogue of key characters in the *King Arthur and the Round Table* chapters to gain insight as to how each of these elements furthers character and plot development. Students will also focus on character traits and values as they read King Arthur, and they will incorporate one or more character traits into their stories. In addition, students should include a challenge, or problem, that must be overcome in their plot.

## Grammar

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In this unit, students will review subjects and predicates and identify them as the elements of complete sentences, identify and correct sentence fragments, as well as identify and correct run-on sentences.

## Morphology

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In this unit, students will review and practice the common prefixes *un-*, *non-*, and *en-*. Students will discuss how adding prefixes changes the meaning of root words and may change the part of speech. Students will also review the Greek root *arch* and learn a new root word *graph*. Oral and written activities present opportunities to apply morphology skills.

## Spelling

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During this unit’s spelling lessons, students will practice spelling words related to the content of the Reader and words related to the morphology features taught. Each set of spelling words will consist of between ten and fifteen words. Although the words do not follow specific spelling patterns, you may detect certain gaps or misunderstandings in students’ knowledge of the CKLA code through careful analysis of their spelling errors.

## Speaking and Listening

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As noted in earlier CKLA units, there are a number of ways to promote and facilitate speaking and listening throughout the lessons. One method to engage all students in discussions and equalize accountability and opportunities for speaking and listening is to introduce a discussion question or topic, have students first talk with a partner about the question, then select two or three sticks (preprinted with students’ names) from a jar and have those students share their answers.

It is important that students know what is expected of them during the discussion. Overall, students should



- contribute to discussion
- actively listen
- respond to comments
- stay on topic

Before students can discuss topics, they need to understand what the discussion looks and sounds like. To clarify the structure for students, consider:

- modeling and/or establishing a routine for the form of discussion (e.g., small group, whole group, or partner) or collaborative exercise
- developing protocol regarding speaking rights
- providing opportunities for students to practice

Below are a few examples of how you can begin or enhance your classroom discussion:

- Provide tools (e.g., talking stick/chips) or protocol for speaking rights
- Ask questions that elicit a response (e.g., provide a probing question or thought-provoking statement)
- Respond to students' comments and/or questions by:
  - o probing for additional information
  - o connecting student responses

## Fluency

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Helping students achieve automaticity and fluency to improve reading comprehension is an important goal in CKLA Grade 4. The optional *Fluency Supplement*, consisting of poetry, folklore, fables, and other selections, is provided online at CKLA Ancillary Materials: Fourth Grade (URL: <https://www.coreknowledge.org/free-resource/ckla-ancillary-materials-fourth-grade/>).

These selections provide additional opportunities for students to practice reading with fluency and expression (prosody). You may choose and use the selections at your discretion in any order or frequency. There are sufficient selections so you may, if desired, use one selection per week for fluency practice.

One possible approach is to copy and distribute a selection to students at the beginning of each week. You should model reading the selection aloud with prosody. Students would then take the selection home to practice reading aloud throughout the week with the expectation that they be prepared to read the selection fluently and with prosody by the end of the week.

At the end of the week, you would select a few students to read the selection aloud, either individually or chorally. This process allows you opportunities to hear different students read aloud each week. If you use this approach, you should establish audience guidelines for students. Some ideas for audience guidelines include:

- Listen respectfully to your classmates.
- Listen without talking.
- Give your classmate(s) a round of applause and sincere compliments on their reading (e.g., "I liked it when you...")

In addition to the *Fluency Supplement Packet*, the CKLA program addresses fluency by

providing multiple opportunities for students to reread text both during classroom instruction and for homework. In addition, fluency assessment occurs three times per year (beginning, middle, and end of year.)

## Unit Assessment

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This unit provides an opportunity for both formal and informal assessment across all lessons. In addition, there is an optional Mid-Unit Assessment, and the unit concludes with a multipart Unit Assessment that assesses reading comprehension, grammar, morphology, and fluency (optional).

The grammar and morphology portions of the unit assessment address grammar and morphology skills taught throughout the unit. Specifically, the grammar portion of the unit assessment for King Arthur addresses the identification of subjects and predicates, as well as the identification and correction of sentence fragments and run-on sentences. The morphology portion addresses the root words arch and graph and the prefixes *un-*, *non-*, and *en-*.

## Pausing Point: Culminating Activities

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At the end of the unit, several possible Culminating Activities are suggested. Depending upon the time available, teachers may choose to use one or more of these activities. These activities, designed to deepen/support student understanding of key concepts addressed through the unit, include opportunities to discuss the idealism and values of the knights of the Round Table, comparing these values to their own personal values. Resources are also included with the suggestion that students dramatize and act out scenes from the chapters they have read. Finally, students may be encouraged to share and read aloud their original Round Table stories.

Some of the Culminating Activities include references to third party resources. Teachers are encouraged to preview in advance all third party resources ( i.e. links to websites other than the Core Knowledge Foundation) in order to determine suitability for students.

## Pacing Guide

The following is a pacing guide to teaching the lessons and activities of this unit.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<b>Core Connections</b> 45 min	<b>Reading</b> 45 min. Whole Group: Chapter 3 "The Sword in the Lake"  Word Work: <i>Custom</i>	<b>Reading</b> 45 min. Small Group: Chapter 5 "The Marriage of Arthur and the Founding of the Round Table"  Word Work: <i>Enforced</i>	<b>Reading</b> 45 min. Read-Aloud: Chapter 6 "Sir Lancelot"  Word Work: <i>Shelter</i>	<b>Reading</b> 45 min. Small Group: Chapter 8 "The End of Merlin"  Word Work: <i>Folly</i>
<b>Reading</b> 45 min. Read-Aloud: Chapter 1 "The Birth of Arthur" and Chapter 2 "The Sword in the Stone"  Word Work: <i>Astonished</i>	<b>Writing</b> 15 min. Scan Text for Dialogue and Actions: King Arthur  <b>Grammar</b> 15 min. Review Elements of Complete Sentences: Subjects and Predicates  <b>Morphology</b> 15 min. Review and Practice Prefixes <i>un-</i> and <i>non-</i>	<b>Writing</b> 45 min. Practice Writing Dialogue	<b>Writing</b> 15 min. Scan Text for Dialogue and Actions: Sir Lancelot  <b>Grammar</b> 15 min. Review Sentence Fragments  <b>Morphology</b> 15 min. Review and Practice Prefix <i>en-</i>	<b>Writing</b> 45 min. Writing a narrative paragraph

Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
<b>Reading</b> 45 min. Partner: Chapter 11 "How the Quest Began"  Word Work: <i>Regret</i>	<b>Reading</b> 45 min. Close Reading: Chapter 11 "How the Quest Began"  Word Work: <i>Bounty</i>	<b>Reading</b> 45 min. Read-Aloud: Chapter 12 "Sir Gawaine on the Quest"  Word Work: <i>Crude</i>	<b>Reading</b> 45 min. Partner: Chapter 17 "The Queen and the Poisoned Apple"  Word Work: <i>Promptly</i>	<b>Spelling</b> 15 min. Assessment  <b>Reading</b> 45 min. Read-Aloud: Chapter 18 "Sir Meliagraunce"  Word Work: <i>Embarked</i>
<b>Grammar</b> 15 min. Identify and Correct Sentence Fragments  <b>Morphology</b> 15 min. Review Root Word <i>arch</i>  <b>Spelling</b> 15 min. Introduce Spelling Words	<b>Writing</b> 15 min. Create a Character: Identify Character Traits and Generate Ideas for an Adventure	<b>Writing</b> 45 min. Create a Character: Generate Ideas for an Adventure <b>OPTIONAL</b> Mid-Unit Assessment  <b>Grammar</b> 15 min. Review Run-On Sentences  <b>Morphology</b> 15 min. Introduce Root Word <i>graph</i>	<b>Writing</b> 30 min. Practice Writing Dialogue  <b>Spelling</b> 15 min. Practice Spelling Words	<b>Writing</b> 30 min. Draft a Short Story

Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
<b>Reading</b> 45 min. Whole Group: Chapter 19 "The Civil War"  Word Work: <i>Triumph</i>	<b>Reading</b> 45 min. Whole Group: Chapter 3 "The Sword in the Lake"  Word Work: <i>Custom</i>	<b>Reading</b> 45 min. Small Group: Chapter 5 "The Marriage of Arthur and the Founding of the Round Table"  Word Work: <i>Enforced</i>	<b>Reading</b> 45 min. Read-Aloud: Chapter 6 "Sir Lancelot"  Word Work: <i>Shelter</i>	<b>Reading</b> 45 min. Small Group: Chapter 8 "The End of Merlin"  Word Work: <i>Folly</i>
<b>Writing</b> 30 min. Draft a Short Story	<b>Writing</b> 15 min. Share and Evaluate a Short Story	<b>Writing</b> 45 min.  Revise and Edit a Short Story	<b>Writing</b> 30 min. Share a Short Story	<b>Unit Assessment</b> 75 min.  Unit Assessment Fluency Assessment  End-of-Unit-Assessment (optional)
<b>Spelling</b> 15 min. Introduce Spelling Words	<b>Grammar</b> 15 min. Identify and Correct Run-On Sentences		<b>Spelling</b> 15 min. Practice Spelling Words	
	<b>Morphology</b> 15 min. Review Root Word <b>graph</b>			

Pausing Point Day 1	Pausing Point Day 2	Pausing Point Day 3	Pausing Point Day 4
Culminating Activity 90 min. Good versus Bad Identity and Values	Culminating Activity 90 min. Reader's Theater/Dramatize Scenes of King Arthur	Culminating Activity 90 min. Watch and Discuss "The Excalibur Kid"	Culminating Activity 90 min. Share More Original Round Table Stories

# Lesson 1

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Core Connections	Review Prior Knowledge and Introduce <i>King Arthur and the Round Table</i>	Timeline from CKLA Unit 2 <i>The Middle Ages: Knights, Castles, and Chivalry</i>	45 min
		Student Reader from CKLA Unit 2, <i>The Middle Ages: Knights, Castles, and Chivalry</i>	
		“Who Am I?” booklets from CKLA Unit 1, <i>Brown Girl Dreaming</i>	
		Map of the United Kingdom <i>King Arthur and the Round Table</i> , Prologue “The Coming of Merlin”	
Reading	Read-Aloud: Chapter 1 “The Birth of Arthur” and Chapter 2 “The Sword in the Stone”	<i>King Arthur and the Round Table</i> Activity Pages 1.1 Student Resource 1.1	40 min
	Word Work: <i>Astonished</i>		5 min

## Lesson Focus

*By the end of this lesson, students will be able to:*

### Core Connections:

Describe the values exhibited by knights in the Middle Ages, and explain the connection between Merlin and Arthur.

### Reading:

Describe the characters, Merlin and Arthur, and explain how Arthur became King of Britain. (RL.4.1; RL.4.3; RL.4.4; RL.4.10)

### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

### Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words. (L.4.4a; L.4.6)

## ADVANCE PREPARATION

### Core Connections

- Display the timeline you prepared for Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*.
- Have available the student reader from Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*.
- Display a map of the United Kingdom.
- Use a highlighter to mark the specific text of the Prologue in your own copy of *King Arthur and the Round Table* that you will read aloud to students in Core Connections; see below. Practice reading this text aloud prior to class so that you can read aloud without hesitation.

### Reading

- Throughout this unit, students will be introduced to a number of characters. To help students remember these characters and their roles in the story, take time to consider creating a visual aid. This could be as simple as writing the name of each primary character as they are introduced in the book on an index card along with a sentence, or phrase, that describes his/her role in the story. Keep this visual aid in a prominent place in the classroom so students can reference it as they read the Book.
- Write the Purpose for Reading on the board/chart paper:

*Read “The Birth of Arthur” and “The Sword in the Stone” in order to describe the characters, Merlin and Arthur, and explain how Arthur became King of Britain.*

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet* to distribute and review with all students for additional fluency practice this week. If you choose to use this fluency practice, you will assess students in Lesson 5. (See the Introduction of this Teacher Guide for more information.)

## CORE CONNECTIONS

45 minutes

### Review Prior Knowledge

15 minutes

- Direct students’ attention to the displayed timeline from Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*. Remind them that the time period discussed during that unit is referred to as the Middle Ages.

**SUPPORT:** You may have students spend several minutes scanning the text and images in the student reader for Unit 2 to refresh their memories about these topics.

- Ask students what the term “middle ages” refers to.
  - It refers to the time period between (or in the middle of) ancient times and modern times. Generally, historians use this term to refer to the years from approximately 450 and 1400 C.E.
- Explain that the story they will read in this unit is set during the years of the early Middle Ages.

- Ask students to define the terms *knight and chivalry*.
  - A knight was a well-trained soldier during the Middle Ages who fought on horseback and was one of the most esteemed soldiers during this time period.
  - Chivalry was the way knights were expected to act. They were expected to serve their lord; honor and protect the Church and weaker members of society; and to treat those captured in battle as honored guests until a ransom was received.

**NOTE TO TEACHER:** It is important to remember that the economic system of the time was the feudal system. It was a much different time, however, some students may be disturbed by the inequality inherent in the system. You may need to address that although the ideas and values of the knights are thought to be noble, sometimes their actions would not be considered right or just to us today.

**SUPPORT:** Students may reread pages 19-21 of the student reader in Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*, if they have difficulty remembering this information.

- Have students refer to the “Who Am I?” booklets they created in Unit 1, *Brown Girl Dreaming*.
- Remind students that in these booklets, they recorded their likes, dislikes, and values. Ask “What does the word values mean?”
  - Values are the things that are important to someone.
- Ask students to describe some of their values and the values of their classmates they interviewed during the lesson in Unit 1.
  - Answers may vary.

**TURN AND TALK:** Ask students to discuss with a partner what values they think knights held in the Middle Ages. Remind them to consider what they learned about knights in *The Middle Ages: Knights, Castles, and Chivalry* to guide their discussions.

- Answers may vary, but may include honesty, compassion, kindness, and bravery.

## WRAP-UP

Have several students share the similarities and differences between their values as noted in the “Who Am I?” booklets and the values held by knights in the Middle Ages. Explain that in *King Arthur*, you will be analyzing the values shared by the knights in the story.

## Introduce *King Arthur and the Round Table*

30 minutes

- Tell students the unit they will begin today is a literary unit. Ask whether they recall what the word *literary* means.
  - Relating to works of literature such as novels, poems, and plays
- Ask how literature, e.g., fictional works such as novels, poems, and plays, differs from other texts they have read.
  - The purpose of literature is to entertain the reader. The purpose of informational texts, such as many newspaper and magazine articles, as well as history and science textbooks, is to inform the reader about a particular topic.

- Show the cover of the Core Classics version of *King Arthur and the Round Table* to students and tell them that, in this unit, they will be reading a novel called *King Arthur and the Round Table*.

**Note:** Do not distribute individual copies of the book to students until after you have read the Prologue aloud.

- Point out that this type of literature is called historical fiction, explaining the difference of this type of book as compared to the nonfiction book that they read in Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*. Explain also, that even though this novel is historical fiction, readers will still get a sense of the time period and gain an understanding of how people lived at this time.
- Explain that the setting of this piece of literature is in Britain during the early part of the Middle Ages. Display a map of the United Kingdom, or direct students' attention to Britain on the map on page 3 of *The Middle Ages: Knights, Castles, and Chivalry*. Explain that this part of Europe is the setting for the fictional story *King Arthur and the Round Table*.
- Read aloud to students the parts of the Prologue noted below. Read only the lines of text below that you have highlighted before class. You should omit the text not referenced below, as students may find that information somewhat difficult to comprehend and it is not essential to understanding the connection between Merlin and Arthur. After you read the designated lines, use the questions provided to ensure students comprehend the information in the Prologue.

## Page 1

**Lines 1-5: Literal**—What is Merlin's role in the story?

- o He is a wizard, and the only one who knows Arthur was a prince.

**SUPPORT:** Explain that a synonym for wizard is a magician.

**Lines 6-9: Literal**—Do we know very much about Merlin's boyhood?

- o No, the text says his "boyhood is hidden."

**Literal**—Who was Arthur's father?

- o Uther

**Literal**—Who was Vortiger?

- o He was an English king who reigned before both Arthur and Uther.

## Page 4

**Lines 3-17: Literal**—Who did Vortiger become friends with?

- o He became friends with the Saxons, particularly a Saxon named Heingist.

**Inferential**—Based on the way it is used in this paragraph, what does the word treachery mean?

- o an act of betrayal



**Literal**—What happened to Vortiger during the feast at Stonehenge?

- o He was taken prisoner by the Saxons and had to give away all his land to the Saxons, whom he now realized were his enemies, to save his life.

**Lines 18-24: Literal**—What happened in this part of the text?

- o Vortiger escaped from the enemy and fled to Wales where he hid in a cave. The British began to gather around him.

**Inferential**—Why did Vortiger sleep during the day and run during the night?

- o He would be less likely to be seen by the Saxons at night.

## Page 5

**Lines 4-20: Literal**—Once Vortiger escaped, what did he and his followers need to build?

- o Vortiger and his followers needed to build a fortress/castle for protection.

**Literal**—What happened to the wall they built around the moat?

- o Every night, it fell down.

**Literal**—The wizard Joram had a suggestion for keeping the wall from falling. What was his suggestion?

- o He said that if a boy who had no father could be brought to them, and have his heart's blood mixed with the lime of the wall, it would stand forever.

**Page 5, Lines 15-24, and Page 6, Lines 1-18: Literal**—Who was the boy who was “nobody's son”?

- o Merlin

## Page 7

**Lines 10-13: Inferential**—Why would “Joram's strange saying” result in Merlin's death?

- o Merlin would have to die for his heart's blood to be mixed with the lime of the wall.

**Lines 14-24: Literal**—What was the deal Merlin made with the King?

- o If he is able to tell the truth about the wall, and can make the wall stand, the wizards who told the King the lie would be killed.

## Page 8

**Lines 1-23: Literal**—What was at the bottom of the wall? Why did it fall every night?

- o There was a stone, and underneath that there was water. Below the water lived two dragons who fought each other. This was causing the wall to fall each night. When the dragons were uncovered, they retreated into their holes and were never seen again.

**Inferential**—What does Merlin mean when he says “King, keep your promise!”?

- o Merlin is reminding the King that, if he is correct, he will be given the heads of the wizards.

**Inferential**—Why might Merlin want the other wizards killed?

- o Accept reasonable answers. Merlin may believe that they are not real wizards because they did not know why the wall is falling down. If the other wizards are killed, Merlin could become the King’s main adviser.

## Page 9

**Lines 1-20: Literal**—Who defeated Vortiger and became king?

- o Uther defeated Vortiger and became the next king.

**Literal**—What was Merlin’s prophecy or forecast? What did he predict would happen?

- o Arthur, son of Uther, will destroy all traitors and be the bravest and most noble man alive.

## WRAP-UP

**Inferential**—What is the connection between Merlin and Arthur?

- o Merlin was a wizard who prophesized that Arthur would become King of Britain and that Arthur would be the bravest and most noble man.

## READING

45 MINUTES

**Read-Aloud: Chapter 1 “The Birth of Arthur” and Chapter 2 “The Sword in the Stone”**

### Introduce the Book

10 minutes

- Distribute a copy of the book, *King Arthur and the Round Table*, to each student.
- Read the title of the book and remind students that this book is a literary book. A literary book contains works of literature, which could be stories, poems, or plays.
- Have students turn to the table of contents and take a few minutes to look through the book. Ask them to describe what they notice about the book’s organization.
  - o Students may note that the book is divided into four parts, three of which focus on the Round Table and one of which focuses on a quest.
- Tell students that the story of King Arthur and his knights of the Round Table has been told for many, many years. These stories were most likely written by Sir Thomas Malory in 1470, based on characters from folk tales and mythology.
- Draw a rectangular “table” on the board/chart paper. As you point to one of the short ends of that “table,” ask students who usually sits at the head of a rectangular table.
  - o the host, or the most important person at the table
- Draw a circular “table” on the board/chart paper. Explain that King Arthur’s knights sat at a round table.

**TURN AND TALK:** Ask students to pair up and discuss why King Arthur might have chosen to have a round table rather than a rectangular table? What value might have led King Arthur to his choice of a round table.

- o With a round table, no one person is “at the head of the table.” All who sit around a round table have equal importance. Arthur probably valued fairness and equality.
- Ask whether any of them included similar values in their “Who Am I?” booklets.
  - o Answers may vary, but may include the values of fairness or equality.

## Introduce the Chapter

5 minutes

- Ask students to turn to page 13, Chapter 1 “The Birth of Arthur.” Explain that before reading Chapters 1 and 2, they will preview the core vocabulary words.

Vocabulary and pages found in text:

1. **heir, n.** someone who has a legal right to claim another person’s title or property after the death of the person **(13)**
  2. **subject, n.** a person who is controlled by the ruler or government **(subjects) (13)**
  3. **court, n.** the place where a monarch, such as a king or queen, lives and performs his or her official duties **(13)**
  4. **baptize, v.** to perform a religious ceremony in a Christian church, using water as a sign of the person officially becoming a member of the church **(baptized) (16)**
  5. **misery, n.** a state of extreme sadness or pain **(18)**
  6. **summon, v.** to call someone for a specific purpose **(summoned) (19)**
  7. **foretell, v.** to predict a future event **(foretold) (19)**
  8. **astonished, adj.** filled with surprise or amazement **(21)**
  9. **steward, n.** someone who manages or cares for the property belonging to someone else **(23)**
- Distribute Activity Page 1.1, Vocabulary for Chapter 1 “The Birth of Arthur” and Chapter 2 “The Sword in the Stone” and Student Resource 1.1, Glossary for *King Arthur and the Round Table* found at the end of the Activity Book. Begin by telling students the first vocabulary word they will encounter in this chapter is *heir*.
  - Have them find the word on page 13 of the Book.
  - Explain that a glossary that contains definitions of all the vocabulary words in *King Arthur* and that is arranged alphabetically, may be found on Student Resource 1.1. Have students refer to the glossary, Student Resource 1.1, locate *heir*, and then have a student read the definition.
  - Explain the following:
    - The part of speech follows each word in an abbreviated format as follows: noun–**n.**; verb–**v.**; adjective–**adj.**; adverb–**adv.**

- Have students reference Activity Page 1.1 while you read each word and explain its meaning, noting that:
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - Words are listed in the order in which they appear in the chapter.

**Note:** Rather than introducing all nine vocabulary words at the same time, you may want to cluster the introduction of specific vocabulary words, prior to reading particular pages. For example:

- Prior to reading page 13, introduce vocabulary words 1-4.
- Prior to reading pages 18- 23, introduce vocabulary words 5-9.

## Read Chapter 1 “The Birth of Arthur” and Chapter 2 “The Sword in the Stone”

**20 minutes**

- Read the purpose for reading from the board/chart paper:

*Read “The Birth of Arthur” and “The Sword in the Stone” in order to describe the characters, Merlin and Arthur, and explain how Arthur became King of Britain.*

Read the entire chapters aloud as students follow along in their books; do not omit sections of text as you did in reading the Prologue. As you read the chapters, occasionally pause to ask students questions in order to check for understanding and draw their attention to key concepts or vocabulary. The guided reading supports listed below may be used for this purpose.

Each guided reading support is preceded by the number of the line of text it references. Whenever a question is asked, encourage students to refer back to the text in order to find evidence to support their answer.

## Read Chapter 1 “The Birth of Arthur”

### Page 13

**Title: *Inferential***— [Have a student read the title of this chapter and remind them that they heard Arthur’s name in the Core Connections lesson.] What do you remember about Arthur?

- o Arthur was the son of King Uther and the one predicted by Merlin to become the King of Britain. According to Merlin, Arthur would be the bravest and most noble of men.

**Lines 1-5: *Literal***— What do we know about Arthur’s birth?

- o We do not know very much about either Arthur’s birth or his death.

**Lines 6-8: *Literal***— Which one of King Uther’s subjects, or people he controlled, fought against Uther?

- o The Duke of Cornwall

**Lines 10-13: *Literal***—How did King Uther feel about the Duke’s wife, Igraine?

- o King Uther fell in love with Igraine.

### Page 14

**Lines 2-3: *Inferential***—Why did King Uther start a war again with the Duke of Cornwall?

- o The Duke and his wife left his castle. This upset the king because he was in love with the Duke’s wife.

### Pages 15

**Lines 2-7: *Literal***—Why did King Uther become ill?

- o King Uther became ill because he loved Igraine and was angry he could not defeat the Duke of Cornwall.

**SUPPORT:** Ask students if they have ever heard the term lovesick. Explain that lovesickness is a term that has been around since the Middle Ages. When a person is lovesick, they are so in love with someone that they feel sick when the person is not with them.

**SUPPORT:** Have students note that some words and phrases in the book are in bold letters. Such words and phrases are defined or explained in the “circles” on the same page. Refer students to the words postern and laid siege on page 15, and have one student read those definitions aloud.

**Lines 11-20: *Literal***—What did Merlin demand in exchange for helping King Uther become well and marrying Igraine? Did King Uther agree to these demands?

- o Merlin wanted King Uther to give him a child that the king would have with Igraine after they were married and allow Merlin to raise that child. King Uther agreed to these demands.

### Page 16

**Lines 1-8: *Inferential***—Why was King Uther able to marry Igraine?

- o Because the Duke was killed in battle.

**Lines 10-11: *Inferential***—Why was King Uther heavy-hearted?

- o King Uther was sad to give up his son.

**Lines 19-23: *Literal***—Why did Merlin choose Sir Ector to raise Arthur?

- o Merlin wanted Sir Ector to raise Arthur because he was a very true and faithful man.

**Lines 20-23 *Literal***—Who knew where Arthur was living?

- o Only Merlin knew that Arthur, the son of King Uther, was living with Sir Ector.

### Pages 17

**Lines 1-4: *Inferential***—How old was Arthur when King Uther became ill and died?

- o Arthur was at least two years old.

**Lines 5-8: *Evaluative***—How do you think the lords may have felt when they heard King Uther, right before he died, give his blessing to his son, Arthur, to become king?

- o Answers may vary, but may include that they felt confused because they did not know who Arthur was or where he was because he had not been with Uther and Igraine since his birth. They may have worried about proving the true identity of Arthur when he came to claim the crown.

## Read Chapter 2— “The Sword in the Stone”

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### Page 18

**Line 2: *Inferential***—What does the term “true king” mean?

- o A true king would be one that is the direct descendant of the king.

**Lines 1-16: *Literal***—How did the lords in Britain act after the death of Uther?

- o The lords fought with one another and tried to become king. They also robbed farmers and others in the kingdom because there was no one to protect them.

### Page 19

**Lines 3-11: *Inferential***—How was the identity of the true king of Britain going to be determined?

- o The person who was able to take the sword out of the stone anvil would be the true king.

**Lines 12-16: *Literal***—Were any of the lords able to take the sword out of the stone?

- o None of the lords were able to take out the sword.

### Page 20

**Lines 1-16: *Literal***—How did Arthur come to take the sword out of the stone?

- o Arthur was trying to retrieve a sword for Sir Kay, but the house in which Sir Kay’s sword was located was locked. Arthur, seeing the sword in the stone, took it out to give it to Sir Kay.

**Lines 1-16: *Inferential***—What was the significance of (or the meaning of) Arthur’s ability to pull the sword out of the stone when no one else was able to?

- o It meant Arthur was the son of King Uther and the true King of Britain.

**Lines 17-23: *Inferential***—What did Sir Kay say about the sword to his father and what did he imply?

- o Sir Kay told his father that because he had the sword that had been in the stone, it meant that he must be King of Britain. He implied that he had taken the sword from the stone.

**Lines 17-23: *Evaluative***—What do you think this tells you about Sir Kay’s values?

- o This reveals that Sir Kay was willing to be dishonest. Dishonesty is not a good trait in a person.

## Page 21

**Lines 10-15: *Literal***—What was the one thing Sir Ector asked of Arthur?

- o Sir Ector asked that Arthur make Sir Kay steward, or caretaker, of Arthur's lands

**Line 17: *Inferential***—Who is speaking in line 17 and how do you know?

- o The words said Arthur show that it is Arthur speaking.

**Line 17: *Inferential***—What does Arthur say in line 17? How do you know this is what he said?

- o Arthur says the words I? How can that be? The words Arthur says are in quotation marks.

**Line 17: *Inferential***—Based on the way it is used in this paragraph, what does the word astonished mean? Do you think Arthur had any idea that he was Uther's son and the true King of Britain?

- o It means very surprised. Arthur did not suspect he was King Uther's son or King of Britain.

## Page 23

**Lines 10-15: *Literal***—What was the one thing Sir Ector asked of Arthur?

- o Sir Ector asked that Arthur make Sir Kay steward, or caretaker, of Arthur's lands.

## Page 24

**Line 6: *Inferential***—What does it mean to swear an oath?

- o To swear an oath means to make a solemn, or serious, promise.

**Lines 6-8: *Literal***—What was the oath, or promise, Arthur made when he became king?

- o Arthur promised to give justice to everyone, whether they were wealthy or poor, powerful or weak.

**SUPPORT:** Remind students that they discussed the concept of justice in reading *Brown Girl Dreaming*. Remind them that justice means fairness.

**Lines 12-21: *Inferential***—Why were some of the powerful lords not happy that Arthur was king?

- o Answers may vary, but may include that he was young (only 15 years old), he was not raised as heir to the throne, and they were jealous that someone so young and unknown would become so powerful.

**SUPPORT:** Explain to students that, while Arthur became king only a few days after New Year's Day (the Epiphany), he was not acknowledged by some as true king until the feast of Pentecost, at the beginning of the summer. Both the Epiphany and Pentecost are feasts in the Catholic Church, and in the Middle Ages these feasts were very important and served as a way to measure time.



## Pages 24-25

**Page 24, Lines 21-24, Page 25, Lines 1-5: *Literal***—Did Arthur think it would be easy to rule as king? Why or why not?

- o Arthur thought it would be difficult to rule as king because there were many challenges to his authority. Foreign invaders, other powerful British lords, and even men who might be part of his group of advisors all might challenge his right to rule.

## Pages 25

**Line 4: *Inferential***—What is meant by the phrase “ruling the kingdom rightly”?

- o Answers may vary, but may include ruling the kingdom the way he wanted to (with fairness and justice), or being recognized as the rightful, or legitimate, ruler of Britain.

**Line 4: *Evaluative***—Do you think Arthur will be a good king? Why or why not?

- o Answers may vary, but may include that he will be a good king because he takes his oath seriously and knows that it will be a challenge. He might not be a good king because he is so young and is not even a knight.

## Discuss the Chapter and Wrap Up the Lesson

5 minutes

Use the following questions to discuss the chapters. For each question, ask students to cite the specific passage in the text that provides the information needed to answer the question. It is highly recommended that students answer at least one question in writing and that several students share their writing as time allows. See introduction for strategies relating to supporting and expanding student responses.

**1. *Literal***—Who was Merlin?

- o He was a wizard who made an agreement with Uther to take Uther’s son and raise him to become King of Britain after Uther’s death.

**2. *Literal***—Who was Arthur?

- o He was the son of Uther and the future King of Britain. Merlin took him from his parents when he was a baby.

**3. *Literal***—How did Arthur become the King of Britain?

- o Arthur was able to pull the sword from the stone.

**4. *Inferential***—**TURN AND TALK:** Based on these two chapters, discuss what type of person Arthur was, and what some of his values were. Be sure to support your answers with information in the text.

- o Answers may vary but should be supported by the text.

Have the students identify and say something about each of the following characters while you write what they say on the board or on an index card that they can refer back to throughout the lessons:

- Merlin— Wizard who made an agreement with Uther to take Uther’s son and raise him to become King of Britain after Uther’s death.



- Arthur— He was the son of Uther and the future King of Britain. Merlin took him from his parents when he was a baby.
- Sir Ector— A very true and faithful man who raised Arthur.
- Sir Kay— Sir Ector’s son and Arthur’s Foster brother who tried to convince Sir Ector that he was the rightful king.
- King Uther— Arthur’s real father who died when Arthur was a baby.

### Word Work: *Astonished*

5 minutes

1. In Chapter 2, you read, “I?” said Arthur, astonished. “How can that be?”
2. Say the word *astonished* with me.
3. *Astonished* means very surprised. The word *astonish* is a verb that means to surprise someone, but the word *astonished* is an adjective that describes someone who is very surprised.
4. Miranda’s mother was astonished when Miranda cleaned the very messy room in only 15 minutes.
5. What is a time that you have been astonished? Be sure to use the word *astonished* in your response. [Ask two or three students to use the target words in a sentence. If necessary, guide and/or rephrase students’ response to make complete sentences: “I was *astonished* when\_\_\_\_\_.”]
6. Choose a few students to playact feeling astonished about something.
7. What is the word we’ve been talking about? What part of speech is the word *astonished*?
  - o adjective

**SUPPORT:** Remind students that adjectives are words used to describe a noun. In this case, the word *astonished* is often used to describe a person.

1. [Use a *Making Choices* activity for follow-up.] I am going to read some statements. For each statement, state whether or not you would be astonished by the event. [Answers may vary for all.]
  - You get a perfect score on a math test.
    - o *I would/ would not be astonished by that.*
  - Your younger sibling gives you his/her favorite book to read.
    - o *I would/ would not be astonished by that.*
  - You score the winning goal in a soccer game.
    - o *I would/ would not be astonished by that.*

### Take Home Material

- Have students take home a text selection from the Fluency Supplement if you are choosing to provide additional fluency practice.

# Lesson 2

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Whole Group: Chapter 3 “The Sword in the Lake”	Timeline from Unit 2; Map of the United Kingdom; <i>King Arthur and the Round Table</i> ;	40 min
	Word Work: <i>Custom</i>	Activity Page 2.1 Student Resource 1.1	5 min
<b>Writing</b>	Scan Text for Dialogue and Actions: King Arthur	<i>King Arthur and the Round Table</i> , “The Sword in the Stone” and “The Sword in the Lake” Activity Page 2.2	15 min
<b>Grammar</b>	Review Elements of Complete Sentences: Subjects and Predicates		15 min
<b>Morphology</b>	Review and Practice Prefixes <i>un-</i> and <i>non-</i>	Activity Page 2.3	15 min
<b>Take-Home Material</b>	Writing, Morphology	Activity Pages 2.2 and 2.3	*

### Lesson Focus

By the end of this lesson, students will be able to:

#### Reading:

Describe Arthur’s character using evidence from the text (i.e., what he says and does).  
(RL.4.2; RL.4.3; RL.4.10)

#### Speaking and Listening:

Ask and answer questions about the text.  
(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.  
(L.4.4c)

Determine the meaning of idioms as well as domain-specific and academic vocabulary words.  
(L.4.4a; L.4.5b; L.4.6)

Use words with the prefixes *un-* and *non-* correctly in sentences.  
(L.4.4b)

## ADVANCE PREPARATION

### Reading

- Display the timeline from Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*, and display a map of the United Kingdom.
- Display the visual aid of the characters.
- Write the Purpose for Reading on the board/chart paper:

*Read “The Sword in the Lake” in order to identify things that Arthur says and does that reveal his character.*

### Grammar

- Write the following sentences/phrases on the board/chart paper:
  - *Jose and his friends played basketball every day after school*
  - *the large blue backpack*
  - *ran down the court, jumped high in the air, and dunked the basketball*
  - *the book *Brown Girl Dreaming* is one of my favorite books*
  - *is the author of many books*

**NOTE:** Write the sentences/phrases exactly as they appear here, without initial capital letters or end punctuation.

### Morphology

- Display the Prefixes Poster created during Unit 2, *The Middle Ages: Knights, Castles, and Chivalry* focusing on the prefixes un- and non-.

#### Prefixes

A prefix is a syllable or syllables placed at the beginning of a root word to change the word’s meaning

## READING

45 MINUTES

### Whole Group: Chapter 3 “The Sword in the Lake”

#### Review

5 minutes

- Have students refer to the displayed timeline, the map of the United Kingdom, and the Reader from Unit 2, *The Middle Ages: Knights, Castles, and Chivalry*, and the visual aid of the characters, if necessary, to answer the following questions:
  1. What is the setting for *King Arthur and the Round Table*?
    - o It is set in the early Middle Ages in Britain.

**SUPPORT:** Remind students that the setting of a story includes both the place and the time period in which it takes place.

2. Who was Merlin?
  - o Merlin was a wizard who helped Uther in exchange for Uther's promise to turn over his son to let Merlin raise him.
3. Who was Arthur?
  - o Arthur was the son of Uther and the man who would become the King of Britain.
4. How was Arthur's true identity as the future king revealed?
  - o Arthur was the only one who was able to pull the sword from the stone anvil, proving that he was the rightful King of Britain.
5. Summarize the key events that occurred in the previous chapters.
  - o Answers may vary, but may include that Arthur was born; Merlin took Arthur away from the king; the king died; there was a search for the true king of Britain; it was said that only the true king would be able to pull a sword from the stone; Arthur was determined to be the true king of Britain when only he could pull the sword from the stone.

## Introduce the Chapter

5 minutes

- Have students locate Chapter 3 "The Sword in the Lake" on page 26.
- Preview the core vocabulary words before reading the chapter.
- Have students reference Activity Page 2.1 while you read each word and its meaning noting that:
  - Words are in the order in which they appear in the chapter.
  - The part of speech follows each word in an abbreviated format as follows: noun-***n.***; verb-***v.***; adjective-***adj.***; adverb-***adv.***
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
    1. **coronation, *n.*** a ceremony in which a king or queen is crowned **(26)**
    2. **custom, *n.*** the usual way someone acts; something that is done on a regular basis by a person or group of people **(27)**
    3. **alter, *v.*** to change **(27)**
    4. **yield, *v.*** to give up **(27)**
    5. **prophecy, *n.*** prediction **(29)**
    6. **fair, *adj.*** attractive; pleasing to the senses **(30)**

- Tell students the first vocabulary word they will encounter in this chapter is *coronation*. Have them find the word on page 26 of the book.
- Remind students that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer to Student Resource 1.1 at the end of the Activity Book, locate *coronation*, then have a student read the definition.
- Have students reference Activity Page 2.1 while you read each word and explain its meaning, noting that:
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
  - Words are listed in the order in which they appear in the chapter.
- Read the purpose for reading from the board/chart paper:

*Read “The Sword in the Lake” in order to identify things that Arthur says and does that reveal his character.*

### Read Chapter 3 “The Sword in the Lake”

20 minutes

[Have a student read the title of the chapter aloud.]

[Have students read page 26 silently.]

After students read the page, before proceeding to the Discussion Questions below, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

#### Page 26

**Line 8: *Inferential***—What does the phrase *bearing down* mean in this line?

- o It means King Arthur was fast approaching them.

**Lines 9-11: *Inferential***—What does Arthur mean when he says “in spite of all your crafts”?

- o He is referring to Merlin’s magical powers.

**Lines 9-11: *Evaluative***—When Merlin says he could have saved himself if he wanted to, and that Arthur is closer to death than he is, do you think this is one of Merlin’s prophecies? Why or why not?

- o Answers may vary.

[Have students read from page 27 to the end of page 29 silently. Remind them to look at the image on page 28.]

#### Page 27

**Lines 1-3: *Inferential***—The knight in black said that anyone who does not like his custom, or habit, of fighting can “alter” that custom. Compare this word with the word altar on page 26. They are pronounced the same but mean different things. What are the meanings of the words.

- o An altar is a noun that means a table or flat service used during a religious ceremony. To alter is a verb, meaning to change.

**Line 13: *Inferential***—What does the knight in black want Arthur to do?

- o The knight in black wants Arthur to yield, or surrender and give up.

**Lines 14-24: *Literal***—What happened to Arthur in the fight?

- o Arthur was almost killed by the knight, but Merlin put the knight under a spell, and they were able to escape.

**Lines 22-24: *Inferential***—How did Arthur react to the way the fight ended?

- o Arthur was upset with Merlin for using a magical spell to save him, when the other knight had fought fairly and bravely.

**Lines 22-24: *Evaluative***—What does Arthur’s reaction to the ending of the fight tell us about his character?

- o Answers may vary. Arthur seems fair and honorable.

## Page 28

***Inferential***—What is happening in this drawing?

- o Arthur is fighting with the knight in black. Merlin is watching them battle.

## Page 29

**Lines 1-11: *Literal***—prophecy does Merlin reveal here?

- o Merlin says that the knight that Arthur fought was named Pellinore, and Pellinore will later serve Arthur well. He will also tell Arthur the name of his nephew who will bring about the destruction of his kingdom.

**Lines 12-20: *Literal***—What does Merlin say they will find in the lake?

- o Merlin says they will find a new sword for Arthur, and that the sword will be held by a woman called the “Lady of the Lake.”

[Have students read page 30 silently.]

**SUPPORT:** Explain that the word fair in line one on page 30 does not mean treating everyone the same. It means beautiful or pleasing to the senses.

## Page 30

**Lines 11-13: *Inferential***—Why did Arthur believe he could trust the Lady of the Lake?

- o He knew Merlin would warn him if the Lady was an enemy.

**Line 16: *Literal***—Does the Lady of the Lake ask for her gift from Arthur now?

- o No, she said she will ask for the gift in the future (“when I see my time.”)

[Have students look at the image in page 31.]

***Inferential***—What is happening in this drawing?

- o Arthur is rowing out to the arm to get the sword.

[Have students read page 32 silently.]

**Lines 1-5: *Literal***—What was carved on the sword Arthur retrieved from the lake?

- o It had its name, Excalibur, carved on it, as well as the words “Take me” on one side, and “Cast me away” on the other.

**Lines 1-5: *Evaluative***—What do you think is meant by the two messages on the sword?

- o Answers may vary.

## Discuss the Chapter and Wrap Up the Lesson

10 minutes

***Evaluative* TURN AND TALK:** How would you describe Arthur’s character? What are some of the things he values, or feels strongly about? Be sure to support your answers with evidence from the text. [Encourage students to use the information about Arthur in Chapter 2 as well as Chapter 3 to support their answers.]

- Answers may vary, but may include that Arthur is brave, dependable, trusting, concerned about fairness, and humble.

**SUPPORT:** As students discuss these questions with a partner, circulate around the room, providing support as needed. In addition, you may create an anecdotal record of student discussions with their partners.

**NOTE:** In the writing portion of this lesson, students will be collecting evidence from the text about the things Arthur says and does, so they do not need to do an extensive analysis of the text at this point.

## Wrap-Up

- Have several students share their discussions with the whole group.
- Review with students the characters that were introduced in Lesson 1:
  - o Merlin— Wizard who made an agreement with Uther to take Uther’s son and raise him to become King of Britain after Uther’s death.
  - o Arthur— He was the son of Uther and the future King of Britain. Merlin took him from his parents when he was a baby.
  - o Sir Ector—A very true and faithful man who raised Arthur.
  - o Sir Kay—Sir Ector’s son and Arthur’s Foster brother who tried to convince Sir Ector that he was the rightful king
  - o King Uther—Arthur’s real father who died when Arthur was a baby.
- Have the students identify and say something about the following character while you write what they say on the board or on an index card that they can refer back to throughout the lessons:
  - o Pellinore—He was the knight who fought and almost killed Arthur (until Merlin put him into a trance). There is no mightier knight than Pellinore and he will do good service to Arthur.

1. In the chapter you read, “He refused to let them pass without fighting him and said it was his custom.”
2. Say the word *custom* with me.
3. A *custom* is a tradition or something that is done on a regular basis by a person or group.
4. Some families have customs they use when celebrating birthdays.
5. What is a custom you or your family have? Try to use the word *custom* in your response. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “One custom that I (or my family) have is \_\_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word custom?
  - o noun

**SUPPORT:** Remind students that nouns are words that name something, often a person, place, or thing. In this case the noun custom names a thing.

7. [Use a *Sharing* activity for follow-up.]

**TURN AND TALK:** Turn to a partner and take turns telling each other about a custom your family has. [As time permits, have students share with the class details about the custom their partner described to them.]

## WRITING

15 MINUTES

### Scan Text for Dialogue and Actions: King Arthur

#### Scan Text for Dialogue and Actions: King Arthur

15 minutes

- Direct students’ attention to Activity Page 2.2. Explain that a reader can infer (conclude or make a guess) about a character’s personality from the things a character says and does in a story. A character’s personality demonstrates the character and values that character possesses.
- Explain that students will gather information about the things King Arthur says and does in Chapter 2 “The Sword in the Stone” and Chapter 3 “The Sword in the Lake” that can be used to infer King Arthur’s character traits and values, and record that information on Activity Page 2.2.

**SUPPORT:** What is said by a character is found within quotation marks.

**SUPPORT:** A comma separates the words that are spoken from information about who is speaking them.

**SUPPORT:** The punctuation at the end of the sentence appears before the end quotation marks.

**SUPPORT:** Explain that not everything a character says or does can reveal his/her character traits. Students should record only those things that show them what type of character Arthur is.



- Tell students that in future writing lessons in this Unit, students will be creating a character as part of a story they will write. They will reveal their character’s traits to readers by creating strong dialogue and actions for their character.
- Remind students that at the end of the reading portion of this lesson, they discussed with a partner some of the things Arthur said and did in Chapters 2 and 3. Explain that they will now work independently to record some of that information on Activity Page 2.2.

## Wrap Up

- Call on several students to share one of the pieces of information they recorded about Arthur’s words or actions.
- Ask students if any of the character traits or values they identified in King Arthur were similar to ones they or their classmates expressed in the “Who Am I?” booklets they created in Unit 1.
  - o Answers may vary.
- Tell students that they can complete Activity Page 2.2 for homework.

## GRAMMAR

15 MINUTES

### Review Elements of Complete Sentences: Subjects and Predicates

#### Review Elements of Complete Sentences

15 minutes

- Direct students’ attention to the sentences/phrases you wrote on the board/chart paper earlier:
  1. *Jose and his friends played basketball every day after school*
  2. *the large blue backpack*
  3. *ran down the court, jumped high in the air, and dunked the basketball*
  4. *the book Brown Girl Dreaming is one of my favorite books*
  5. *is the author of many books*
- Ask students which of these phrases are complete sentences.
  - o Numbers 1 and 4 are complete sentences.
- Ask why numbers 1 and 4 are complete sentences, and numbers 2, 3, and 5 are not complete sentences.
  - o Numbers 1 and 4 contain both a subject and a predicate, whereas numbers 2, 3, and 5 are each missing either a subject or a predicate.

**SUPPORT:** If students do not remember the terms subject and predicate, review the meanings of those terms:

- A subject of a sentence is who or what the sentence is about. Often, it is who or what is doing the action in the sentence.

- A predicate of a sentence includes the verb and often tells what the subject of the sentence is doing.
- For sentences 1 and 4 above, have students underline the complete subject and draw a box around the complete predicate. Have students correct the sentence for proper capitalization and punctuation.

- Jose and his friends

played basketball every day after school.

- The book Brown Girl Dreaming

is one of my favorite books.

- For phrases 2, 3, and 5, have students identify whether the phrase is a subject or a predicate.

Then, have students provide the missing part so that there is a complete sentence.

- *the large blue backpack*

- o This is a subject, and a predicate must be added to create a complete sentence. One possible sentence is:

The large blue backpack was hanging on the hook by the door.

- *ran down the court, jumped high in the air, and dunked the basketball*

- o This is a predicate, and a subject must be added to create a complete sentence. One possible sentence is:

Anna ran down the court, jumped high in the air, and dunked the basketball.

- *is the author of many books*

- o This is a predicate, and a subject must be added to create a complete sentence. One possible sentence is:

J.K. Rowling is the author of many books.

### Wrap-Up:

- Have one student say a phrase or sentence, and have another student identify whether or not it is a complete sentence. If it is not, have another student identify the phrase as a subject or a predicate and provide the missing element that would make the phrase into a complete sentence.

## MORPHOLOGY

15 MINUTES

### Review and Practice Prefixes *un-* and *non-*

- Display the Prefixes Poster created for Unit 2, The Middle Ages, focusing on the prefixes *un-* and *non-*.

### Prefixes

- A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.

- Have a student read the definition of a prefix, and have another student provide an example of a prefix they have learned about.
  - Answers may vary, but may include *un-*, *non-*, and *en-*.
- Remind students that in Unit 2, they discussed the prefixes *un-* and *non-*. Tell them that today they will review those prefixes and get more practice using them.
- Ask students for examples of words that have the prefix *un-*, and for each of those words, have the student identify the root word to which the prefix was added.
  - Answers may vary, but may include *unhappy/happy*; *unequal/equal*; *uncommon/common*; *uneven/even*
- Ask students if adding the prefix *un-* to a word changes the meaning of the word, and, if so, how it changes.
  - Adding the prefix *un-* to a word changes the meaning so that the new word means the opposite of the root word.
- Ask students if adding the prefix *un-* to a word changes the part of speech of the word.
  - Adding *un-* to the beginning of the word does not change the part of speech.

**SUPPORT:** Point out that *unhappy* and *happy* are both adjectives, as are *unequal* and *equal*, *uncommon* and *common*, and *uneven* and *even*.

- Ask students for examples of words that have the prefix *non-*, and for each of those words, have the student identify the root word to which the prefix was added.
  - Answers may vary, but may include *nonverbal/verbal*; *nonfiction/fiction*; *nonfat/fat*; *nonsense/sense*
- Ask students if adding the prefix *non-* to a word changes the meaning of the word, and, if so, how it changes.
  - Adding the prefix *non-* to a word changes the meaning so that the new word means the opposite of the root word.
- Ask students if adding the prefix *non-* to a word changes the part of speech of the word.
  - Adding *non-* to the beginning of the word does not change the part of speech. For example, both *fiction* and *nonfiction* are nouns.
- Have students turn to Activity Page 2.3, and have one student read the directions aloud.
- Complete the first sentence as a group.
  - *I like books that are \_\_\_\_\_ because I like reading about true events and people.*
    - nonfiction
- If additional time is needed to complete this Activity Page, have students complete it for homework.

## Take-Home Material

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### *Writing*

Have students take home Activity Page 2.2 to complete for homework, if needed.

### *Morphology*

Have students take home Activity Page 2.3 to complete for homework, if needed.

# Lesson 3

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Small Group: Chapter 5 "The Marriage of Arthur and the Founding of the Round Table"	<i>King Arthur and the Round Table</i> Visual aid of characters Activity Pages 3.1 and 3.2	40 min
	Word Work: <i>Enforced</i>	Student Resource 1.1	5 min
<b>Writing</b>	Practice Writing Dialogue	Activity Pages 2.2 and 3.3	45 min

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Explain the importance of the Round Table and describe the traits and values King Arthur wants his knights to possess.

(RL.4.1; RL.4.3; RL.4.4; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

#### Writing:

Practice writing dialogue with the proper punctuation.

(L.4.2b)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.

(L.4.4c)

Determine the meaning of domain-specific and academic vocabulary words.

(L.4.4a; L.4.6)

## ADVANCE PREPARATION

### Reading

- Be prepared to collect Activity Page 2.3, Morphology: Practice with Prefixes *un-* and *non-*, which was completed for homework.
- Write the Purpose for Reading on the board/chart paper:  
*Read “The Marriage of Arthur and the Founding of the Round Table” in order to explain the importance of the Round Table and describe the traits and values King Arthur wants his knights to possess.*
- Determine which students will be in each of the two reading groups.
  - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text.
  - **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support.

### Writing

- Create and display the following Rules of Punctuation for Dialogue Chart on the board/chart paper. Be sure to highlight the elements in red on the chart:

Rules of Punctuation for Dialogue		
Punctuation	Rule	Example
Quotation Marks: “ ”	Quotation marks show the speaker’s exact words. The first quotation marks go before the first word spoken, and the last quotation marks go after the last word spoken.	“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”
Comma: ,	A comma separates the words that are spoken from information about who is speaking them.	“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”
End Punctuation: . ? !	The punctuation at the end of the sentence appears before the end quotation marks	“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”

- Write the following sentences on the board/chart paper:
  - *Very well said Arthur, and he pulled the sword out easily.*
  - *King, keep your promise! Merlin cried again.*
  - *Look said Merlin there is the sword I spoke of.*
- Create and display an enlarged version of Activity Page 3.3.

**Small Group: Chapter 5 “The Marriage of Arthur and the Founding of the Round Table”****Review****5 minutes**

- Collect Activity Page 2.3 (Morphology) to check at a later time.
- Ask students to briefly describe the characters they have encountered in *King Arthur* to this point. Have students refer to the visual aid if needed to review.
  - Merlin - He was a wizard who convinced Uther to give him his son to raise to become the future King of Britain.
  - Arthur - He was the son of Uther, the King of Britain, and a wise and kind leader.
  - Sir Ector – A very true and faithful man who raised Arthur.
  - Sir Kay – Sir Ector’s son and Arthur’s Foster brother who tried to convince Sir Ector that he was the rightful king
  - King Uther – Arthur’s real father who died when Arthur was a baby.
  - Pellinore - He was the knight who fought and almost killed Arthur (until Merlin put him into a trance). There is no mightier knight than Pellinore and he will do good service to Arthur.

**Introduce the Chapter****5 minutes**

- Have students turn to the first page of Chapter 5 on page 42 of *King Arthur and the Round Table*.

**NOTE:** Explain to students that they will not be reading every chapter in *King Arthur and the Round Table*, and chapter 4 is one of those that has been omitted.

- Preview the core vocabulary words before reading the chapter.
  - Have students reference Activity Page 3.1 while you read each word and its meaning noting that:
    - Words are in the order in which they appear in the chapter.
    - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
    - Alternate forms of the word appearing in the selection may follow the definition. They may be a different part of speech than the original word.
    - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition
1. **hold, v.** to control (**held**) (42)
  2. **restore, v.** to put back into a previous condition (42)
  3. **enforce, v.** to make someone obey a rule or obligation, some of the time through force (**enforced**) (43)

4. **stern**, *adj.* strict or harsh **(43)**
5. **courtesy**, *n.* politeness **(43)**
6. **blossoming**, *adj.* flowering **(45)**
7. **sentry**, *n.* a person who stands guard to protect against danger **(sentries) (45)**
8. **bustle**, *n.* a great deal of activity **(45)**
9. **strike**, *n.* the act of taking down or taking apart **(striking) (45)**

Tell students they will encounter the vocabulary word *restore* in this chapter. Have them find the word on page 42 of the book.

- Remind students that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer to Student Resource 1.1 at the end of the Activity Book, locate *restore*, then have a student read the definition.
- Have students reference Activity Page 3.1 while you read each word and explain its meaning.
- Read the purpose for reading from the board/chart paper:

*Read “The Marriage of Arthur and the Founding of the Round Table” in order to explain the importance of the Round Table and describe the traits and values King Arthur wants his knights to possess.*

### **Establish Small Groups**

Before reading the chapter, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 3.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 3.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 3.2 correctly. You may choose to do one of the following to address this:
  - collect the pages and correct them individually
  - provide an answer key to students to check their own or a partner’s work after they have completed the activity page
  - confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students’ needs.



## Read Chapter 5 “The Marriage of Arthur and the Founding of the Round Table”

25 minutes

The following guided reading supports are intended for use with Small Group 1. Please note that these supports are intended to guide you in facilitating discussion and do not need to be read verbatim to students.

After students read several lines of text, ask students if they have any questions, if anything was confusing, or if anything was hard to understand.

[Have a student read page 42 aloud.]

**Lines 1-4: *Literal***— Why was Arthur’s law obeyed in only a small part of his kingdom?

- o Foreign invaders held control over most parts of the kingdom. [Have a student read page 43 aloud.]

**Lines 1-3: *Literal***— After several years of working to restore peace in his kingdom, what actions did King Arthur focus on? [Guide students as they write the answer on Activity Page 3.2.]

- o He gathered good knights and set up a court and a government.

**Lines 4-9: *Literal***— How does the author describe Arthur in lines 4-9 on this page? [Guide students as they write the answer on Activity Page 3.2.]

- o Arthur has grown from a young boy into a bearded man, who is tall and handsome. He is also someone who is strict or harsh with people who do things that are bad, but good and gentle to those who do good. He also helps those who are weaker or are in need of help.

**Lines 12-17: *Literal***— Who is Guenevere?

- o She is the woman who Arthur loves and will marry.

**Lines 18-24: *Literal***— What gift does Leodegrance give to Arthur?

[Guide students as they write the answer on Activity Page 3.2.]

- o Leodegrance gives Arthur the Round Table.

[Have a student read pages 44 and 45 aloud.]

### Page 45

**Lines 1-10: *Literal***— Who is Sir Lancelot? [Guide students as they write the answer on Activity Page 3.2.]

- o Sir Lancelot is Arthur’s closest friend and the one who brought Guenevere to Camelot.

**Lines 11-18 *Literal***— What is Camelot?

- o It is one of the cities in Arthur’s kingdom.

[Have a student read page 46 aloud.]

## Page 46

**Lines 3-13: *Literal***— Describe the scene at the wedding of Arthur and Guenevere. [Guide students as they write the answer on Activity Page 3.2.]

- o The wedding took place under a canopy, with flowers on the floor. Shortly after the wedding was performed, Guenevere was crowned Queen in a coronation ceremony.

**SUPPORT:** A canopy is a protective covering, usually made of material, over an area where a ceremony is taking place.

**Lines 7-13: *Literal***— What was King Arthur’s view of what the Round Table should be? [Guide students as they write the answer on Activity Page 3.2.]

- o It should be a place where the knights swore an oath to the highest standard of thought and action, and he wanted it to represent a perfect world where love and goodness would fill all of Britain.

**SUPPORT:** Draw a rectangle and circle on the board to once again review the significance of the fact, unlike a rectangular table where the person of greatest importance sat at the head of the table, knights seated around a round table all were held in equal esteem and importance.

[Have a student read pages 48– 50 aloud.]

## Page 48

**Lines 1-9: *Inferential***— Why were three seats left empty at the Round Table? [Guide students as they write the answer on Activity Page 3.2.]

- o They were to be kept open so that two could be filled with the two best knights each year. The last (labeled “The Siege of Perilous”) was meant to be for one person, and if anyone other than that person were to sit there, he would be destroyed.

**Lines 20-24: *Inferential***— How has Pellinore changed since the last time he was in the story? [Guide students as they write the answer on Activity Page 3.2.]

- o The first time he was in the story he was fighting against Arthur and had been challenging everyone he encountered. Now, he is using his strength to protect people rather than attack them

## Page 49

**Lines 3-16: *Inferential***— What is Gawaine’s role in fulfilling Merlin’s earlier prophecy? [Guide students as they write the answer on Activity Page 3.2.]

- o He is Arthur’s sister’s son, and he will play a role in destroying Arthur’s kingdom.

**Line 16: *Inferential***— Why do you think Merlin didn’t remind Arthur about his sister’s son?

- o Merlin had told Arthur a prophecy so it was going to come to be whether he reminded him or not.

**Lines 20-23: *Inferential***— Based on the way it is used in this paragraph, what is meant by the phrase *equal fellowship*?

- o It means that all the knights at the Round Table are equal – none more important than the others.

## Pages 49 - 50

**Page 49 Lines 23-24 and Page 50, Lines 1-5: *Literal***—What is the rule of life?

- o It is the oath by which Arthur wants his knights to live. They promise to not murder or do evil; to be loyal to the King; never to be cruel but to give mercy to anyone who asks; to always help a woman in any kind of need; and not to participate in anything that is unjust, or unfair.

## Discuss the Selection and Wrap Up the Lesson

5 minutes

- Call students back together as a class to review Activity Page 3.2.
- Use the following questions to discuss the selection.
  - 1. *Evaluative***—Why is the Round Table a better shape for Arthur’s knights than a rectangular table would be?
    - o A round table allowed all knights to be treated as equals, with no one sitting at the head of the table (or at the short side of a rectangular table).
  - 2. *Evaluative***—Are all of the seats at the Round Table really equal?
    - o Answers may vary but may include that there are 3 special seats (2 empty seats for the two of best fame in any year and the Perilous Siege where no man will sit but one). King Arthur gives the seat next to these three seats to Pellinore and says it is a seat of honor.
  - 3. *Literal***—What are the traits or values Arthur wants his knights to possess?
    - o He wants them to not do anything evil; to be loyal to the King; never to be cruel; to always help a woman in any kind of need; and not to participate in anything that is unjust, or unfair.
- Have the students identify and say something about the new characters that were introduced in this chapter while you write what they say on the board or on an index card that they can refer back to throughout the lessons:
  - o Lady Guenevere – The woman with which King Arthur falls in love.
  - o King Leodegrance – Father of Guenevere and gives King Arthur a gift of the round table that King Uther had given him.
  - o Sir Lancelot – King Arthur’s best friend and chief knight. Sir Lancelot was the knight who brought Guenevere to Camelot.
  - o Sir Gawaine – Son of King Arthur’s sister. Gawaine was angered that Pellinore was given a seat of honor.

## Word Work: Enforced

5 minutes

1. In the chapter you read, “But gradually he gathered good knights around him, set up a court and a government, and enforced his rule through the entire kingdom.”
2. Say the word *enforced* with me.
3. *Enforced* means made someone obey a rule or obligation, some of the time through the use of force.

4. The police are required to enforce the laws of the land.
5. What rules are enforced in our school? Try to use the word *enforced* in your response. [Ask two or three students. If necessary, guide and/or rephrase students' responses to make complete sentences: "One rule that is enforced in our school is \_\_\_\_\_"]
6. What's the word we've been talking about? What part of speech is the word enforced?
  - o verb
7. [Use a *Prefixes* activity for follow-up.] The prefix *en-* is often added to a verb, and it means "in" or "to make". For example, the word *sure* means certain. When the prefix *en-* is added to it, it creates the word *ensure*, which means to make certain. I am going to say several words. For each of those words, tell me what it means. Then add the prefix *en-* to create a new word, and tell me the meaning of that word.

**SUPPORT:** Students learned the prefix *en-* in Unit 2, *The Middle Ages*, and will review this prefix again later in this Unit.

1. *liven*:

- to be lively or energetic
- *enliven*: to cause to be lively or energetic

2. *able*:

- having the ability to do something
- *enable*: to cause someone to be capable of doing something

3. *coded*:

- an adjective that describes something that is sent through secret symbols intended to hide the meaning of a message
- *encoded*: caused a message to be changed into secret symbols to hid the meaning of the message

## WRITING

45 MINUTES

### Practice Writing Dialogue

#### Review

10 minutes

- Remind students that in the previous lesson they scanned the text in Chapters 2 and 3 to record things Arthur said and did in those chapters.
- Ask students what they can learn from a character's words and actions.
  - o Based on a character's words and actions, we can infer, or make an educated guess about, the character traits and values that character possesses.

- Ask students how they know which words are said by a character when they are reading a story.
  - The words that a character says are in quotation marks.
- If students were to complete Activity Page 2.2 for homework; review their answers.
- Ask students based on what King Arthur says and does, how would they describe his character.
  - Answers will vary but could include loyal; kind; compassionate; honest; fair; just; trusting.

## Introduce Writing Dialogue

15 minutes

- Ask students how they can tell what the characters are saying when they're reading a story.
  - The words spoken by characters have different punctuation, called quotation marks, around them.
- Explain that the words characters speak in a story and the conversations between characters are called dialogue. Tell students they will be creating dialogue for their characters in the short story they will write.
- Direct students' attention to the Rules of Punctuation for Dialogue Chart you displayed earlier. Explain that it is important to put the proper punctuation in dialogue so a reader can tell what a character is saying and what the narrator is telling as part of the story. Explain that it is important for students to follow these rules in writing the dialogue in their stories.

Rules of Punctuation for Dialogue		
Punctuation	Rule	Example
Quotation Marks: “ ”	Quotation marks show the speaker's exact words. The first quotation marks go before the first word spoken, and the last quotation marks go after the last word spoken.	<b>“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”</b>
Comma: ,	A comma separates the words that are spoken from information about who is speaking them.	<b>“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”</b>
End Punctuation: . ? !	The punctuation at the end of the sentence appears before the end quotation marks	<b>“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”</b>

- Direct students to page 29. Ask them which lines on this page have words that Merlin speaks.
  - Lines 1-8, 12-13, 19-20, 23-24

- Ask students how they knew which words were spoken by Merlin.
  - Quotation marks, the words answered Merlin and said Merlin.
- Direct students to the sentences that are written on the board/chart paper.
- Have a student read the first sentence, and have him/her identify which character is speaking the words, and the exact words that are being spoken by that character:
  - *Very well said Arthur, and he pulled the sword out easily.*
    - Character speaking: Arthur
    - Exact words being spoken: Very well
- Have students add the correct punctuation to the first sentence. If needed, have them refer to the Rules of Punctuation for Dialogue Chart.
  - “Very well,” said Arthur, and he pulled the sword out easily.

**SUPPORT:** If students are struggling to punctuate the sentence properly, model this process for them.

- Have a student read the second sentence, and have him/her identify which character is speaking the words, and the exact words that are being spoken by that character:
  - *King, keep your promise! Merlin cried again.*
    - Character speaking: Merlin
    - Exact words being spoken: King, keep your promise!
- Have students add the correct punctuation to the second sentence:
  - “King, keep your promise!” Merlin cried again.
- Have a student read the third sentence, and have him/her identify which character is speaking the words, and the exact words that are being spoken by that character:
  - *Look said Merlin there is the sword I spoke of.*
    - Character speaking: Merlin
    - Exact words being spoken: Look there is the sword I spoke of.
- Have students add the correct punctuation to the third sentence:
  - “Look,” said Merlin, “there is the sword I spoke of.”

## Practice Using Punctuation for Dialogue

10 minutes

- Direct students’ attention to Activity Page 3.3 and have one student read the directions aloud. Do the first example together as a whole group, and then have students complete the remainder of the activity page either with a partner or individually.
- As students work on Activity Page 3.3, circulate and provide help as needed.

- Using the enlarged version of Activity Page 3.3 displayed earlier, have students share with the class the sentences they wrote on the activity page.
  1. “I’m going to go camping with my friends this weekend,” said Maria.
  2. “You should take a raincoat,” said Maria’s mother, “because there is rain in the forecast.”
  3. Maria replied, “It is already packed.”
  4. “Good!” Mom exclaimed.
  5. When she arrived at the camp site and it was raining, Maria thought, “I should always listen to Mom’s advice!”

**SUPPORT:** For sentence 5 on Activity Page 3.3, tell students that dialogue between characters and “dialogue” a character has with himself (in his thoughts) are all punctuated according to the rules in the Rules of Punctuation Chart.

# Lesson 4

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Read Aloud: Chapter 6 “Sir Lancelot”	<i>King Arthur and the Round Table</i> ; Activity Page 4.1 Student Resource 1.1	40 min
	Word Work: <i>Shelter</i>		5 min
Writing	Scan Text for Dialogue and Actions: Sir Lancelot Planning a Narrative Paragraph	Activity Page 4.2 Activity Page 4.3	15 min
Grammar	Review Sentence Fragments		15 min
Morphology	Review and Practice Prefix <i>en-</i>	Activity Page 4.4	15 min
Take-Home Material	Writing Morphology	Activity Pages 4.2, 4.3 and 4.4	*

## Lesson Focus

*By the end of this lesson, students will be able to:*

### Reading:

Describe Sir Lancelot’s adventures, and explain how his actions demonstrate the values of a knight. (RL.4.1; RL.4.3; RL.4.4; RL.4.10)

### Writing:

Identify Sir Lancelot’s character traits by analyzing the things Lancelot says and does in the story. (W.4.9; W.4.9a)

Identify and correct sentence fragments. (L.4.1f)

Plan a narrative paragraph that describes one of Sir Lancelot’s adventures found in Chapter 6 (W.4.3; W.4.3a; W.4.3e)

### Speaking and Listening:

Ask and answer questions about the text. (SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

### Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of idioms as well as domain-specific and academic vocabulary words. (L.4.4a; L.4.5b; L.4.6)

Use words with the prefix *en-* correctly in sentences. (L.4.4b)



## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*Read “Sir Lancelot” to identify the character Sir Lancelot, describe his adventures, and explain how those adventures demonstrate the values of a knight.*

### Writing

- Create and display an enlarged version of Activity Page 4.2, Identifying Character Traits: Sir Lancelot, on the board/chart paper.

### Grammar

- Write the following phrases on the board/chart paper:
  - *studied for the test*
  - *Jose, the tallest boy in the class,*
  - *the most exciting roller coaster*
  - *painted a beautiful masterpiece*
  - *devoured the delicious cake*

### Morphology

- Display the Prefix Poster created in Unit 2, *The Middle Ages*, pertaining to the prefix *en-*.

## READING

45 MINUTES

### Read Aloud: Chapter 6, “Sir Lancelot” in *King Arthur and the Round Table*

#### Review and Introduce the Chapter

5 minutes

- Have students describe the traits or values Arthur wanted his knights to possess.
  - o He wanted them to do good deeds/acts; to be loyal to the King; never to be cruel; to always help a woman in any kind of need; and not to participate in anything this was unjust, or unfair.
- Tell students you will read aloud Chapter 6 “Sir Lancelot” They should follow along in their Book as you read.
- Have students turn to the first page of “Sir Lancelot” on page 53.
- Preview the core vocabulary words for “Sir Lancelot” *before* reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this selection is *foreign*.

- Have them find the word on page 55 of the Book.
- Remind students that a glossary that contains definitions of all the vocabulary words in the book can be found on Student Resource 1.1. Have students refer to Student Resource Page 1.1 at the end of the Activity Book, locate *foreign*, and then have a student read the definition.
- Have students reference Activity Page 4.1 while you read each word and its meaning, noting that:
  - o The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
  - o Words are listed in the order in which they appear in the chapter.
    1. **foreign, *adj.*** from or having something to do with a country other than one’s own **(55)**
    2. **shelter, *v.*** to provide protection to **(55)**
    3. **unmatched, *adj.*** without equal **(57)**
    4. **dismount, *v.*** to get down from a horse or other mode of transportation **(dismounted) (60)**
    5. **hasty, *adj.*** quick or in a hurried manner **(63)**
    6. **disentangle, *v.*** to become free from something **(63)**
    7. **betray, *v.*** to not be loyal to **(betrayed) (65)**
    8. **shamed, *n.*** a feeling of humiliation or extreme embarrassment because of having done something wrong **(65)**

**Note:** You may want to divide the review of the vocabulary as follows:

- Review vocabulary words 1– 4 before reading page 53.
- Review vocabulary words 5– 8 before reading page 63.
- Read the purpose for reading from the board/chart paper:

*Read “Sir Lancelot” to identify the character Sir Lancelot, describe his adventures, and explain how those adventures demonstrate the values of a knight.*

### **Read Chapter 6 “Sir Lancelot” in *King Arthur and the Round Table* 25 minutes**

- Have a student read the title, “Sir Lancelot.” Ask students to explain what they have already read about Sir Lancelot in this story.
  - o He was King Arthur’s closest friend, and he was the one who went to get Guenevere when she and Arthur were going to be married. Guenevere loved him.
- Read the chapter aloud as students follow along in their Books. As you read, stop to read the guided reading supports noted below. Each guided reading support is preceded by the number of the line of text it references. Remind students to refer to the text and reread prior to offering an answer.

[Read Pages 53-55 through line 19]

### Page 53

**Lines 7-10: Inferential**—What have you already read about the Lady of the Lake in this story?

- o She was the woman who gave Arthur Excalibur, the Sword in the Lake.

**Line 14: Inferential**—What is meant by the phrase *won his fame by his own merits*?

- o He didn't want to become famous because he was the son of a wealthy king. He became famous because of what he accomplished, not because of who he was related to.

**Line 14: Inferential**—What trait or value of knighthood does Sir Lancelot demonstrate by wanting to win his fame by his own merits?

- o fairness

### Page 55

**Line 5: Inferential**—What does the word *expedition* used in this line mean?

- o An expedition is a journey or a trip that is taken for a specific purpose.

**Lines 8-14: Evaluative**—What character trait or value is demonstrated by the actions described in these lines?

- o loyalty

[Read Pages 55 from line 20 – Page 57]

**SUPPORT:** In line 1 on page 57, the steed referred to is his horse.

**SUPPORT:** In line 6 on page 57, the phrase *riding down on him* means fast approaching him.

### Page 55

**Line 11: Inferential**—Who is Sir Kay, and what is a steward?

- o He is the son of Sir Ector, who raised Arthur before he became king. A steward is someone who cares for the property belonging to someone else.

### Page 57

**Lines 13-14: Inferential**—What is meant by the phrase *we yield to you as a champion of unmatched strength*?

- o They gave in to him because he was stronger than everyone else. [Read Pages 58-62 through Line 18]

### Page 58

**Line 23: Inferential**—What does the woman mean by the phrase *on your oath of knighthood*?

- o One of the things a knight promised to do when he became a knight was to help a woman whenever she needed it. Here, this woman was asking Sir Lancelot to fulfill that promise by helping her.

## Page 59

**Lines 1-3 and Page 60, Lines 1-3: *Literal***—What does the woman say will heal her brother's wound?

- o It could be healed with a blood-stained cloth that could be found in the Perilous Chapel.

**SUPPORT:** A chapel is a small church.

## Page 60

**Lines 7-8: *Inferential***—What trait or value of knighthood is demonstrated by these lines?

- o loyalty to fellow knights

**Lines 15-16: *Inferential***—What is meant by the phrase *his face darkened*?

- o He looked upset.

**Lines 16-24: *Literal***—What does Sir Lancelot see in the churchyard, and what is his reaction to this sight?

- o Lancelot sees the shields of the knights that had already been killed nailed upside down on the wall of the chapel. He sees a line of huge armed black figures. He is terrified by them, but he continues walking forward into the chapel.

**Lines 15-24: *Inferential***—What trait or value of knighthood is demonstrated by these lines?

- o Bravery

## Page 61

**Page 61, Lines 18-24, and Page 62, Lines 1-5: *Literal***—What was the woman in the Chapel trying to do, and was she successful?

- o She was trying to set a trap for Sir Lancelot, and if he had shown fear or weakness he would have fallen under her power, and she would have killed him. The woman was not successful because Sir Lancelot defeated all her spells.

**SUPPORT:** In line 6 on page 62, the phrase *God preserve me from your cunning* is Sir Lancelot's way of praying that he be saved from the woman's tricks.

## Page 62

**Lines 10-11: *Literal***—What happens when the blood-stained cloth is placed on the wound on the knight?

- o His injury was healed.

[Read Page 62 starting with line 19 – Page 63]

## Page 63

**Line 17: *Inferential***—Was Sir Lancelot eager to help the woman retrieve the falcon? What word or phrase in this line supports your answer?

- o No, Sir Lancelot was not eager to help retrieve the falcon. The word in line 17 that supports this answer is the word *reluctantly*.

[Read Pages 64-66]

## Page 65

**Lines 9-10: *Literal***—Why does Sir Lancelot say Sir Phelot should be shamed?

- o He was defeating Sir Lancelot by trickery and not in a fair fight because Sir Lancelot did not have his sword.

## Page 66

**Lines 1-4: *Literal***—How does the encounter between Sir Lancelot and Sir Phelot end?

- o Sir Lancelot kills Sir Phelot by chopping off his head.

## Discuss the Selections and Wrap Up the Lesson

10 minutes

- Use the following questions to discuss the chapter.

**1. *Literal***—Who is Sir Lancelot?

- o He is one of the knights of the Round Table, King Arthur’s closest friend, and a fair, brave and loyal knight. He is the leading knight in country. He is a champion of unmatched strength.

**2. *Literal***—Describe the adventures Sir Lancelot has in this chapter.

- o He saves Sir Kay from three knights and while Sir Kay is sleeping, switches shields with him so that Sir Kay will be able to travel safely. He helps a woman whose brother is injured by retrieving a blood-stained cloth from a Chapel. To do this, he has to get through a line of dark figures and a sorceress who tries to trick and kill him. He broke a spell that had killed many good knights. He also tries to help a woman retrieve a falcon and is tricked into fighting against another knight when he doesn’t have his sword.

**3. *Inferential***—What values of knighthood are demonstrated by Sir Lancelot’s actions in this chapter?

- o bravery; fairness; the willingness to help a someone in need; loyalty

## Word Work: *Shelter*

5 minutes

1. Today you read, “For many a mile Sir Lancelot could find no castle, farm, or house where he might shelter at night.”
2. Say the word *shelter* with me.
3. *Shelter*, as it is used here, is a verb that means to provide protection to.
4. The horse will shelter in the barn during the storm.
5. Have you ever had to shelter somewhere? Try to use the word *shelter* in your response. [Ask two or three students. If necessary, guide and/or rephrase students’ responses to make complete sentences: “I once had to shelter \_\_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word *shelter*?
  - o verb

7. [Use a *Part of Speech* activity for follow-up.] What is the meaning of the word *shelter* with which you are more familiar, and what is the part of speech of that word?
- o used as a noun, meaning a structure that provides protection There are many other words that can be used as both a noun and a verb.

**TURN AND TALK:** Turn to your partner and create a list of as many words as you can that can be used both as a noun and a verb. [After a few minutes, have several students share their examples with the class, encouraging them to use the words in a sentence to show the different parts of speech.]

- o Answers may vary, but many include *play, jump, ski, call, trick*

## WRITING

15 MINUTES

### Scan Text for Dialogue and Actions: Sir Lancelot

#### Scan Text for Dialogue and Actions: Sir Lancelot

15 minutes

- Ask students how they can tell dialogue, or what a character says, when they read.
  - o Dialogue, or the words a character says, is found within quotation marks.
  - o The first part of the quotation in the sentence has a capital letter, even if the quote appears in the middle of the sentence.
- A comma separates the quotation from the tag (which tells who is saying the quoted material).
- Direct students' attention to Activity Page 4.2. Remind students that a reader can infer (conclude or make a guess about) a character's traits from the things a character says and does in a story.
- Explain that students will examine things Sir Lancelot says and does in Chapter 6 "Sir Lancelot" and infer what traits are demonstrated by Sir Lancelot on Activity Page 4.2.

**SUPPORT:** Remind students that not everything a character says or does reveals his/her character traits. Students should record only those things that show them what type of character Sir Lancelot is.

- Students will infer Lancelot's character traits from his words and actions. Point out that the page numbers follow each example in case students need to be reminded what happened in the chapter at these points.
- Remind students that in future writing lessons in this Unit, they will be creating a character as part of a story they will write. They will reveal their character's traits to readers by creating strong dialogue and actions for their character.
- Model for students the process of taking Lancelot's words and actions and identifying adjectives that describe his traits and values, based on those words and actions.
- For example, you can say, "On page 62, Lancelot says, 'He is a knight of the Round Table, and I will do anything I can to help him.' This tells me he is loyal to other knights of the Round Table. I would write the word loyal next to that line on Activity Page 4.2."

- Have students work independently on Activity Page 4.2.
- As they work on Activity Page 4.2, circulate among students, offering support where necessary.

## Planning a Narrative Paragraph

10 minutes

- Tell students that later in the Unit, they will write a story that they create about an adventure of knights in the Middle Ages. Stories are examples of narratives. Students' stories will include characters, adventures, dialogue, and descriptive language. In the next couple of lessons, students will plan and write a narrative paragraph using Activity Page 4.3. This will get them thinking about how they will write the story they will create.
- Point out to students that a narrative paragraph tells a story.
- Explain that a narrative paragraph has three elements—background information, which includes the characters and setting; the plot, or events of the narrative; and the resolution, or ending.
- Students will describe one of Sir Lancelot's adventures from Chapter 6 in a narrative paragraph. This paragraph could be used as a news report recounting Sir Lancelot's adventure.
- Have students follow along as you review the elements of a narrative paragraph using Activity Page 4.3.
- Have students work independently on Activity Page 4.3.
- As they work on Activity Page 4.3, circulate among students, offering support where necessary.

## Wrap Up

- Call on several students to share one of the pieces of information they recorded about Sir Lancelot's words or actions.
- Tell students that they can complete Activity Page 4.2 and 4.3 for homework

## GRAMMAR

15 MINUTES

### Review Sentence Fragments

## Review Sentence Fragments

15 minutes

- Direct students' attention to the phrases you wrote on the board/chart paper earlier:
  - *studied for the test*
  - *Jose, the tallest boy in the class,*
  - *the most exciting roller coaster*
  - *painted a beautiful masterpiece*
  - *devoured the delicious cake*



- Ask students whether any of these phrases is a complete sentence, and, if so, which one (s).
  - None of these phrases are complete sentences.
- Ask why none of the phrases is a complete sentence.
  - These phrases are missing either a subject or a predicate.

**SUPPORT:** If students do not remember the terms subject and predicate, review the meanings of those terms:

- A subject of a sentence is who or what the sentence is about. Often, it is who or what is doing the action in the sentence.
- A predicate of a sentence includes the verb and often tells what the subject of the sentence is doing.
- For each of the phrases, have students identify whether the phrase needs to have a subject or a predicate added to form a complete sentence. Then, have students provide a subject or predicate that would turn the phrase into a complete sentence.
  - *studied for the test*
    - This phrase is missing a subject. Answers may vary for creating a complete sentence, but may include: *Mr. Thomas' class studied for the test.*
  - *Jose, the tallest boy in the class,*
    - This phrase is missing a predicate. Answers may vary for creating a complete sentence, but may include: *Jose, the tallest boy in the class, was asked to write his answer at the top of the board.*
  - *the most exciting roller coaster*
    - This phrase is missing a predicate. Answers may vary for creating a complete sentence, but may include: *The most exciting roller coaster at the park had the longest lines of people waiting to ride.*
  - *painted a beautiful masterpiece*
    - This phrase is missing a subject. Answers may vary for creating a complete sentence, but may include: *Renoir painted a beautiful masterpiece.*
  - *devoured the delicious cake*
    - This phrase is missing a subject. Answers may vary for creating a complete sentence, but may include: *My little brother devoured the delicious cake.*
- Explain to students that when a phrase lacks either a subject or predicate, it is not a complete sentence. It is called a sentence fragment.

**SUPPORT:** Explain that the word fragment means a small part of something that is larger. Here, a sentence fragment is a small part— a phrase— of a sentence.



## Wrap-Up

- Have one student say a sentence fragment, and then have another student identify whether it is missing a subject or a predicate. Have another student provide the missing part of the sentence to create a complete sentence.

## MORPHOLOGY

15 MINUTES

### Review and Practice Prefix *en-*

#### Review Prefixes *un-* and *non-*

5 minutes

- Display the Prefixes Poster created for Unit 2, *The Middle Ages*.

#### Prefixes

- A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning
- Have a student read the definition of a prefix.
- Remind students that they have practiced using the prefixes *un-* and *non-*.
- Ask them how adding the prefixes *un-* and *non-* change the root word.
  - Both prefixes change the root word so that the new word means the opposite of the root word.
- Ask students for examples of words that have the prefix *un-*, and for each of those words, have the student identify the root word to which the prefix was added.
  - Answers may vary, but may include *unhappy/happy*; *unequal/equal*; *uncommon/common*; *uneven/even*
- Ask students for examples of words that have the prefix *non-*, and for each of those words, have the student identify the root word to which the prefix was added.
  - Answers may vary, but may include *nonverbal/verbal*; *nonfiction/fiction*; *nonfat/fat*; *nonsense/sense*

#### Review and Practice the Prefix *en-*

10 minutes

- Explain that today students will review and practice using the prefix *en-*. Remind students that they learned about this prefix in Unit 2, *The Middle Ages*.
- Ask students what the prefix *en-* means.
  - “in” or “to make”
- Remind students that a word that can be affixed with the *en-* could be either a noun or a verb but is usually a verb. Remind them that they learned that the resulting word, with the prefix *en-*, is always a verb.

- Remind students that they learned in Unit 2 about the words *sure/ensure*.
- Ask students if they remember what the word *sure* means.
  - It means certain.
- Have a student provide an example sentence using the word *sure*.
  - Answers may vary, but may include: *I was sure I put my homework in my backpack before breakfast.*
- Ask students to add the prefix *en-* to the word *sure* to form the word *ensure*, and ask them what the word *ensure* means.
  - to make sure or to make certain
- Have students provide an example sentence using the word *ensure*.
  - Answers may vary, but may include: *Studying hard and getting extra help from the teacher are two ways to ensure you are prepared for the test.*
- Have students turn to Activity Page 4.4 and read the directions aloud. Complete the first sentence together as a whole group, and then have students complete the remainder of the Activity Page independently.
- Have students complete Activity Page 4.4 for homework.

## Take-Home Material

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### Writing

- Have students take home Activity Pages 4.2 and 4.3 to complete for homework, if needed.

### Morphology

- Have students take home Activity Page 4.4 to complete for homework, if needed.

# Lesson 5

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Small Group: Chapter 8 “The End of Merlin”	<i>King Arthur and the Round Table</i> Answer Key for Activity Page 4.4 Activity Pages 5.1 and 5.2	40 min
	Word Work: <i>Enforced</i>	Student Resource 1.1	5 min
<b>Writing</b>	Writing a Narrative Paragraph	Activity Pages 4.2, 4.3 and 5.3	45 min

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Describe how Merlin meets his end.

(RL.4.3; RL.4.4; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

#### Writing:

Write a narrative paragraph that describes one of Sir Lancelot’s adventures found in Chapter 6 (W.4.3; W.4.3a; W.4.3e)

#### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of idioms as well as domain-specific and academic vocabulary words. (L.4.4a; L.4.5b; L.4.6)

## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*Read Chapter 8 “The End of Merlin” to describe how Merlin meets his end.*

- Determine which students will be in each of the two reading groups.

**Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text.

**Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support.

### Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement*, determine which students will read the selection aloud and when. See the Introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

## READING

45 MINUTES

### Small Group: Chapter 8 “The End of Merlin”

#### Review

5 minutes

- Review student responses to Activity Pages 4.2, 4.3, and 4.4, which was assigned for homework.

#### Introduce the Chapter

5 minutes

- Have students turn to the first page of Chapter 8 “The End of Merlin” on page 84 of *King Arthur*.
- Preview the core vocabulary words in this chapter *before* reading it.
- Have students reference Activity Page 5.1 while you read each word and its meaning noting that:
  - Words are in the order in which they appear in the chapter.
  - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.

1. **humility, n.** the state of being humble or modest (84)
2. **enchantment, n.** a magic spell (84)
3. **sorceress, n.** a witch or female wizard (85)
4. **flatter, v.** to give praise or compliments (**flattered**) (86)
5. **devotion, n.** strong loyalty (**devotions**) (86)
6. **reign, n.** the rule, or time period during the rule, of a king or queen (86)
7. **elementary, adj.** having to do with the elements, or things of nature (86)
8. **eager, adj.** wanting very much to do or have something (87)
9. **foreboding, n.** a strong feeling that something bad is going to happen (88)
10. **imprisonment, n.** the state of being in a prison or lacking freedom to make choices (88)
11. **folly, n.** foolishness (88)

- Tell students the first vocabulary word they will encounter in this selection is *humility*. Have them find the word on page 84 of the Book.
- Remind students that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer to Student Resource 1.1 found at the back of the Activity Book, locate *humility*, then have a student read the definition.

**NOTE:** You may want to divide the review of the vocabulary as follows:

- Review vocabulary words 1–3 before reading page 85.
- Review vocabulary words 4–8 before reading page 87.
- Review vocabulary words 9–11 before reading page 88.
- Read the purpose for reading from the board/chart paper:

*Read Chapter 8 “The End of Merlin” to describe how Merlin meets his end.*

### **Establish Small Groups**

Before reading the selection, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 5.2 together. This is an excellent time to make notes in your anecdotal records.
- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 5.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 5.2 correctly. You may choose to do one of the following to address this:

- collect the pages and correct them individually
- provide an answer key to students to check their own or a partner’s work after they have completed the activity page
- confer with students individually or as a group at a later time

Over the course of the year, students may change groups, depending on individual students’ needs.

## Read Chapter 8 “The End of Merlin” in *King Arthur and the Round Table* 25 minutes

Guided reading supports do not need to be read aloud verbatim.

After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

### Page 84

[Have a student read lines 1–5 on page 84 aloud.]

**Lines 2- 3: Inferential**—What does the author mean by the phrase *fell into foolishness*? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o He became more foolish, or less wise.

**Lines 4-5: Inferential**—What does the author mean by the phrase *humility is the root of wisdom*? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o People who are humble, or not overly proud of themselves, are the wisest.

[Have a student read the remainder of page 84 and all of 85 aloud.]

### Page 84

**Lines 12-15: Literal**—What promise does Merlin make to Vivien? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o He would never use any enchantment, or spell, against her.

### Page 85

**Lines 2-4: Literal**—How does Vivien feel about Merlin? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o She did not love him.

[Have a student read the partial sentence at the bottom of page 85 and lines 1–19 on page 86 aloud.]

### Page 86

**Lines 6-11: Literal**—What future event does Merlin foretell? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o He told Arthur that he (Merlin) would suffer a disaster and would not be there for Arthur when Arthur needed him.

**Lines 12-19: *Literal***—When Merlin tells King Arthur about his prophecy, what is King Arthur’s response? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o He tells Merlin that, since Merlin knows there will be a disaster, Merlin should use his magic to prevent that disaster.

[Have a student read lines 20-24 on page 86 and all of page 87 aloud.]

### Page 86

**Lines 20-23: *Inferential***—Over what types of things does Vivien have power? [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o She has power over the elements of the earth, such as rocks and the earth. [Have a student read page 88 aloud.]

### Page 88

**Lines 3-18: *Inferential***—Describe how Merlin meets his end. [Guide students through the lines of text as they write the answers on Activity Page 5.2.]

- o Vivien led him to a cave and then commanded the rocks at the entrance of the cave to close, imprisoning Merlin in the cave. Merlin cannot use his magic to escape because he is underground.

## Discuss the Selections and Wrap Up the Lesson

5 minutes

- Call students back together as a class to review Activity Page 5.2.

## Word Work: *Folly*

5 minutes

1. In the text you read, “Merlin is sealed up in the earth by his own folly and pride.”
2. Say the word *folly* with me.
3. *Folly* is a noun that means foolishness.
4. It would be a folly to try to walk a mile in a blizzard.
5. Think about something you have seen someone do that was folly. Be sure to use the word *folly* in your response. [Ask two or three students to use *folly* orally in a sentence. If necessary, guide and/or rephrase students’ responses to use *folly* in complete sentences: “I saw \_\_\_\_\_, which was a folly.”]
6. What’s the word we’ve been talking about? What part of speech is the word folly?
  - o noun
7. [Use an *Antonyms* activity for follow-up.] I am going to describe several situations. For each item, state whether you think that situation is an example of folly or an example of its antonym, wisdom. Be sure to answer in complete sentences, saying either “That is an example of a folly” or “That is an example of wisdom.”
  - getting plenty of sleep the night before a big test
    - o That is an example of wisdom.

- climbing a tree during a lightning storm
  - o That is an example of folly.
- letting your two-year-old sister play with scissors
  - o That is an example of folly.
- wearing a helmet while riding a bicycle
  - o That is an example of wisdom.

## WRITING

45 MINUTES

### Identify Character Traits: Sir Lancelot

#### Review

15 minutes

- Remind students that in the previous lesson they examined things that Sir Lancelot said and did in Chapter 6 to infer, or make an educated guess about, the character traits or values that Sir Lancelot possesses.
- Students were to complete Activity Page 4.2 for homework; review those answers.
- Write the following on the board: *Based on what Sir Lancelot says and does, the words and phrases I would use to describe his character are:*
- Ask students to share their answers. Write their answers on the board.
- Answers could include: loyal, kind, compassionate, just, brave, strong.

#### Writing a Narrative Paragraph

25 minutes

- Remind students that they chose one of Sir Lancelot’s adventures in Chapter 6 to plan a narrative paragraph.
- Have some students share their answers from Activity Page 4.3.
- Explain that their answers can be used to write their narrative paragraph.
- Tell students that when transitioning between planning and writing, they should make sure that their notes are clear, sequential, and contain enough detail to write a story.
- Allow students time to write their narrative paragraphs on Activity Page 5.3.

#### Wrap-Up

5 minutes

- Ask students if any of the character traits or values they identified in Sir Lancelot were similar to ones they or their classmates expressed in the “Who Am I?” booklets they created in Unit 1.
  - o Answers may vary.
- Have students take home Activity Page 5.3 to complete for homework, if needed.



# Lesson 6

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Partner: Chapter 11 “How the Quest Began”	<i>King Arthur and the Round Table</i> ; Activity Page 6.1	40 min
	Word Work: <i>Regret</i>		5 min
<b>Grammar</b>	Identify and Correct Sentence Fragments	Activity Page 6.2	15 min
<b>Morphology</b>	Review Root Word <i>arch</i>		15 min
<b>Spelling</b>	Introduce Spelling Words		15 min
<b>Take-Home Material</b>		<i>Fluency Supplement</i> Selection (optional)	*

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Describe the quest for the Holy Grail and why the knights had a sense of foreboding when they started the quest.

(RL.4.1; RL.4.3; RL.4.10; ; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

#### Writing:

Identify and correct sentence fragments.

(L.4.1f)

Be prepared to practice spelling targeted words.

(L.4.2d)

#### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.

L.4.4c)

Determine the meaning of academic and domain-specific vocabulary words.

(L.4.4a; L.4.6)

Use words with the root *arch* correctly in sentence.

(L.4.4b)

## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*Read Chapter 11 “How the Quest Began” aloud with a partner in order to describe the quest for the Holy Grail and why the knights had a sense of foreboding when they started the quest.*

- Consider how you will pair students for partner reading.

### Morphology

- Display the Roots Poster created in Unit 2, *The Middle Ages*.

#### Roots

A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

- Write the following words on the board/chart paper:
  - monarch
  - anarchy
  - patriarch
  - matriarch
  - architect
  - archbishop
- Create and display an enlarged version of Activity Page 6.3.

### Spelling

- Prepare and display the Spelling Chart:

Spelling Word	Definition	Example Sentence
<b>courtesy</b>	politeness	Alexandria showed great courtesy when she helped the elderly woman carry her packages.
<b>disentangle</b>	to become free from something	The dog tried to disentangle himself when his leash wrapped around the tree.
<b>humility</b>	the state of being humble or modest	Despite winning many awards for her books, the author showed great humility.
<b>foretell</b>	to predict a future event	Merlin was able to foretell his own death.
<b>heir</b>	someone who has a legal right to claim another person's title or property after the death of the person	As his father's only heir, Javon inherited all his father's property.
<b>misery</b>	a state of extreme sadness or pain	The hurricane caused great misery among the people who lived on the tropical island.
<b>prophecy</b>	prediction	Merlin's prophecy about King Arthur's life came true.

Spelling Word	Definition	Example Sentence
<b>reign</b>	the rule, or time period during the rule, of a king or queen	The reign of King Arthur began when he pulled the sword from the stone.
<b>summon</b>	to call someone for a specific purpose	The teacher had to summon several students to the classroom to finish a test.
<b>yield</b>	to give up	After debating several hours, the student with the weaker argument had to yield to the one with the stronger argument.

### Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement* Packet to distribute and review with all students for additional fluency practice this week. See the introduction to this Teacher Guide for more information on using the Fluency Supplement. If you choose to use this fluency practice, you will assess students in Lesson 10.

## READING

45 MINUTES

**Partner: Chapter 11 “How the Quest Began” in *King Arthur and the Round Table***

### Review

5 minutes

- Have some students share their narrative paragraphs from Activity Page 5.3.

### Introduce the Chapter

5 minutes

- Have students turn to page 111, the first page of “How the Quest Began.”
  - Preview the core vocabulary words *before* reading the chapter.
  - Have students reference Activity Page 6.1 while you read each word and its meaning noting that:
    - Words are in the order in which they appear in the chapter.
    - The part of speech follows each word in an abbreviated format as follows: noun–***n.***; verb–***v.***; adjective–***adj.***; adverb–***adv.***
    - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
    - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
1. **quest, *n.*** a search (**111**)
  2. **peal, *n.*** a loud sound, such as the ringing of bells (**111**)
  3. **bounty, *n.*** something that is given generously (**bounties**) (**111**)
  4. **vessel, *n.*** a container used to hold a liquid (**111**)

5. **vow, n.** a promise (112)

6. **regret, v.** a feeling of sadness or guilt for something one did in the past (113)

7. **Mass, n.** a religious ceremony in the Catholic Church (114)

8. **procession, n.** a line of people moving forward in a formal way, often as part of a ceremony (114)

- Tell students the first vocabulary word they will encounter in this chapter is quest. Have them find the word on page 111 of the Book.
- Remind students that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer to Student Resource 1.1 at the end of the Activity Book, locate *quest*, then have a student read the definition.
- Read the purpose for reading from the board/chart paper:

*Read aloud with a partner Chapter 11 “How the Quest Began” in order to describe the quest for the Holy Grail and why the knights had a sense of foreboding when they started the quest.*

## Read Chapter 11 “How the Quest Began

20 minutes

- Pair students to read the chapter together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.
- Explain to students that for this lesson, they will take turns reading with a partner. One partner will read the first page, the other partner will read the second page, and so on. Students can ask their partner for help with sounding out or defining words as necessary.

**SUPPORT:** Remind students that a quest is a search.

**SUPPORT:** Explain that the Holy Grail is a sacred, or holy cup that followers of Christianity thought Jesus used at the Last Supper.

- After students finish reading the chapter, “How the Quest Began,” bring the class together as a whole to wrap up the lesson.

## Discuss the Chapter and Wrap Up the Lesson

10 minutes

- Call students back to a whole class and ask the following questions:
  1. **Literal**—What was the quest for the Holy Grail?
    - o It was the search for the cup that Jesus used at the Last Supper.
  2. **Literal**—Describe what happened the first time the knights saw the Holy Grail.
    - o The knights were eating supper together when the Grail appeared on a beam of light. It was covered with silk, so it could not be seen clearly, but the knights thought it was beautiful. It then disappeared.

- 3. Inferential**—Why was there a sense of foreboding (or a feeling that things would go badly) because of the quest.
- o Sir Lancelot knew that because they were seeking it for the wrong reasons, the quest would result in the breakup of the knights of the Round Table.
- 4. Inferential**—Why were they not able to stop the quest, despite knowing it would end in disaster?
- o Once they made the promise to go on the quest, they couldn't go back on the promise because it would violate a knight's oath.

### Word Work: *Regret*

5 minutes

1. In the selection you read, "I regret it very deeply, for I have loved them as my life."
2. Say the word *regret* with me.
3. A *regret* a feeling of sadness or guilt for something one did in the past.
4. The visiting student left the class in a hurry and felt a sense of regret for not saying good-bye to his new teacher.
5. Think about something that made you feel bad. Be sure to use the word *regret* in your response. [Ask two or three students to use *regret* in an oral sentence. If necessary, guide and/or rephrase students' responses to use *regret* in complete sentences: "I regret that I \_\_\_\_\_."] ]
6. What's the word we've been talking about? What part of speech is the word *regret*?
  - o verb

[Do a Sharing activity for follow-up.] Turn to a partner and talk about things that you might regret. Be prepared to share your ideas with the class.

## GRAMMAR

15 MINUTES

### Identify and Correct Sentence Fragments

#### Review Sentence Fragments

5 minutes

- Ask students to define a sentence fragment.
  - o A phrase that is not a complete sentence because it is missing either a subject or a predicate.
- Ask students to define *subject*.
  - o who or what the sentence is about
- Ask students to define *predicate*.
  - o includes the verb and tells what the subject of the sentence is doing

## Practice Identifying and Correcting Sentence Fragments

10 minutes

- Direct students' attention to Activity Page 6.2, and have a student read the directions aloud.
- Have students work on the activity page independently. Circulate around the room, providing help as needed.

## Wrap Up

5 minutes

- Have students share their answers to Activity Page 6.2.
  1. *the white, fluffy dog*
    - o subject; complete sentences may vary
  2. *the howling wind*
    - o subject; complete sentences may vary
  3. *assigned us homework*
    - o predicate; complete sentences may vary
  4. *performed a beautiful dance*
    - o predicate; complete sentences may vary
  5. *Abraham Lincoln*
    - o subject; complete sentences may vary

## MORPHOLOGY

15 MINUTES

### Review Root Word *arch*

## Review

5 minutes

- Remind students that they learned about the root words in Unit 2, *The Middle Ages*.
- Direct students' attention to the Roots Poster displayed earlier, and have a student read the definition of *root*.

### Roots

A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

- Remind students that they studied the root *arch* in Unit 2. Ask students what the root *arch* means.
  - o ruler
- Remind students that words with the root *arch* are usually nouns.
- Direct students' attention to the words you wrote on the board/chart paper earlier:

- monarch
  - anarchy
  - patriarch
  - matriarch
  - architect
  - archbishop
- Underline the root *arch* in each of the six words, and ask students to define each of the words:
    - monarch: a ruler
    - anarchy: the lack of a government
    - patriarch: the male leader of a family
    - matriarch: the female leader of a family
    - architect: the chief builder or designer of a building
    - archbishop: an important leader in a church

### Practice Using the Root *arch*

5 minutes

- Direct students' attention to Activity Page 6.3, and have a student read the directions.
- Have students complete Activity Page 6.3 independently. Circulate around the room, providing help as needed.

### Wrap Up

5 minutes

- Review Activity Page 6.3.
  1. The queen is a(n) monarch.
  2. The archbishop is an important ruler in a church.
  3. A(n) architect is a chief builder, or designer of building.
  4. A female head of a family is a(n) matriarch.
  5. A male head of a family is a(n) patriarch.
  6. A(n) anarchy occurs when there is no government.

## SPELLING

15 MINUTES

### Introduce Spelling Words

Explain that students will practice ten words related to the content of *King Arthur*. These words do not follow one single spelling pattern. Tell students they will be assessed on the words in Lesson 10.

Introduce the words by writing them on the board/chart paper. First say the word aloud, and then sound out each syllable, naming each letter aloud as you write it. Continue syllable by syllable until the word is spelled correctly.

1. courtesy
2. disentangle
3. humility
4. foretell
5. heir
6. misery
7. prophecy
8. reign
9. summon
10. yield

- After writing and pronouncing the words, use the chart you prepared earlier to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
<b>courtesy</b>	politeness	Alexandria showed great courtesy when she helped the elderly woman carry her packages.
<b>disentangle</b>	to become free from something	The dog tried to disentangle himself when his leash wrapped around the tree.
<b>humility</b>	the state of being humble or modest	Despite winning many awards for her books, the author showed great humility.
<b>foretell</b>	to predict a future event	Merlin was able to foretell his own death.
<b>heir</b>	someone who has a legal right to claim another person's title or property after the death of the person	As his father's only heir, Javon inherited all his father's property.
<b>misery</b>	a state of extreme sadness or pain	The hurricane caused great misery among the people who lived on the tropical island.
<b>prophecy</b>	prediction	Merlin's prophecy about King Arthur's life came true.
<b>reign</b>	the rule, or time period during the rule, of a king or queen	The reign of King Arthur began when he pulled the sword from the stone.
<b>summon</b>	to call someone for a specific purpose	The teacher had to summon several students to the classroom to finish a test.
<b>yield</b>	to give up	After debating several hours, the student with the weaker argument had to yield to the one with the stronger argument.

- Tell students the chart will remain on display until the assessment, so they can refer to it until then.

## Take-Home Material

- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.



# Lesson 7

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
<b>Reading</b>	Close Reading: Chapter 11 "How the Quest Began"	<i>King Arthur and the Round Table</i>	40 min
	Word Work: <i>Bounty</i>		5 min
<b>Writing</b>	Create a Character: Identify Character Traits and Generate Ideas for an Adventure	Activity Pages 2.2, 4.2 and 7.1	45
<b>Pausing Point</b>	Allow students opportunity to read 2-3 chapters not included in this unit so far. (optional)		*

## Lesson Focus

*By the end of this lesson, students will be able to:*

### Reading:

Analyze the meaning and effectiveness of specific words and sentences in the chapter. (RL.4.4, RL.4.9; RL.4.10)

### Writing:

Generate ideas for character traits and actions to be included in a narrative about a knight. (W.4.3; W.4.3a)

### Speaking and Listening:

Ask and answer questions about the text. (SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

### Language:

Determine the meaning of idioms and academic vocabulary words. (L.4.4a; L.4.5b; L.4.6)

## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*Read closely to examine the author's words, sentences, and literary devices for a deeper understanding of "How the Quest Began."*

### Writing

- Display enlarged versions of Activity Pages 2.2 and 4.2.
- Create and display a Story Elements Chart (which will be displayed for the remainder of the Unit):

#### Your Round Table story should include:

- a main character who is a knight of the Round Table
- one or more adventures experienced by your knight that include a specific problem that needs to be overcome
- Descriptive language inspired by the Core Classic
- dialogue

- Create and display an enlarged version of the first two boxes on Activity Page 7.1:

**The knight in my story will have the following character traits and values:**

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**The knight in my story will have the following adventures:**

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**Review****5 minutes**

Have some students share their narrative paragraphs.

**Close Reading: Chapter 11 “How the Quest Began” in *King Arthur and the Round Table***

**Read the Chapter****5 minutes**

- Tell students they will reread “How the Quest Began.”
- Have students turn to page 111, the first page of “How the Quest Began” and ask what a quest is.
  - A quest is a search.
- Ask students what the Holy Grail is.
  - It is the cup Jesus used at the Last Supper.
- Have students describe why there was a sense of foreboding, or a bad feeling, among the knights before the quest.
  - King Arthur predicted that the quest would lead to the end of the Round Table.
- Read the purpose for reading from the board/chart paper:

*Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “How the Quest Began.”*

**Close Reading**

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of “How the Quest Began” in *King Arthur* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Remember guided reading supports do not need to be read verbatim to students.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

**SUPPORT:** If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 6, refer them to Activity Page 6.1

## Read “How the Quest Began”

20 minutes

[Read the title on page 111, then read aloud the text on page 111, pausing at each point indicated to explain or clarify the text.]

**Line 1: LIT /Inferential**—In this line, the author uses a literary technique called personification, a literary device in which the author uses human traits or characteristics in describing other things or objects that are not human. What phrase shows personification, and what is the author describing here?

- o *the shadows began to creep*
- o The author is describing the shadows made by oak trees that came into the room as the sun was setting.

**Lines 9-11: SYN/Inferential**—This unique sentence structure makes this sentence difficult to understand. What is the author saying in this sentence?

- o The Holy Grail slid down the beam of light, and it was covered in white silk so no one could see it. The knights could also not see if anyone was carrying it.

**Lines 11-13: VOC/Inferential**— The author uses the word *bounty* here. Based on what you know about the meaning of the word *bounty*, do the knights see the Holy Grail as a positive thing or a negative thing?

- o A bounty is something that is given generously, so they see the Holy Grail as a positive thing.

[Read pages 112– 113, pausing at each point indicated to explain or clarify the text.]

## Page 112

**Lines 4-12: COMP/Inferential**—Why does Sir Gawaine vow to go on a quest to see the Holy Grail?

- o Answers may vary, but should include an understanding that the knights generally get what they want (anything they want to eat or drink), but they were denied the chance to see the Holy Grail. Sir Gawaine seemed to feel entitled to see the Grail, so he vowed to keep on the quest for more than a year to see the Holy Grail more clearly than they saw that day.

**Lines 13-20: COMP/Evaluative**—How was Sir Lancelot’s reaction to the Holy Grail different from Sir Gawaine’s?

- o Sir Lancelot did not feel entitled to see the Grail, because he felt that if God wanted them to see it, it would have been seen by the knights.

### Page 113

**Line 1: VOC/Inferential**—What is meant by the phrase *evil rearing itself again*?

- o King Arthur foresaw the quest bringing evil to them once again.

**Lines 4-11: COMP/Inferential**—How does King Arthur feel at the beginning of the quest?

- o He is sad because he knows many of the knights will die and this will mean the end of the Round Table.

[Read page 114, pausing at each point indicated to explain or clarify the text.]

**Line 5: VOC/Inferential**—What does the author mean by the phrase *lodge like a king*?

- o to sleep in comfort

**Lines 7-8: COMP/Inferential**—Think about some of the values held by knights that we have identified in this unit. How do those values make it impossible for the knights to cancel this quest?

- o One of the values knights have is keeping promises. After they took an oath, or made a promise, to go on the quest, they were not able to change their minds.

**Line 18: VOC/Inferential**—What does the phrase *took leave* mean?

- o It means that the knights left the King and Queen.

**Lines 22-23: LIT/Inferential**—The author uses a literary device here called foreshadowing. Foreshadowing is the author’s way of dropping a hint in the story about some event that will happen in the future. What event is foreshadowed here?

- o The fact that “The King rode with his knights for the last time” foreshadows the end of the Round Table.

**Lines 24: VOC/Inferential**—What does the author mean by the phrase *the King’s heart was too heavy for speech*?

- o The phrase *heart was heavy* means that someone was sad. Here, it means that the King was so sad he could not speak.

[Read page 115.]

### Discuss the Selections and Wrap Up the Lesson

5 minutes

- **Inferential** What values of knighthood are demonstrated in this chapter, and how might they lead to the end of the knights of the Round Table?
  - o Knights honor and remain loyal to God, and this makes them want to see the Holy Grail, which is one of the most important symbols in early Christianity. They are also required to keep their promises, so this means that after Sir Gawaine and the others

took an oath to go on a quest to see the Holy Grail, they could not change their minds, even after King Arthur said it would be the end of the Round Table.

- Ask students to review some of the vocabulary and phrases that gave them a deeper understanding of this chapter.
  - The shadows began to creep; evil rearing itself again; lodge like a king; took leave; King’s heart was too heavy for speech.

## Word Work: Bounty

5 minutes

1. In the selection you read, “Once again the bounties of the Grail were displayed, the beautiful smell, the food and drink that delighted each man most.”
2. A *bounty* is something that is given generously.
3. My grandfather’s garden provided a bounty of tomatoes in the late summer harvest.
4. What are some things you have received that you consider a bounty? Be sure to use the word *bounty* in your response. [Have two or three students use *bounty* in a sentence. If necessary, guide and/or rephrase students’ responses to use *bounty* in complete sentences: “I consider \_\_\_\_\_ to be a bounty.”]
5. What’s the word we’ve been talking about? What part of speech is the word *bounty*?
  - noun
6. [Use an *Antonyms* activity for follow-up.] An antonym of *bounty* is *stinginess*. I am going to read several sentences. If the sentence I read describes something that is considered a bounty, say, “That would be a bounty.” If the sentence I read is the opposite of a bounty, say, “That would be stinginess.”
  1. finding a buried treasure
    - That would be a bounty.
  2. a company paying its workers \$3 per day
    - That would be stinginess.
  3. a classmate refusing to share her umbrella in a rainstorm
    - That would be stinginess.
  4. a donation to a charity of \$1 million
    - That would be a bounty.

## WRITING

45 MINUTES

### Create a Character: Identify Character Traits and Generate Ideas for an Adventure

#### Review

15 minutes

- Have students summarize the character traits, or values, held by knights. As students list these traits and values, record them on the board/chart paper:
  - Answers may vary, but may include the following: loyal; honest; brave; devoted to helping weaker or less fortunate people; religious; just; and fair.

- Direct students' attention to the enlarged versions of Activity Pages 2.2 and 4.2 you prepared earlier.

**TURN AND TALK** Have students review the activity pages and discuss the ways the author demonstrated values through the characters of King Arthur and Sir Lancelot. As students discuss with their partner, circulate throughout the room, taking anecdotal records as students participate in this discussion.

- Bring the class together as a whole and have two or three students summarize their discussions with a partner.
  - Answers may vary, but may include that the author reveals these values through the things King Arthur and Sir Lancelot say and do. Students may provide specific examples from Activity Pages 2.2 and 4.2.
- Explain that students will be writing a short story over the course of the next several lessons, similar to the stories they are reading in *King Arthur*. Display the Story Elements Chart you prepared earlier and explain that their stories will include the following elements:

**Your Round Table story should include:**

- a main character who is a knight of the Round Table
- one or more adventures experienced by your knight that include a specific problem that needs to be overcome
- Descriptive language inspired by the Core Classic
- dialogue

## Identify Character Traits and Generate Ideas for an Adventure

30 minutes

- Direct students' attention to Activity Page 7.1 and explain that today students will work on completing the first two boxes on this Activity Page.
- Have one student read the information in the first box on Activity Page 7.1. Give students several minutes to decide which of the character traits or values demonstrated by knights they would like to feature in their story. Direct them to complete the first box on Activity Page 7.1, circulating around the room as they do so.
- Have one student read the information in the second box on Activity Page 7.1. Explain that this box will be more challenging for students to complete, and that they should give some thought to the type of adventure their knight will experience in the story and what the specific problem will be that needs to be overcome. Explain that students will have the remainder of the time during this lesson to brainstorm adventures for their knight, and they will complete this box in the next lesson.

**SUPPORT:** While some students will readily create adventures for their knight, many others may have difficulty creating an adventure. Suggest that these students refer to the adventures described in *King Arthur* for inspiration. Explain that it would be plagiarism if students copy one of the adventures described in the book, but they can reread portions of the text to remind them of the types of adventures experienced by knights.

- As students work on the second box on Activity Page 7.1, circulate around the room, providing assistance as needed.

## Wrap-Up

5 minutes

- Have one or two students share with the class the character traits or values they will feature in their story.

# Lesson 8

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Read-Aloud: Chapter 12 “Sir Gawaine on the Quest”	<i>King Arthur and the Round Table</i> ; Activity Page 8.1 Student Resource 1.1	40 min
	Word Work: <i>Crude</i>		5 min
<b>Writing</b>	Create a Character: Generate Ideas for an Adventure	Activity Page 7.1	15 min
<b>Grammar</b>	Review Run-On Sentences		15 min
<b>Morphology</b>	Introduce Root Word <i>graph</i>	Roots Poster; Activity Page 8.2	15 min
<b>Take-Home Material</b>	Writing	Activity Page 7.1	*
<b>Optional Mid Unit Assessment</b>		Mid-Unit Assessment Activity Page 8.3	*

### Lesson Focus

By the end of this lesson, students will be able to:

#### Reading:

Describe the events that take place on Sir Gawaine’s quest and explain why he is not able to see the Holy Grail.

(RL.4.3; RL.4.4; RL.4.10)

#### Writing:

Plan an adventure for a short narrative. (W.4.3; W.4.3a)

Review run-on sentences. (L.4.1f; L.4.2c)

#### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of idioms and academic vocabulary words. (L.4.4a; L.4.5b; L.4.6)

Identify synonyms and antonyms for the word *crude*. (L.4.5c)

Identify the meaning of words with the root *graph* and use these words correctly in sentences. (L.4.4b)



## ADVANCE PREPARATION

### Reading

- Write the purpose for reading on the board/chart paper:

*Read Chapter 12 “Sir Gawaine on the Quest” in King Arthur and the Round Table to describe the events that take place on Sir Gawaine’s quest and explain why he is not able to see the Holy Grail.*

### Writing

Display the enlarged version of the first two boxes of Activity Page 7.1.

**The knight in my story will have the following character traits and values:**

---

---

---

**The knight in my story will have the following adventures:**

---

---

---

- Display the Story Elements Chart:

**Your Round Table story should include:**

- a main character who is a knight of the Round Table
- one or more adventures experienced by your knight that include a specific problem that needs to be overcome
- Descriptive language inspired by the Core Classic
- dialogue

### Grammar

- Write the following phrases on the board/chart paper:
  - *Today is Aki’s birthday she turns 10 years old.*
  - *The hurricane hit the island with great force it destroyed many homes.*
  - *Annaliese has a big math test tomorrow she will go to bed early tonight.*

### Morphology

- Display the Roots Poster.

## Roots

A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

- Write the following on the board/chart paper:
  - *paragraph*: You should always indent the first line of a paragraph.
  - *biography*: I read an interesting biography of Nelson Mandela.
- Create and display an enlarged version of Activity Page 8.2.

### Morphology: Practice with the Root graph

**Directions:** Match each of the words in the word box to the correct definition below.

1. \_\_\_\_\_: a study of, or description of, Earth's surface
2. \_\_\_\_\_: a person's signature
3. \_\_\_\_\_: a series of sentences in a written text, focusing on a single topic
4. \_\_\_\_\_: a system of sending messages across wires
5. \_\_\_\_\_: a visual record of people, places, or other things
6. \_\_\_\_\_: a written story about someone's life

## READING

45 MINUTES

### Read-Aloud: Chapter 12 "Sir Gawaine on the Quest" in *King Arthur and the Round Table*

#### Review

5 minutes

- Have students open their books to review what they have read in *King Arthur and the Round Table*, and ask the following questions:
  1. Who is Sir Gawaine?
    - o He is King Arthur's sister's son, and Merlin told a prophecy that he would cause the end of the Round Table. He is also the knight who suggested going on a quest for the Holy Grail.

**SUPPORT:** A reference to Sir Gawaine being King Arthur's sister's son is found earlier in the book, *King Arthur and the Round Table*, on page 48.

2. What is the Holy Grail?
  - o the cup used by Jesus during the Last Supper
3. Why is Sir Gawaine on a quest to see the Holy Grail?

- o Because he and the other knights always got what they wanted. He felt entitled to be able to see it. When it appeared to the knights when they were having supper together, it floated near them, but it could not be seen clearly.

## Introduce the Chapter

5 minutes

- Have students turn to the first page of Chapter 12 “Sir Gawaine on the Quest” on page 116.
- Preview the core vocabulary words for the chapter *before* you read it.
- Have students reference Activity Page 8.1 while you read each word and its meaning noting that:
  - Words are in the order in which they appear in the chapter.
  - The part of speech follows each word in an abbreviated format as follows: noun–***n.***; verb–***v.***; adjective–***adj.***; adverb–***adv.***
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
    1. **deserted, *adj.*** having no people or other signs of life **(116)**
    2. **hermitage, *n.*** a place where people live in isolation from others **(118)**
    3. **amends, *n.*** some form of payment for a loss or injury suffered by another **(118)**
    4. **undergo, *v.*** to go through or experience **(118)**
    5. **alight, *v.*** to come down from a structure or vehicle **(alighted) (119)**
    6. **provision, *n.*** a stock of needed supplies **(provisions) (119)**
    7. **garment, *n.*** a piece of clothing **(120)**
    8. **ponder, *v.*** to think about **(pondered) (120)**
    9. **crude, *adj.*** primitive, natural, or rough **(120)**
    10. **muffled, *adj.*** dull; not very clear **(121)**
- Remind students they can look up a word in the glossary if they forget its meaning.
- Read the purpose for reading from the board/chart paper:

*Read Chapter 12 “Sir Gawaine on the Quest” in King Arthur and the Round Table to describe the events that take place on Sir Gawaine’s quest and explain why he is not able to see the Holy Grail.*

## Read Chapter 12 “Sir Gawaine on the Quest” in King Arthur

30 minutes

Read the chapter as students follow along in their books. As you read, pause to interject the guided reading supports.

[Page 116 to line 3 on the top of page 121]

### Page 116

**Lines 1-4: *Evaluative***—Describe Gawaine’s character. Are these character traits we’ve come to expect from knights?

- o He is proud, impatient, jealous, and easily angered. No, these are not the usual character traits demonstrated by knights.

**Lines 8-9: *Inferential***—What was Gawaine’s mood as he started his quest?

- o He was angry and looking for a fight.

### Page 117

**Lines 1-3: *Literal***—How does Gawaine feel about Sir Galahad, and why?

- o He is jealous of Sir Galahad, because Galahad got to sit in the Perilous Siege, an important seat at the Round Table.

**Lines 14-23: *Literal***—Why did Sir Gawaine and Sir Gareth kill the seven knights on patrol? Is this something you would expect a knight of the Round Table to do? Why or why not?

- o They were bored.
- o Answers may vary, but may include that this is not something a knight of the Round Table could be expected to do. One of the values of a knight is fairness, and this does not seem fair.

**Line 19: *Inferential***—Based on the way it is used in this line, what does the word *quarrel* mean?

- o disagreement or dispute

### Page 118

**Lines 5-6: *Inferential***—What does it mean when it says the hermit saw *right into his heart in a disconcerting way*?

- o It means he saw Gawaine’s true character and was upset by it.

**SUPPORT:** *Disconcerting* means concerning or upsetting.

**Lines 16-21: *Inferential***—What does the hermit mean when he says Gawaine must make amends for killing the seven knights? Does Gawaine agree that he should make amends?

- o He means that Gawaine must make up for the evil act.
- o Gawaine says he has more important things to do on a quest than make amends.  
[Pages 119-121]

**Lines 20-24 on page 120 and lines 1-2 on page 121: *Literal***—Describe what Gawaine and Ector see and hear.

- o They see a candle held by a hand floating in front of them. They hear a voice say that knights who are full of bad faith will not find the Holy Grail.

**SUPPORT:** Bad faith means lacking honesty, fairness, and good intentions.

### Page 121

**Lines 8-21: *Literal***—Describe what happens when Gawaine meets the knight at this point in the adventure.

- o He kills him.

**Lines 16-20: *Inferential***—How does Gawaine’s action toward the knight violate the values of a knight?

- o Knights are not supposed to harm another knight of the Round Table, and Gawaine killed this knight.

### Page 122

**Lines 1-2: *Inferential***—What is meant by the phrase *Gawaine had no more heart for the Quest*?

- o He no longer wants to go on the quest.

**Lines 3-11: *Literal***—How does the hermit interpret Gawaine’s dream?

- o He said the field Gawaine dreamt was the Round Table, the bulls were the knights, and the search for a better pasture was the quest for the Holy Grail. The hermit said that only one of the three knights would survive the quest.

**Lines 18-24: *Literal***—What did the hermit say was standing in the way of the two knights seeing the Holy Grail?

- o They didn’t have humility.

**SUPPORT:** *Humility* means the state of being humble or modest.

**CHALLENGE:** What other character earlier in the story said that humility is the root of wisdom, and what does this mean?

- o Merlin said this in Chapter 8. It means that a wise person becomes that way only if he or she is humble or modest.

### Discuss the Selections and Wrap Up the Lesson

5 minutes

**Evaluative—TURN AND TALK:** Why do you think Gawaine is not able to see the Holy Grail?

- o Answers may vary, but may include that he is not worthy, or not a good person; he thinks he is entitled to see The Holy Grail. He does not demonstrate the character traits usually associated with knights. Instead, he is rude, impatient, kills out of boredom, and does not try to help others. He does not have the humility of some of the other knights, such as Sir Lancelot.

### Word Work: *Crude*

5 minutes

1. In the chapter you read, “[T]here in the air in front of them floated a candle, clear and steady, held by a hand and forearm, covered in red silk, with a crude bridle over the arm.”
2. Say the word *crude* with me.

3. *Crude* is an adjective that means primitive, natural, or rough.
4. The campers made a crude cabin by piecing together large branches of trees and tying them together.
5. Have you ever seen a crude structure? Be sure to use the word *crude* in a complete sentence when you tell about it. [Ask two or three students to use *crude* in a sentence. If necessary, guide and/or rephrase students' responses to use *crude* in a complete sentence: "I once saw a crude structure that was \_\_\_\_\_."]
6. What is the word we've been talking about? What part of speech is the word *crude*?
  - o adjective
7. [Use a *Synonym/Antonym* activity for follow-up.] Turn and Talk: Turn to your partner and generate as many synonyms for *crude* that you can, and then generate as many antonyms as you can.
  1. Synonyms
    - o rough; natural; unrefined; basic; unfinished; simple
  2. Antonyms
    - o well-constructed; polished; fancy; complex; perfected

## WRITING

15 MINUTES

### Create a Character: Generate Ideas for an Adventure

#### Review

5 minutes

- Direct students' attention to the Story Elements Chart 7.1, and remind students that in the previous lesson they worked to create a character for their short story. Review the elements that must be included in their short story:

**Your Round Table story should include:**

- a main character who is a knight of the Round Table
- one or more adventures experienced by your knight that include a specific problem that needs to be overcome
- Descriptive language inspired by the Core Classic
- dialogue

- Remind students that, in the previous lesson, they generated ideas for the character traits their knight will demonstrate. Have one or two students share with the class one of the character traits they will incorporate into their story.

#### Generate Ideas for an Adventure

10 minutes

- Remind students that in the previous lesson they also began to generate ideas for an adventure their knight will experience in their story.
- Direct students' attention to the second box on Activity Page 7.1: Have students continue to work on generating ideas for the adventure their knight will experience.

The knight in my story will have the following adventures:

---

---

---

- If students do not complete the second box on Activity Page 7.1, have them complete it for homework.

## GRAMMAR

15 MINUTES

### Review Run-On Sentences

#### Review Run-On Sentences

15 minutes

- Direct students' attention to the phrases you wrote on the board/chart paper earlier:
  - *Today is Aki's birthday she turns 10 years old.*
  - *The hurricane hit the island with great force it destroyed many homes.*
  - *Annaliese has a big math test tomorrow she will go to bed early tonight.*
- Ask students whether any of these phrases is a proper or complete sentence, and, if so, which one(s).
  - None of these phrases are proper or complete sentences.
- Ask why none of the phrases is a proper sentence.
  - These phrases all have two subjects and two predicate and are actually two sentences that could each stand alone as a complete sentence.

**SUPPORT:** If students do not remember the terms subject and predicate, review the meanings of those terms:

- A subject of a sentence is who or what the sentence is about. Often, it is who or what is doing the action in the sentence.
- A predicate of a sentence includes the verb and often tells what the subject of the sentence is doing.
- Explain that these phrases are called run-on sentences.
- For each of the three phrases, have students indicate on the board each of the two separate sentences in each phrase. They can do this by underlining or highlighting the sentences in different colors.
  - o *Annaliese has a big math test tomorrow she will go to bed early tonight.*
- Tell students that there are two ways to correct run-on sentences:

- They can be written as two separate sentences, each starting with a capital letter and ending with a period, exclamation point, or question mark.
- They can be written as a single sentence with a comma separating the first part and the second part, and a word such as *and*, *but*, *or*, *for*, *nor*, *yet*, or *so* being added after the comma.
- Have students correct each of the three run-on sentences by separating them into two separate sentences.
  - o *Today is Aki's birthday. She turns 10 years old.*
  - o *The hurricane hit the island with great force. It destroyed many homes.*
  - o *Annaliese has a big math test tomorrow. She will go to bed early tonight.*
- Have students correct each of the three run-on sentences by separating the two parts with a comma and a word such as *and*, *but*, *or*, *for*, *nor*, *yet*, or *so*.
  - o *Today is Aki's birthday, and she turns 10 years old.*
  - o *The hurricane hit the island with great force, and it destroyed many homes.*
  - o *Annaliese has a big math test tomorrow, so she will go to bed early tonight.*

## Wrap-Up

- Have one student orally provide an example of a run-on sentence, and then have another student restate it either as two complete sentences or a single sentence, using words such as *and*, *but*, *or*, *for*, *nor*, *yet*, or *so*.

## MORPHOLOGY

15 MINUTES

### Introduce Root Word graph

#### Introduce Root Word graph

10 minutes

- Refer to the Roots Poster you displayed in the classroom and have a student read the definition of root.
  - *the main element of a word that forms the base of its meaning*
- Remind students that a root can appear at different places in the word.
- Write the root *graph* on the Roots Poster and explain that it is derived from the Greek word *graphos* meaning “to write.”
- Explain that many words can be made from this root, and direct students’ attention to the words and sentences written on the board/chart paper earlier:
  - *paragraph: You should always indent the first line of a paragraph.*
  - *biography: I read an interesting biography of Nelson Mandela.*
- Underline the root *graph* in the four occurrences of the words in these examples.
- Ask a student to read the first word and sentence and define the word *paragraph*.



- a short piece of written work that focuses on a single idea.
- Ask a student to read the second word and sentence and define the word biography.
  - a written story about someone’s life
- Explain that words with the Greek root *graph* are usually nouns.
- Have students turn to Activity Page 8.2, and have one student read the directions aloud. Complete the first item as a whole group, and then have students complete the remainder of the page independently. Circulate around the room, providing support as needed.

### **Morphology: Practice with the Root *graph***

**Directions:** Match each of the words in the word box to the correct definition below.

1. \_\_\_\_\_: a study of, or description of, earth’s surface
2. \_\_\_\_\_: a person’s signature
3. \_\_\_\_\_: a series of sentences in a written text, focusing on a single topic
4. \_\_\_\_\_: a system of sending messages across wires
5. \_\_\_\_\_: a visual record of people, places, or other things
6. \_\_\_\_\_: a written story about someone’s life

### **Wrap-Up**

**5 minutes**

- As a whole group, review the answers to Activity Page 8.2. If there is not sufficient time in which to review the answers, collect the pages and make arrangements to grade them and review with students prior to Lesson 12, when students will again practice the root word *graph*.

1. *geography*
2. *autograph*
3. *paragraph*
4. *telegraph*
5. *photograph*
6. *biography*

### **Take Home Material**

#### **Writing**

- Have students take home Activity Page 7.1 to complete the second box for homework.

#### **Optional Mid-Unit Assessment**

The Mid-Unit Assessment, Activity Page 8.3, is an optional assessment which can be given at the end of this lesson.

# Lesson 9

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Partner: Chapter 17 “The Queen and the Poisoned Apple”	<i>King Arthur and the Round Table</i> Activity Page 9.1 Student Resource 1.1	40 min
	Word Work: <i>Promptly</i>		5 min
<b>Writing</b>	Practice Writing Dialogue	Activity Page 9.2	30 min
<b>Spelling</b>	Practice Spelling Words	Activity Page 9.3	15 min

### Lesson Focus

By the end of this lesson, students will be able to:

#### Reading:

Explain why the Queen was accused of poisoning Sir Patrise, and what happens after this accusation.

(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

#### Writing:

Practice writing dialogue with the proper punctuation.

(L.4.2b)

Practice spelling targeted words.

(L.4.2d)

#### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.

(L.4.4c)

Determine the meaning of academic vocabulary words.

(L.4.6)

Identify synonyms and antonyms for the word “promptly.”

(L.4.5c)

## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*With a partner, read aloud Chapter 17 “The Queen and the Poisoned Apple” in King Arthur to explain why the Queen was accused of poisoning Sir Patrise, and what happens after this accusation*

- Consider how you will pair students for partner reading.

### Writing

- Display the Rules of Punctuation for Dialogue Chart on the board/chart paper. Be sure to highlight the elements in red on the chart:

Rules of Punctuation for Dialogue		
Punctuation	Rule	Example
Quotation Marks: “ ”	Quotation marks show the speaker’s exact words. The first quotation marks go before the first word spoken, and the last quotation marks go after the last word spoken.	“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”
Comma: ,	A comma separates the words that are spoken from information about who is speaking them.	“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”
End Punctuation: . ? !	The punctuation at the end of the sentence appears before the end quotation marks	“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”

## READING

45 MINUTES

**Partner: Chapter 17 “The Queen and the Poisoned Apple”**

### Read the Chapter

5 minutes

- Have students turn to page 164, the first page of Chapter 17 “The Queen and the Poisoned Apple.”
- Preview the core vocabulary words *before* reading the chapter.
- Have students reference Activity Page 9.1 while you read each word and its meaning noting that:
  - Words are in the order in which they appear in the chapter.

- The part of speech follows each word in an abbreviated format as follows: noun–***n.***; verb–***v.***; adjective–***adj.***; adverb–***adv.***
- Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.

1. **appetite, *n.*** a strong desire for something (165)
2. **disgraceful, *adj.*** bringing about shame or embarrassment (165)
3. **feat, *n.*** an act or achievement that shows courage or skill (165)
4. **fetch, *v.*** to go for something or someone and bring that person or thing back (**fetch**) (166)
5. **fix, *v.*** to decide on or set (**fixed**) (167)
6. **promptly, *adv.*** done immediately or without delay (169)
7. **retire, *v.*** to go to bed (**retired**) (171)
8. **grim, *adj.*** terrible or frightening (171)
9. **stalk, *v.*** to follow in a threatening or frightening way (**stalked**) (171)
10. **acquit, *v.*** to declare not guilty of a crime (**acquitted**) (172)
11. **unravel, *v.*** to cause something to come apart (**unraveled**) (172)

**Note:** The word *unraveled* is misspelled in the text as *unravalled*.

- Tell students the first vocabulary word they will encounter in this selection is *appetite*. Have them find the word on page 165 of the book.
- Remind students that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer to the Student Resource Page 1.1 at the back of the Activity Book, locate *appetite*, then have a student read the definition.
- Read the purpose for reading from the board/chart paper:

*Read aloud with a partner Chapter 17 “The Queen and the Poisoned Apple” in King Arthur to explain why the Queen was accused of poisoning Sir Patrise, and what happens after this accusation.*

## Read Chapter 17 “The Queen and the Poisoned Apple”

**35 minutes**

- Pair students to read the chapter together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout the year. As students read, circulate among the class, monitoring students’ focus and progress.
- Explain to students that for this lesson, they will both read the first page silently, then they

will take turns reading each of the remaining aloud. Students can ask their partner for help with sounding out or defining words as necessary.

## Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Call students back to a whole class and wrap up the lesson with the following questions:

**Literal**—Why was the Queen accused of poisoning Sir Patrise?

- The Queen was having a dinner for 24 of the knights, including Sir Pinel, Sir Patrise, and Sir Gawaine. Sir Pinel wanted to kill Sir Gawaine, and, knowing Gawaine liked apples, Sir Pinel put poison in an apple and waited for Sir Gawaine to take it. Instead, Sir Patrise took the apple and died. Gawaine realized the apple had been meant for him and he accused Queen Guenevere of planning to kill him.

**Inferential**—Why did Arthur and Guenevere want Sir Lancelot to defend the Queen?

- It was decided that the Queen’s “trial” to determine whether she was guilty, would be based on a battle between Sir Mador and a challenger. The King and Queen thought that Sir Lancelot would be able to defeat Sir Mador, proving the Queen was innocent.

**Evaluative**—Do you think it was just, or fair, for them to determine the Queen’s guilt or innocence by having two knights fight in a battle? Why or why not?

- Answers may vary, but may include that it is not just because the outcome of the battle has no connection to the death of Sir Patrise.

**Literal**—Was the Queen found guilty of the death of Sir Patrise? Support your answer with evidence from the text.

- No, she was acquitted, or found not guilty. Sir Lancelot came back to Camelot, fought Sir Mador, and won.

## Word Work: Promptly

5 minutes

1. In the chapter you read, “He promptly left the court.”
2. Say the word *promptly* with me.
3. *Promptly* is an adverb that describes something that is done immediately or without delay.
4. When it stopped snowing, the plows promptly cleared the roads so people could travel.
5. Think about a time when you did something promptly. Use the word *promptly* in your response. [Ask two or three students to use *promptly* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *promptly* in complete sentences: “I once did \_\_\_\_\_ promptly.”]
6. What’s the word we’ve been talking about? What part of speech is the word *promptly*?
  - adverb
7. [Use a *Synonyms/Antonyms* activity for follow-up.]

**TURN AND TALK:** Turn to your partner and list as many synonyms of *promptly* as you can. Then, list as many antonyms of *promptly* as you can.

- Synonyms
  - o Answers may vary, but may include: quickly; immediately; without delay; speedily
- Antonyms
  - o Answers may vary, but may include: slowly; late

## WRITING

45 MINUTES

### Practice Writing Dialogue

### Review Writing Dialogue

5 minutes

- Remind students that they practiced writing dialogue in Lesson 3.
- Remind students that the words spoken by characters have different punctuation, called quotation marks, around them than the other text.
- Ask students to list some other words that mean the same thing as the word dialogue.
  - Conversation, discussion, talk, chat
- Remind students that the words characters speak in a story and the conversations, or discussions, between characters are called dialogue.
- Tell students they will be writing dialogue for their characters in the short story they are writing.
- Direct students' attention to the Rules of Punctuation for Dialogue Chart you displayed earlier.
- Remind students that it is important to put the proper punctuation in dialogue so a reader can tell what a character is saying and what the narrator is telling as part of the story. Explain that it is important for students to follow these rules in writing the dialogue in their stories.

### Rules of Punctuation for Dialogue

Punctuation	Rule	Example
Quotation Marks: “ ”	Quotation marks show the speaker's exact words. The first quotation marks go before the first word spoken, and the last quotation marks go after the last word spoken.	<b>“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”</b>
Comma: ,	A comma separates the words that are spoken from information about who is speaking them.	<b>“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”</b>
End Punctuation: . ? !	The punctuation at the end of the sentence appears before the end quotation marks	<b>“Oh, Merlin,” said Arthur, “if I had not been here, you would have been killed.”</b>

## Practice Using Punctuation for Dialogue

20 minutes

- Pair students for this activity.
- Tell students that they will choose one of the questions on Activity Page 9.2 and have a 5 minute conversation, or discussion.
- Students may need you to model this activity. If so, choose a student and have a short discussion about who is your favorite knight of the Round Table. After a few comments back and forth, write the conversation on the board using correct punctuation.
- After the students begin to work, use a clock, watch, or timer to measure 5 minutes.
- When the 5 minutes are up, explain to students that they will write down their conversation, or dialogue, using the correct punctuation on Activity Page 9.2.
- While writing the dialogue, students should be sure to include information about who is speaking.
- Remind students that they can refer to the Rules of Punctuation and Dialogue Poster if needed.

## Wrap-Up

5 minutes

- Have some students share with the class the dialogue they wrote on Activity Page 9.2.
- Ask students to share any difficulties they had while writing down the dialogue.

## SPELLING

15 MINUTES

### Practice Spelling Words

- Tell students they will practice writing the spelling words.
- Have students turn to Activity Page 9.3. Explain that they will work with a partner to create sentences for each of the spelling words.
- Remind students they will have a spelling assessment during the next lesson.
- Collect completed Activity Page 9.3 to review and grade at a later time.

# Lesson 10

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
Spelling	Assessment	Activity Page 10.1	15 min
Reading	Read-Aloud: Chapter 18 "Sir Meliagraunce"	<i>King Arthur and the Round Table</i> ; Activity Page 10.2 Student Resource 1.1	40 min
	Word Work: <i>Embarked</i>	Activity Page 9.2	5 min
Writing	Draft a Short Story	Activity Pages 2.2, 4.2, and 7.1; Student Resource 1.2 Story Elements Chart Writing Journal	30 min

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Describe Sir Meliagraunce and summarize the adventures described in Chapter 18, "Sir Meliagraunce".

(RL.4.2; RL.4.3, RL.4.4; RL.4.10)

#### Writing:

Draft a short story that includes a main character, one or more adventures experienced by that character, and dialogue.

(W.4.3; W.4.3a; W.4.3b)

Demonstrate their knowledge of the correct spelling of the targeted words.

(L.4.2d)

#### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.

(L.4.4c)

Determine the meaning of idioms as well as domain-specific and academic vocabulary words.

(L.4.4a; L.4.5b; L.4.6)



## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words that have been on display since Lesson 6.

### Reading

- Write the Purpose for Reading on the board/chart paper:  
*Read Chapter 18, “Sir Meliagraunce” to identify Sir Meliagraunce and summarize the adventures described in the chapter*

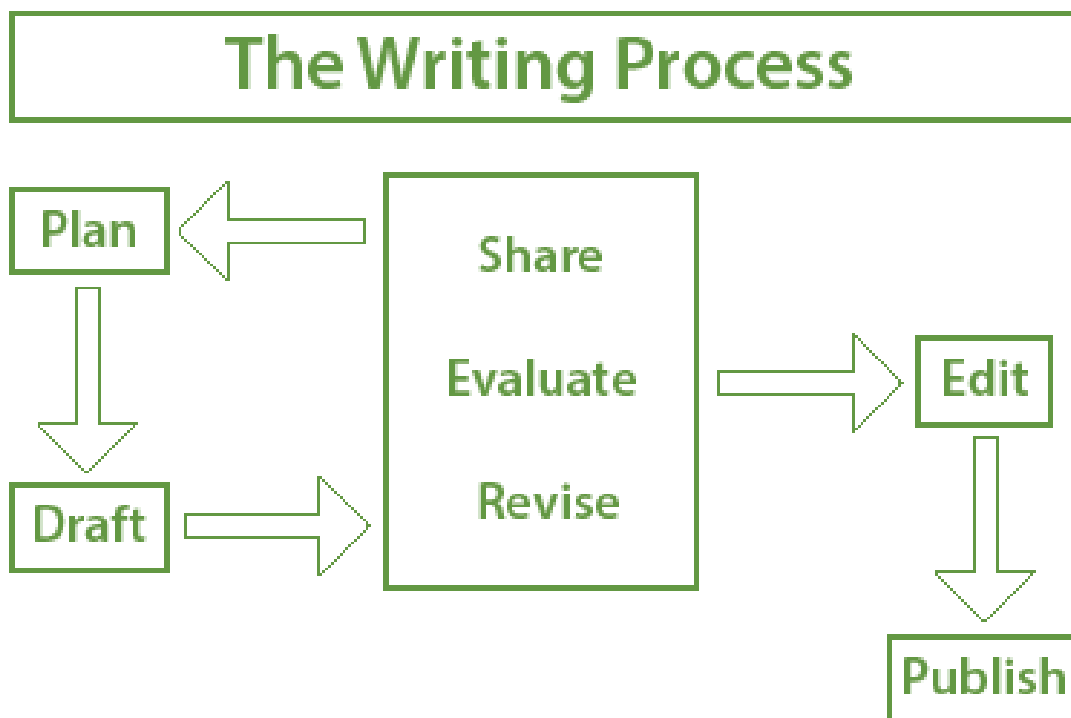
### Writing

- Display the enlarged copy of the Answer Key for Activity Page 2.2:  
Identifying Character Traits
- Display the enlarged copy of the Answer Key for Activity Page 4.2:  
Identifying Character Traits
- Display the Story Elements Chart

**Your Round Table story should include:**

- a main character who is a knight of the Round Table
- one or more adventures experienced by your knight that include a specific problem that needs to be overcome
- Descriptive language inspired by the Core Classic
- dialogue

- Display the Writing Process Chart created as Student Resource 1.2 at the end of the Activity Book:



## Fluency (optional)

- If students were assigned a selection from the Fluency Supplement Packet, determine which students will be asked to read the selection and when. See the Introduction of this Teacher Guide for more information on using the Fluency Supplement Packet.

## Spelling

15 minutes

- Have students turn to Activity Page 10.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end, you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

<b>courtesy</b>	Juan showed his neighbor <b>courtesy</b> by helping him mow his lawn.
<b>disentangle</b>	It was difficult to <b>disentangle</b> the computer cords because there were so many of them.
<b>humility</b>	Merlin valued <b>humility</b> and thought that someone could not have wisdom without <b>humility</b> .
<b>foretell</b>	Merlin was able to <b>foretell</b> several important events in <i>King Arthur</i> .
<b>heir</b>	The wealthy man's only child was the <b>heir</b> to his entire fortune.
<b>misery</b>	War generally brings great <b>misery</b> to all affected by it.
<b>prophecy</b>	Merlin's <b>prophecy</b> about Sir Gawaine's effect on the Round Table came true.
<b>reign</b>	The beginning of King Arthur's <b>reign</b> was full of conflict and trouble.
<b>summon</b>	The teacher will <b>summon</b> all students to the front of the room to perform their play.
<b>yield</b>	The candidate who lost the election had to <b>yield</b> to her opponent.

- After reading all the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later.

## READING

45 MINUTES

### Read-Aloud: Chapter 18 "Sir Meliagraunce"

## Introduce the Chapter

5 minutes

- Have students turn to the first page of "Sir Meliagraunce" on page 174 of *King Arthur*.

- Preview the core vocabulary words from the chapter before reading it. Have students reference Activity Page 10.2 while you read each word and its meaning noting that:
    - Words are in the order in which they appear in the chapter.
    - The part of speech follows each word in an abbreviated format as follows: noun–***n.***; verb–***v.***; adjective–***adj.***; adverb–***adv.***
    - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
    - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
1. **dishonor, v.** to bring shame on or embarrassment to **(174)**
  2. **council, n.** a group of people who meet to make decisions for or offer advice to the public **(174)**
  3. **halt, v.** to stop **(175)**
  4. **ambush, v.** to attack by surprise from a hiding place **(176)**
  5. **embark, v.** to start **(embarked) (180)**
  6. **profess, v.** to state or admit something publicly or officially **(professed) (181)**
  7. **mischief, n.** an action that harms or causes trouble **(182)**
- Tell students the first vocabulary word they will encounter in this chapter is dishonor. Have them find the word on page 174 of the Book.
  - Remind students that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer to the Student Resource 1.1 at the end of the Activity Book, locate dishonor, then have a student read the definition.
  - Read the purpose for reading from the board/chart paper:

*Read Chapter 18, “Sir Meliagraunce” to identify Sir Meliagraunce and summarize the adventures described in the chapter.*

## Read Chapter 18 “Sir Meliagraunce” in *King Arthur*

**30 minutes**

- Read the chapter aloud as students follow along in their books. As you read the selection, occasionally pause to ask students questions in order to check for understanding and draw their attention to key concepts or vocabulary. The guided reading supports listed may be used for this purpose.

### Page 174

**Lines 1-7: Inferential**—What was the “affair of the poisoned apple”?

- o It was the event in which Queen Guenevere was wrongly accused of poisoning Sir Patrise when Sir Pinel accidentally poisoned him while trying to kill Sir Gawaine. It was Sir Lancelot who saved the Queen when he defeated Sir Mador in a battle.

**Line 8: *Evaluative***—Based on this line, do you think Sir Meliagraunce has those traits or values that are usually associated with a knight? Why or why not?

- o Answers may vary, but may include that he does not have the traits or values of a knight because he is described as being a coward.

### Page 175

**Lines 1-24: *Literal***—Describe the scene between the Queen and her knights on the one side and Sir Meliagraunce and his knights on the other.

- o The Queen was travelling with 10 unarmed knights (or those without weapons) and 10 ladies. Sir Meliagraunce was travelling with 200 men, all armed and ready to fight. Although the queen's knights were able to kill 40 of Sir Meliagraunce's knights before they had to stop fighting, Sir Meliagraunce's side won the fight.

### Page 176

**Line 1: *Inferential***—What does the word *yield* mean?

- o It means to give in to, or to surrender to.

**Line 11: *Inferential***—Based on what you learned in Unit 2, *The Middle Ages*, how is the word page being used here?

- o It is being used to refer to a young boy who is preparing to become a knight.

**Line 16: *Inferential***—What does the phrase *on fire with pride* mean?

- o That the page was acting quickly because he was proud to be helping the queen.

### Page 177

**Lines 1-4: *Inferential***—Why does Sir Meliagraunce tell his knights to shoot at Sir Lancelot's horse rather than at Lancelot himself?

- o He didn't think they would be able to hurt Sir Lancelot.

**Lines 5-7: *Inferential***—Who is the "Queen's champion" referenced in line 7, and how does Sir Meliagraunce feel about his arrival?

- o It is Sir Lancelot, and Sir Meliagraunce is nervous about his arrival.

### Page 178

**Lines 12-21: *Literal***—How does Sir Lancelot break the rules of knighthood in this scene?

- o It is against the knights' rules to ride in a cart, but his horse was shot by Sir Meliagraunce's men, so Lancelot wants to ride in the cart. He also broke one of the rules of knighthood by killing one of the cart drivers.

### Page 179

**Line 17: *Inferential***—What is meant by the line *He held the entire castle at bay*?

- o Everyone was afraid of him, so no one approached him.

**Lines 18-23: Evaluative**—Based on what you’ve read in the story so far, what do you think will happen next? Provide details from the story that support your prediction.

- o Answers may vary, but may include that Queen Guenevere would ask Sir Lancelot to not kill Sir Meliagraunce. This may be supported by the Queen’s calm behavior of going out into the courtyard and taking Sir Lancelot by the hands; it appears she does not fear Meliagraunce.

### Page 180

**Lines 1-2: Inferential**—What does the Queen mean by the line *The knight is sorely regretting this entire misadventure that he has embarked on?*

- o The Queen means that Meliagraunce has probably realized this will not end well for him, so he probably wishes he had never started this by killing the Queen’s knights and taking her prisoner.

**Lines 20-24: Literal**—How was Sir Meliagraunce going to be tried for his actions, and how did he feel about this?

- o There would be a trial by battle, similar to the way Queen Guenevere’s guilt was to be decided after Sir Patrise was poisoned. He was not happy about this and was trying to think of a way to get out of it.

### Pages 181

**Lines 3-8: Literal**—Explain what happened when Sir Lancelot goes on a tour of the castle with Sir Meliagraunce.

- o When Sir Lancelot stepped on a trap door and disappeared into a cellar, Sir Meliagraunce fastened the trapdoor and denied knowing anything about it when he was later asked.

**Lines 19-22: Evaluative**—How does Sir Meliagraunce’s attitude change in this paragraph? Why does it change?

- o He seems more confident and is not preparing to fight Sir Lancelot. It changes because he knows Lancelot is locked in a cellar, so he doesn’t think he will have to fight him.

**Lines 21-24: Literal**—Why does the Queen suspect that Sir Meliagraunce has been up to some mischief?

- o She noticed the change in Meliagraunce’s attitude and that, combined with Lancelot’s absence, makes her suspicious.

### Pages 182

**Lines 20-22: Inferential**—Why does the woman decide to help Sir Lancelot escape the locked cellar?

- o She wants Sir Lancelot to like her and forgive her for helping keep him locked up.

### Page 183

**Lines 8-22: Literal**—How does Meliagraunce try to convince Lancelot to save him?

- o He gets off his horse, yields to Lancelot, and begs to be spared. He knows that Lancelot, under the rules of knighthood, is not supposed to kill a fellow knight of the Round Table.

[Read the remainder of the story on pages 184-185, then proceed to the Discussion and Wrap Up section of the lesson.]

## Discuss the Chapter and Wrap Up the Lesson

10 minutes

Wrap up the lesson with the following question:

- **Literal**—Describe how the battle between Meliagraunce and Lancelot ends.
  - o Sir Lancelot does not agree to accept Meliagraunce’s surrender, but he does agree that as he continues to fight Meliagraunce, he would do so without his helmet and with his one arm tied behind his back. Meliagraunce agrees to this, but Sir Lancelot is such a good fighter that he still defeats and kills Meliagraunce.

## Word Work: Embarked

5 minutes

1. In the text you read, “The knight is sorely regretting this entire misadventure that he has embarked on.”
2. Say the word *embarked* with me.
3. To *embark* means to start.
4. Before we embark on a long car trip, my mother makes sure there is a full tank of gas.
5. Can you think of a time when you embarked on something? Be sure to use the word *embark* in your response. [Have two or three students use *embark* in a sentence. If necessary, guide and/or rephrase students’ responses to use *embark* in complete sentences: “I once embarked on \_\_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word *embark*?
  - o verb
7. [Use a Discussion activity for follow-up.] Turn to a partner and discuss things that that you can embark on. Use the word *embark* in your answer.

## WRITING

45 MINUTES

### Draft a Short Story

## Review Identifying Character Traits from Dialogue and Actions

5 minutes

- Direct students’ attention to completed Activity Pages 2.2 and 4.2, and have them discuss with a partner the information recorded on those pages.
- Bring the class back together as a whole group and ask how students identified the character traits exhibited by King Arthur and Sir Lancelot in *King Arthur* through the things the characters said and did in the story

- Direct students' attention to the Story Elements Chart and remind them that they are going to write a short story that has the following elements:

**Your Round Table story should include:**

- a main character who is a knight of the Round Table
  - one or more adventures experienced by your knight that include a specific problem that needs to be overcome
  - Descriptive language inspired by the Core Classic
  - dialogue
- Remind students that they have used Activity Page 7.1 to create their character and describe the traits or values that character will demonstrate in their story. This information was recorded in the first box on Activity Page 7.1.
  - Remind students that they have already described the type of adventure they will have in their story, and they recorded that information in the second box on Activity Page 7.1.
  - Explain that today students will complete the third box on Activity Page 7.1 and will summarize the actions their knight will take, and the things their knight will say, that will allow a reader to understand the character traits their knight possesses.
  - Remind students that they learned the rules for putting proper punctuation in dialogue in a story, and that they can refer to the Rules for Punctuation Chart as they create dialogue for their story.
  - Direct students' attention to the Writing Process chart displayed and found as Student Resource 1.2 at the end of the Activity Book.. Remind them that writing a story is a process that begins with planning, which they are doing on Activity Page 7.1, and then goes to drafting. Explain that students will begin to draft their story in their Writing Journal today, and that they will continue to work on that story over the course of the next two lessons.
  - As students work on completing Activity Page 7.1 and begin to draft the short story in the Writing Journal, circulate around the room, providing help as needed.

**SUPPORT:** Instead of circulating around the room, you may choose to work directly with a small group of students who need additional support in writing their story.

## Wrap Up

- Have one or two students share with the class one piece of dialogue from the story they are creating.

# Lesson 11

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Whole Group: Chapter 19 “The Civil War”	<i>King Arthur and the Round Table</i> ; Activity Page 11.1 Student Resource 1.1	40 min
	Word Work: <i>Triumph</i>		5 min
<b>Writing</b>	Draft a Short Story	Activity Page 7.1 Writing Process Graphic Student Resource 1.2; Story Elements Chart; Rules for Punctuation Chart; Writing Journals	30 min
<b>Spelling</b>	Introduce Spelling Words		15 min
<b>Take-Home Material</b>	Fluency, Writing	Activity Page 7.1 <i>Fluency Supplement</i> Selection (optional) Writing Journal	*

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Identify what “civil war” is referenced in the title, and describe the actions that take place in “The Civil War.” (RL.4.3; RL.4.4; RL.4.10)

#### Writing:

Draft a short story that includes a main character, one or more adventures experienced by that character, and dialogue. (W.4.3; W.4.3a; W.4.3b)

Be prepared to practice spelling targeted words. (L.4.2d)

#### Speaking and Listening:

Ask and answer questions about the text.

(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words. (L.4.4c)

Determine the meaning of idioms and academic vocabulary words. (L.4.4a; L.4.5b; L.4.6)

Identify synonyms and antonyms for the word triumph. (L.4.5c)



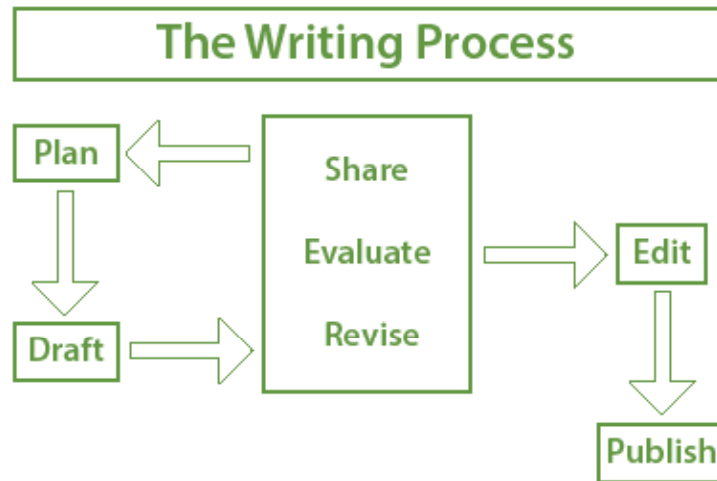
## ADVANCE PREPARATION

### Reading

- Write the purpose for reading on the board/chart paper:  
*Read “The Civil War” in order to explain what “civil war” is referenced in the title, and describe the actions that take place in “The Civil War.”*

### Writing

- Display the Writing Process Graphic:



### Spelling

- Create and display the following chart:

Spelling Word	Definition	Example Sentence
<b>nonverbal</b>	involving little or no use of language	Because my little sister is only a year old, she is nonverbal and tells us what she wants by pointing to it.
<b>nonfiction</b>	a text or book that provides factual information based on real events	Mr. Foster reads many nonfiction books because he loves to read about history.
<b>uncommon</b>	out of the ordinary; unusual	A double rainbow is an uncommon site.
<b>unlikely</b>	not likely to happen; improbable	It's unlikely to snow in Florida in April.
<b>endanger</b>	to put in a position that might result in harm	Riding in a car without a seat belt would endanger the passenger.
<b>encircle</b>	surround	Ms. Rodriguez asked us to encircle the table so we could see the rock samples she was showing us.
<b>anarchy</b>	a lack of government or law in a society	Some new countries experience anarchy before they establish their government and laws.
<b>patriarch</b>	a man who leads a family, tribe, or group	My grandfather is the patriarch of our family.
<b>biography</b>	the story of someone's life	I read a fascinating biography of Harriet Tubman.
<b>paragraph</b>	a group of sentences in a written text, that focus on one main idea	My teacher said I wrote a good paragraph to start my paper because it was clearly written and focused on a single topic.

## Fluency (optional)

- Choose and make sufficient copies of a text selection from the online *Fluency Supplement Packet* to distribute and review for additional fluency practice this week. See the introduction of this Teacher Guide for more information on using the *Fluency Supplement*.

## READING

45 MINUTES

### Whole Group: Chapter 19 “The Civil War” in *King Arthur*

#### Introduce the Chapter

5 minutes

- Preview the core vocabulary words *before* reading the chapter.
- Have students reference Activity Page 11.1 while you read each word and its meaning noting that:
  - Words are in the order in which they appear in the chapter.
  - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
    1. **ambitious, *adj.*** having a desire to be famous, successful, or powerful **(187)**
    2. **civil war, *n.*** a war between two groups within the same country or kingdom **(190)**
    3. **outlaw, *v.*** to declare someone or something against the law **(outlawed) (190)**
    4. **avenge, *v.*** to seek repayment or punishment from someone because of something they did wrong **(avenged) (191)**
    5. **triumph, *n.*** a win or success **(191)**
    6. **turmoil, *n.*** a state of confusion or chaos **(192)**
    7. **stronghold, *n.*** an area of safety, or one dominated by a particular person or group **(193)**
    8. **exile, *v.*** to force someone to leave their home or country **(exiled) (196)**
- Tell students the first vocabulary word they will encounter in this selection is *ambitious*. Have them find the word on page 187 of the Book.
- Explain that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer Student Resource 1.1. found at the back of the Activity Book, and locate *ambitious*. Then have a student read the definition.

- Read the purpose for reading from the board/chart paper:

Read “The Civil War” in order to explain what “civil war” is referenced in the title, and describe the actions that take place in “The Civil War.”

## Read Chapter 19 “The Civil War”

30 minutes

- Guided reading supports are intended to guide you in facilitating discussion and do not need to be read verbatim to students.
- After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.
- [Have one student read the title of the chapter and, using the glossary at Activity Page 1.2, define the term *civil war*.]

**Title: *Inferential***—Based on the title, what do you think might take place in this chapter?

- o Answers may vary, but should include evidence of an understanding of the term *civil war*.

[Have students read page 186 and through line 12 on page 187 silently.]

**Lines 1-8: *Literal***—What values of the knights of the Round Table are described here?

- o Love, brotherhood, justice, and self-sacrifice

***Evaluative***—What does the author say is the lasting effect of the Round Table?

- o It was so important, and the values were so connected to the Round Table, that whenever anyone shows love, brotherhood, justice, and self-sacrifice, they think of the knights of the Round Table.

**Lines 9-10: *Literal***—What brought about the end of the Round Table?

- o a war between King Arthur and Sir Lancelot

## Page 187

**Lines 3-7: *Evaluative***—How were the character traits displayed by Gawaine and his brothers different from the traits generally displayed by other knights?

- o Gawaine and his relatives were ambitious, jealous, and not concerned with justice. Other knights of the Round Table were not jealous of one another, and they always tried to be just, or fair.

[Have students read the remainder of page 187 through line 20 on page 188 silently.]

**Lines 19-21: *Evaluative***—Are the actions that are described in these lines examples of values held by most knights? Why or why not?

- o Answers may vary, but may include that they are not examples of values held by most knights, because they are not fair, or just; the knights are planning an attack on a fellow knight of the Round Table in a time when he will be outnumbered and unarmed.

## Page 188

**Line 3: *Inferential***—What is meant by the line an open *declaration of war*?

- o It means that if they take that action, it is a clear sign that they want to have a war with King Arthur and the Round Table.

[Have students read the remainder of page 188 through page 190 silently.]

**Lines 23-24: *Literal***—Why does Sir Lancelot believe that King Arthur will have to punish him?

- o Lancelot is responsible for killing thirteen knights in the palace; he knows that he has broken the code of chivalry.

## Page 190

**Lines 7-12: *Literal***—What is the reaction of Sir Bors when Sir Lancelot tells them what happened in the palace?

- o He said that because Sir Lancelot had helped them before, and brought them much honor, they would continue to support him now.

**Line 11: *Inferential***—What is meant by the phrase *Mischief is afoot*?

- o *Mischief* is an action that causes harm or trouble; the phrase means that there is something causing trouble at that time.

**Lines 13-14: *Inferential***—Why does Sir Lancelot think civil war may break out?

- o A civil war is one between people in the same country. Here, Lancelot knows that if Sir Bors and the others support him, but King Arthur and his knights are against him, it would mean that the knights of the Round Table will be split between the two sides and there will be a civil war.

**Lines 19-24: *Literal***—What does Gawaine want King Arthur to do to punish both Sir Lancelot and Queen Guenevere?

- o He wanted the Queen to be burned and Lancelot outlawed, or declared to be in violation of the law.

[Have students read page 191 through line 1 on page 192 silently.]

## Page 191

**Lines 1-2: *Inferential***—How does King Arthur feel about Gawaine’s suggestion about how the Queen and Sir Lancelot should be treated?

- o He is heartbroken, or very sad.

**Lines 3-4: *Inferential***—What is meant by the phrase *gnawing at the foundations of order, justice, and love by indifference, violent angers, and lies*?

- o Indifference (or not caring), anger, and lies were slowly destroying order, justice, and love.

**Lines 12-19: *Literal***—What happens to the Queen, and what is Sir Lancelot’s reaction?

- o The Queen is arrested, and Sir Lancelot is angry.

[Have students read page 192 through line 2 on page 193 silently.]

### Page 192

**Lines 10-15: Inferential**—Why did some of the knights join King Arthur’s side?

- o Although they did not like Gawaine and his relatives, they had taken an oath of loyalty to King Arthur, and they kept that oath.

[Have students read page 193 silently.]

**Lines 3-6: Inferential**—Why did Sir Lancelot take the blows given him by King Arthur, but not strike back? Why wouldn’t he let Sir Bors kill the king when he had the opportunity?

- o He was keeping his oath not to hurt the king.

[Have students read page 194 through line 2 on page 195 silently.]

### Page 194

**SUPPORT Lines 1-9:** Explain that the Pope is the head of the Catholic Church, and that, because the king and knights were members of the Church, they might be expected to follow the orders given by the Pope.

**Lines 8-11: Literal**—Did King Arthur obey the Pope’s command to make peace with Sir Lancelot? Why or why not?

- o He did not obey the Pope’s command. He wanted to make peace with Sir Lancelot, but Gawaine would not let him.

[Have students read page 195 through the end of 197 silently.]

### Page 196

**Lines 13-17: Literal**—What punishment did Gawaine give to Sir Lancelot, and what was King Arthur’s reaction?

- o Gawaine said Lancelot should be exiled, or forced to leave the country. King Arthur said nothing.

**Line 21: Inferential**—What is meant by the phrase *Patching up was useless*?

- o There was no chance King Arthur and Sir Lancelot would be able to repair their relationship, or make up and become friends again.

### Page 197

**Lines 1-9: Literal**—What was Sir Lancelot’s reaction to being exiled by Gawaine?

- o He thought it was undeserved (or that he did not deserve such poor treatment) because he had done many good things to bring honor to the Round Table.

## Discuss the Chapter and Wrap Up the Lesson

5 minutes

**Evaluative—TURN AND TALK:** Do you think King Arthur displayed the values of a knight in this chapter? Why or why not? Support your answer with evidence from the text.

- o Answers may vary, but may include that he did not display the values of a knight. He was not loyal to his friend Lancelot; he did not do what was fair or just; and he did not follow the order given by the Pope.
- Explain what “civil war” is referenced in the title, and describe the actions that take place in “The Civil War.”
  - o The civil war is the war between the knights of the Round Table. Agravaire and Mordred said that Lancelot and the Queen were plotting to make Lancelot the king. They join knights to defend King Arthur. The knights jump Lancelot when he is alone with the Queen. In the ambush, Lancelot kills the 13 knights. Mordred and Gawaine tell King Arthur about the deaths and that Lancelot and the Queen were plotting against him. The King has the Queen arrested and plans to have her burnt. Lancelot rides to her and saves her. The knights take sides. King Arthur finds Lancelot but Lancelot will not fight him. King Arthur leaves him. The Pope sends King Arthur a note telling him to take his wife back and to make peace with Lancelot. The Orkneys threatened the King with civil war if he made peace with Lancelot. Lancelot brings the Queen back to King Arthur. Lancelot says he will fight any man who says that the Queen has been unfaithful to the King. Sir Gawaine begins to throw accusations at Lancelot. Lancelot leaves Britain.

### Word Work: *Triumph*

5 minutes

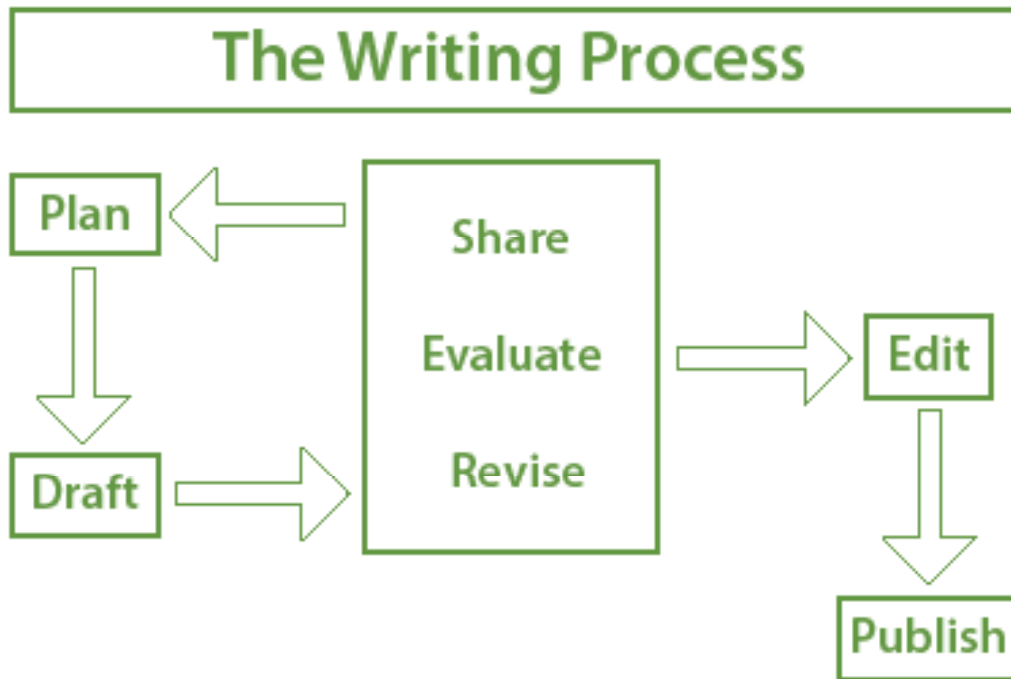
1. In the selection you read, “The triumph showing in his pale face convinced the King of it.”
2. Say the word *triumph* with me.
3. A *triumph* is a victory or success.
4. The soccer team celebrated its triumph over its rival in the championship game.
5. Think about a time you had a triumph. Use the word *triumph* in your response. [Ask two or three students to use *triumph* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *triumph* or gathering in complete sentences: “I once had a triumph when \_\_\_\_\_. ”]
6. What’s the word we’ve been talking about? What part of speech is the word *triumph*?
  - o noun
7. [Use a *Synonyms/Antonyms* activity for follow-up.] **TURN AND TALK** With your partner, list as many synonyms of triumph as you can. Then, list as many antonyms of *triumph* as you can.
  - Synonyms
    - o win; victory; success; achievement
  - Antonyms
    - o loss; failure; defeat; beating

**Draft a Short Story**

**Review**

**5 minutes**

- Direct students’ attention to the Story Elements Chart and have one or two students summarize the project on which they are working.
- They are writing a short story, similar to the chapters they are reading, in which they have a main character that is a knight who goes on one or more adventures. Their knight should demonstrate one or more character traits or values demonstrated by knights of the Round Table, and students should reveal these character traits or values to their readers through the things the character says and does in the story.
- Direct students’ attention to the Writing Process Graphic Student Resource 1.2 found at the end of the Activity Book.. Remind students that they have been planning their story on Activity Page 7.1, and today they will be working on the drafting phase of in that process. Explain that students should draft their stories in their Writing Journals.



**Draft a Short Story**

**25 minutes**

- Have students work independently on drafting their short stories, circulate around the room, providing help as needed.

**SUPPORT:** You may choose to work directly with a small group of students who need additional support in writing their story.

- Have students complete the draft of their short story for homework.



- Explain that students will practice 10 words related to the prefixes they have practiced in this unit: *un-*, *non-*, *en-*, *arch*, and *graph*. Apart from the prefix or root, these words do not follow one single spelling pattern. Tell students they will be assessed on the words in Lesson 15.
- Introduce the words by writing them on the board/chart paper. First, say the word aloud. Then, sound out each syllable, naming each letter aloud as you write it. Continue syllable-by-syllable until the word is spelled correctly.
  1. nonverbal
  2. nonfiction
  3. uncommon
  4. unlikely
  5. endanger
  6. encircle
  7. anarchy
  8. patriarch
  9. biography
  10. paragraph
- After writing and pronouncing the words, use the chart you prepared earlier to define each word and provide an example of how to use it in a sentence.

Spelling Word	Definition	Example Sentence
<b>nonverbal</b>	involving little or no use of language	Because my little sister is only a year old, she is nonverbal and tells us what she wants by pointing to it.
<b>nonfiction</b>	a text or book that provides factual information based on real events	Mr. Foster reads many nonfiction books because he loves to read about history.
<b>uncommon</b>	out of the ordinary; unusual	A double rainbow is an uncommon site.
<b>unlikely</b>	not likely to happen; improbable	It's unlikely to snow in Florida in April.
<b>endanger</b>	to put in a position that might result in harm	Riding in a car without a seat belt would endanger the passenger.
<b>encircle</b>	surround	Ms. Rodriguez asked us to encircle the table so we could see the rock samples she was showing us.
<b>anarchy</b>	a lack of government or law in a society	Some new countries experience anarchy before they establish their government and laws.
<b>patriarch</b>	a man who leads a family, tribe, or group	My grandfather is the patriarch of our family.
<b>biography</b>	the story of someone's life	I read a fascinating biography of Harriet Tubman.
<b>paragraph</b>	a group of sentences in a written text, that focus on one main idea	My teacher said I wrote a good paragraph to start my paper because it was clearly written and focused on a single topic.



- Tell students the chart will remain on display until the assessment, so they can refer to it until then.

## Take Home Material

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### *Writing*

- Have students take home their Writing Journals and Activity Page 7.1 to finish drafting their short stories.

### *Fluency*

- Have students take home a selection from the Fluency Supplement to practice throughout the week and prepare for the fluency assessment in Lesson 15.

# Lesson 12

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
<b>Reading</b>	Small Group: Chapter 20 “The Departure of Sir Lancelot”	<i>King Arthur and the Round Table</i> ; Activity Pages 12.1 and 12.2; Student Resource 1.1	40 min
	Word Work: <i>Quarrel</i>		5 min
<b>Writing</b>	Share and Evaluate a Short Story	Activity Page 12.3 Writing Process Graphic;	30 min
<b>Grammar</b>	Identify and Correct Run-On Sentences	Activity Page 12.4	15 min
<b>Morphology</b>	Review Root Word <i>graph</i>	Activity Page 12.5 Roots Poster	15 min

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Describe what happens when Sir Lancelot leaves Britain to return to France.  
(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

#### Writing:

Identify and correct run-on sentences.  
(L.4.1f)

Share a short story with a partner to evaluate it for revisions.  
(W.4.5)

#### Speaking and Listening:

Ask and answer questions about the text.  
(SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.  
(L.4.4c)

Determine the meaning of academic vocabulary words.  
(L.4.6)

Use words with the root *graph* correctly in sentences.  
(L.4.4b)

Identify synonyms and antonyms for the word “quarrel.”  
(L.4.5c)

## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*Read Chapter 20, “The Departure of Sir Lancelot” to describe what happens when Sir Lancelot leaves Britain to return to France.*

- Determine which students will be in each of the two reading groups.
  - **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text.
  - **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support.

### Writing

- Be prepared to pair students to peer-edit the rough drafts of their short stories.
- Create and display an enlarged version of the Peer Review Checklist on the board/chart paper; see the next page.

Peer Review Checklist	
<b>Story Elements Included:</b> (Put a check in the box if you see this element in the story.)	<b>What I Like About Your Story:</b>
<u><b>A knight is the main character.</b></u>	
<u><b>The knight has traits or values shared by other knights.</b></u>	
<u><b>The knight in the story experiences at least one adventure.</b></u>	
<u><b>The knight’s actions and dialogue reveal his character and values.</b></u>	
<b>What You Might Want to Consider Changing:</b>	

### Morphology

- Write the following words on the board/chart paper:
  - paragraph
  - autograph
  - photograph
  - biography
  - telegraph
  - geography

### Small Group: Chapter 20 “The Departure of Sir Lancelot”

#### Introduce the Chapter

5 minutes

- Have students turn to page 198, the first page of “The Departure of Sir Lancelot.”
- Preview the core vocabulary words *before* reading the chapter.
- Have students reference Activity Page 12.1 while you read each word and its meaning noting that:
  - Words are in the order in which they appear in the chapter.
  - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
    1. **quarrel, n.** disagreement; argument (**quarrels**) (198)
    2. **besiege, v.** to pressure or cause worry to (**besieged**) (199)
    3. **skirmish, n.** a small fight that is often part of a larger battle (**skirmishes**) (199)
    4. **frantic, adj.** nervous, chaotic, anxious (201)
    5. **brandish, v.** to wave about in a threatening way (**brandished**) (201)
    6. **perish, v.** to die (**perished**) (201)
- Tell students the first vocabulary word they will encounter in this selection is *quarrel*. Have students find the word *quarrel* on page 198 of the Book.
- Remind students that the glossary contains definitions of all the vocabulary words in this Book. Have students refer to the glossary located on Activity Page 1.1 found at the end of the Activity Book, locate *quarrel*, and then have a student read the definition.
- Read the purpose for reading from the board/chart paper:

*Read Chapter 20, “The Departure of Sir Lancelot” to describe what happens when Sir Lancelot leaves Britain to return to France.*

#### Establish Small Groups

Before reading the chapter, divide students into two groups using the following guidelines:

- **Small Group 1:** This group should include students who need extra scaffolding and support to read and comprehend the text. Use the guided reading supports to guide students through reading the text and completing Activity Page 12.2 together. This is an excellent time to make notes in your anecdotal records.

- **Small Group 2:** This group should include students who are capable of reading and comprehending text without guided support. These students may work as a small group, as partners, or independently to read the text, discuss it with others in Small Group 2, and then complete Activity Page 12.2. Make arrangements to check that students in Small Group 2 have answered the questions on Activity Page 12.2 correctly. You may choose to do one of the following to address this:
  - collect the pages and correct them individually
  - provide an answer key to students to check their own or a partner’s work after they have completed the activity page
  - confer with students individually or as a group at a later time

## Read Chapter 20 “The Departure of Sir Lancelot” in King Arthur 30 minutes

Guided reading supports are intended to guide you in facilitating discussion and do not need to be read verbatim to students.

After students read each page, ask if they have any questions, if anything was confusing, or if anything was hard to understand.

[Have a student read page 198 through line 2 of page 199 aloud.]

### Page 198

**Line 4: *Inferential***—You read the word *exiled* in the last chapter. What does that word mean? [Guide students through the lines of text as they write the answers on Activity Page 12.2.]

- o forced out of one’s home or country

### Pages 198-199

**Lines 9-13 on page 198 through line 2 on page 199: *Literal***—What does Sir Lancelot do when he gets back to France, and why? [Guide students through the lines of text as they write the answers on Activity Page 12.2.]

- o He gives his friends and family land and makes sure all the territories are preparing for war because he knows Gawaine is going to attack him.

[Have a student read the remainder of page 199 through line 10 on page 201 aloud.]

**SUPPORT:** Line 8 refers to a council. Remind students that they read that word in a previous chapter, and it refers to a group that meets to give advice to, or make decisions, for the public.

### Page 199

**Lines 15-19: *Literal***—What does Sir Lancelot send back to King Arthur, and what happens to it when it is sent there? [Guide students through the lines of text as they write the answers on Activity Page 12.2.]

- o Lancelot sends an offer of peace, but it is rejected by Gawaine.

**SUPPORT:** In lines 20-24, there are two core vocabulary words, *besieged* and *skirmishes*. Have students refer to the glossary on Student Resource 1.1 at the end of the Activity Book to reread the definitions of those words.

[Have a student read the remainder of page 201 aloud.]

**Lines 1-24: *Literal/Evaluative***—Describe what happens on page 201. How are these examples of the character traits and values of knights? [Guide students through the lines of text as they write the answers on Activity Page 12.2.]

- o When Lancelot and Gawaine fought, Lancelot wounded Gawaine, who then laid on the ground, helpless. When Gawaine was on the ground, Lancelot walked away, not wanting to kill a helpless man. After Gawaine healed from his injuries, they fought again, and the same thing happened; Lancelot did not want to kill an injured, helpless man. Answers may vary, but may include that one of the values of a knight is justice, and it would not have been just for Lancelot to kill a helpless man. Another value is bravery, and it is brave of Lancelot to not finish off Gawaine when he has the chance, especially knowing Gawaine would come after him when he healed again.

[Have a student read page 202 aloud.]

**Lines 1-15: *Literal***—What happens at the end of this chapter? [Guide students through the lines of text as they write the answers on Activity Page 12.2.]

- o When King Arthur and Lancelot heard that Mordred declared himself King of Britain, King Arthur ordered that he and his men return to Britain.

## Discuss the Chapter and Wrap Up the Lesson

5 minutes

Call students back together as a class and ask the following questions to wrap up the lesson:

- What happens when Sir Lancelot leaves Britain to return to France?
  - o He makes sure all the territories are preparing for war because he knows Gawaine is going to attack him. Gawaine, King Arthur, and the British Army attack Lancelot's land. Sir Lancelot jousts with Sir Gawaine and spares his life. The King gets word that Mordred has told the people of Britain that King Arthur and Lancelot are dead. Mordred declares himself king and tries to force the Queen to marry him. King Arthur and his army return to Britain.

***Evaluative***—Based on what you read in this chapter, and what you know about the characters in the story, what do you think might happen in the next chapter? Be sure to base your predication on details from the part of the story you've read so far

- o Answers may vary, but should be based on details from the text and the traits and values of knights of the Round Table.

## Word Work: *Quarrel*

5 minutes

1. In the selection you read, “. . . in Britain there would be no peace, but always quarrels and war, now that the fellowship of the Round Table was broken.”
2. Say the word *quarrel* with me.
3. A *quarrel* is a disagreement or argument.
4. My little sister likes to quarrel with me over who gets to read our favorite book.
5. Think about a quarrel you once had with someone. Be sure to use the word *quarrel* in your

response. [Ask two or three students to use *quarrel* in an oral sentence. If necessary, guide and/or rephrase students' responses to use *quarrel* in complete sentences: "I once had a quarrel about \_\_\_\_\_."] ]

6. What's the word we've been talking about? What part of speech is the word *quarrel*?
  - o noun
7. [Use a Synonym/Antonym activity for follow-up.]

**TURN AND TALK** With your partner, think of as many synonyms of *quarrel* that you can. Then, think of as many antonyms of *quarrel* that you can.

- Synonyms:
  - o fight; squabble; dispute; spat
- Antonyms:
  - o agreement; peace; quiet; calm

## WRITING

15 MINUTES

### Share and Evaluate a Short Story

- Refer students to the Writing Process Graphic Student Resource 1.2 found at the end of the Activity Book. Ask students which two phases of this process they have already completed.
  - o planning and drafting
- Have one student read the terms in the box in the center of the graphic.
- Explain that today students will evaluate the story written by a classmate, and they will provide feedback to that classmate about ways they may want to improve the story when they enter the next phase of the process—revising.
- Direct students' attention to the enlarged version of Activity Page 12.3. Explain that when a student reads the story created by another student, they will record their information on this activity page. Direct students to write their own name on Activity Page 12.3 on the line labeled "Author's Name."
- Briefly review each section of this checklist, explaining what students should include in each of the three sections.
- Direct students to exchange Writing Journals and the Peer Review Checklist (with their name on) with their partners. Direct students to write their own names on the line labeled "Reviewer's Name," and then read their partner's draft short story, completing the checklist as they read.

### Wrap Up

- Bring the class back together as a whole and ask for one or two students to share with the class something good they read in a partner's story.

- Have students return Writing Journals to the original authors, along with the completed Peer Review Checklist that corresponds to that story.
- Explain that in the next lesson, students will be taking the comments recorded on the Peer Review Checklist to revise their story.

## GRAMMAR

15 MINUTES

### Identify and Correct Run-On Sentences

#### Review

5 minutes

- Write the following on the board/chart paper:
  - *Annaliese has a big math test tomorrow she will go to bed early tonight.*
- Ask students what is wrong with this sentence, and what it is called.
  - It is really two sentences put together, appearing to be one.
  - It is called a run-on sentence.
- Remind students that there are two ways to correct a run-on sentences. Ask students to identify those two ways:
  - They can be broken into two separate sentences, each beginning with a capital letter and ending with the appropriate end punctuation marks.
  - They can be kept together, but a comma and a word such as *and, but, or, for, nor, yet, or so* are added to join the two parts together.
- Have students review these two ways of correcting a run-on sentence, using the example on the board/chart paper:
  - *Annaliese has a big math test tomorrow she will go to bed early tonight*
    - *Annaliese has a big math test tomorrow. She will go to bed early tonight.*
    - *Annaliese has a big math test tomorrow, so she will go to bed early tonight.*

#### Practice Correcting Run-On Sentences

5 minutes

- Have students turn to Activity Page 12.4, and have one student read the directions aloud.
- Have students work either with a partner or independently to complete the activity page, circulating around the room as they work.

#### Wrap Up

5 minutes

- Review the answers to Activity Page 12.4 as a whole group:
  1. *I like fourth grade my favorite subject is math.*
    - I like fourth grade. My favorite subject is math.
    - I like fourth grade, and my favorite subject is math.



2. *In math class we are learning how to multiply a two-digit number by a two-digit number I find this fun!*
  - o In math class we are learning how to multiply a two-digit number by a two-digit number. I find this fun!
  - o In math class we are learning how to multiply a two-digit number by a two-digit number, and I find this fun!
3. *Our homework last night was challenging it took me 30 minutes to complete.*
  - o Our homework last night was challenging. It took me 30 minutes to complete.
  - o Our homework last night was challenging, so it took me 30 minutes to complete.
4. *We reviewed the homework in class today I got all the problems correct.*
  - o We reviewed the homework in class today. I got all the problems correct.
  - o We reviewed the homework in class today, and I got all the problems correct.
5. *I am looking forward to the next topic in math we are going to learn how to divide a two-digit number by another two-digit number.*
  - o I am looking forward to the next topic in math. We are going to learn how to divide a two-digit number by another two-digit number.
  - o I am looking forward to the next topic in math, for we are going to learn how to divide a two-digit number by another two-digit number.

## MORPHOLOGY

15 MINUTES

### Review Root Word *graph*

#### Review

5 minutes

- Direct students' attention to the Roots Poster displayed earlier, and have a student read the definition of *root*.

#### Roots

A root is the main element of a word that forms the base of its meaning. A prefix or suffix added to the root can change the meaning.

- Remind students that they learned about the root word *graph* in Lesson 8. Ask students what the root *graph* means.
  - o to write
- Remind students that words with the root *graph* are usually nouns.
- Direct students' attention to the words you wrote on the board/chart paper earlier:
  - paragraph

- autograph
- photograph
- biography
- telegraph
- geography
- Underline the root *graph* in each of the six words, and ask students to define each of the words:
  - paragraph: a series of sentences in a written text, focusing on a single topic
  - autograph: a person's signature
  - photograph: a visual record of people, places, or things
  - biography: a written story about someone's life
  - telegraph: a system of sending messages across telegraph wires
  - geography: a study of, or description of, earth's surface

### Practice Using the Root *graph*

5 minutes

- Direct students' attention to Activity Page 12.5, and have a student read the directions.
- Have students complete Activity Page 12.5 independently. Circulate around the room, providing help as needed.

### Wrap Up

5 minutes

- Review Activity Page 12.5.
  1. My teacher liked the paragraph I wrote because it was indented, contained a single topic, and was interesting.
  2. The famous singer gave her cheering fans her autograph after the concert.
  3. The most interesting biography I have read is one about the life of Abraham Lincoln.
  4. One of my favorite subjects is geography because I like studying about many different countries.
  5. Before telephones and computers were invented, one of the quickest ways to communicate with someone who was far away was through the telegraph.
  6. I'm glad I took a(n) photograph of the Lincoln Memorial because I now have a record of my visit to Washington, D.C.

# Lesson 13

AT A GLANCE CHART			
Lesson	Activity	Materials	Time
Reading	Partner: Chapter 21 "The Last Battle and Death of Arthur"	<i>King Arthur and the Round Table</i> ; Activity Page 13.1 Student Resource 1.1	40 min
	Word Work: <i>Shrank</i>		5 min
Writing	Revise and Edit a Short Story	Activity Pages 12.3 and 13.2 Writing Journals	45 min
Take-Home Material	Writing	Activity Pages 12.3 and 13.2 Writing Journal	*

## Lesson Focus

*By the end of this lesson, students will be able to:*

### Reading:

Describe the events that lead to the death of King Arthur.  
(RL.4.3; RL.4.10; RF.4.3; RF.4.3a; RF.4.4; RF.4.4a; RF.4.4c)

### Writing:

Revise and edit a short story.  
(W.4.5; L.4.2; L.4.2a; L.4.2b; L.4.2d)

### Speaking and Listening:

Ask and answer questions about the text.  
(SL.4.1; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.6; L.4.1, L.4.3; L.4.3a; L.4.3c; RL.4.1)

### Language:

Use a glossary to determine or clarify the meaning of vocabulary words.  
(L.4.4c)

Determine the meaning of academic vocabulary words.  
(L.4.6)

## ADVANCE PREPARATION

### Reading

- Write the Purpose for Reading on the board/chart paper:

*Read Chapter 21 “The Last Battle and the Death of Arthur” in order to describe the events that lead to the death of King Arthur.*

- Consider how you will pair students for partner reading.

### Writing

- Create and display an enlarged version of Activity Page 13.2, the Short Story Editing Checklist

Short Story Editing Checklist	
<b>Format</b>	
	Each of my paragraphs are indented.
	Each separate paragraph focuses on a different topic.
	I have a title for my story.
<b>Capitals</b>	
	I began each sentence with a capital letter.
	I used capital letters for all proper nouns.
<b>Spelling</b>	
	I have checked the spelling for any words I was unsure of or my teacher marked.
<b>Punctuation</b>	
	I read my writing aloud to check for commas at pauses; and periods, question
	marks, and exclamation points at the end of my sentences.
	All dialogue includes two sets of quotation marks – one at the beginning of the
	dialogue, and one at the end.
	All dialogue uses a comma to separate the dialogue from the information about
	who is saying the words.

**Partner: Chapter 21 “The Last Battle and the Death of Arthur”****Introduce the Chapter****5 minutes**

- Have students turn to page 203, the first page of Chapter 21 “The Last Battle and the Death of King Arthur.”
  - Preview the core vocabulary words for the chapter *before* reading it.
  - Have students reference Activity Page 13.1 while you read each word and its meaning noting that:
    - Words are in the order in which they appear in the chapter.
    - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
    - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
    - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
1. **subjection, *n.*** the act of placing someone under your control **(205)**
  2. **decisive, *adj.*** definite or clear **(205)**
  3. **rebel, *n.*** someone who opposes or goes against something **(rebels) (206)**
  4. **flinch, *v.*** to withdraw from, or draw back from, because of pain or fear **(208)**
  5. **shrink, *v.*** to get smaller or to pull back in pain, fear, or surprise **(shrank) (210)**
- Tell students the first vocabulary word they will encounter in this chapter is *subjection*. Have them find the word on page 209 of the Book.
  - Explain that a glossary that contains definitions of all the vocabulary words in this book can be found on Student Resource 1.1. Have students refer Student Resource 1.1 found at the end of the Activity Book, locate *subjection*, then have a student read the definition.
  - Read the purpose for reading from the board/chart paper:

*Read Chapter 21 “The Last Battle and the Death of Arthur” in order to describe the events that lead to the death of King Arthur.*

**Read Chapter 21 “The Last Battle and the Death of Arthur”****30 minutes**

- Pair students to read the chapter together. You may wish to use any or all of the following pairings: strong readers with readers who need more support; readers of similar skill levels; or English learners with native speakers. Student pairings should change throughout

the year. As students read, circulate among the class, monitoring students' focus and progress.

- Explain to students that for this lesson, they will both read the first page of the chapter silently, then they will take turns reading each page of the chapter aloud. Students can ask their partner for help with sounding out or defining words as necessary.

## Discuss the Selection and Wrap Up the Lesson

10 minutes

- Use the following question to discuss the selection.

**Evaluative—TURN AND TALK:** Talk to your partner about what you think happens to Arthur at the end of the story.

- o Answers may vary, but should be supported by the story.

## Word Work: *Shrank*

5 minutes

1. In the selection you read, “Sir Bedivere shrank back.”
2. Say the word *shrank* with me.
3. *Shrank* is the past tense of shrink, and it means to have gotten smaller or pulled back in pain, fear, or surprise.
4. I shrank in fear from the snake that crossed our path while we were hiking.
5. Think about something that made you shrink. Be sure to use the word *shrank* in your response. [Ask two or three students to use *shrank* in an oral sentence. If necessary, guide and/or rephrase students' responses to use *shrank* in complete sentences: “I once shrank from\_\_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word *shrank*?
  - o verb
7. [Use an *Irregular Verb* activity for follow-up.] The word *shrank* is the past tense of the verb *shrink*. In many cases, when you make a verb past tense, you simply add *-ed* to the end. Some verbs, like *shrink*, are called irregular verbs because their past tense is different. In this case, the past tense is *shrank*. I am going to give you the past tense of other irregular verbs, and you should tell me what the present tense is for each of those verbs.
  - drank
    - o drink
  - began
    - o begin
  - forgot
    - o forget
  - left
    - o leave
  - went
    - o go

## Revise and Edit a Short Story

### Review Revision Process

5 minutes

- Remind students that in the previous lesson they had a partner review their short story and provide suggestions on the Peer Review Checklist.
- Ask students to explain what it means to revise written work.
  - to change it, or make it more interesting, clearer, or stronger
- Explain that today they will take the information from their partner, and their own ideas of how to improve their stories, and revise their stories.

### Revise a Short Story

20 minutes

- As students revise their short stories, circulate around the room, offering guidance as needed.

**SUPPORT:** Alternatively, you may choose to work with a small group of students who need additional guidance revising their short stories.

### Review Editing Process

5 minutes

- Bring the class back together as a whole group.
- Direct students' attention to the Writing Process Chart and ask what step in the process often follows the revision phase.
  - o editing
- Ask students to explain what they do during the editing phase of the writing process.
  - o They read the paper to correct any errors in spelling, punctuation, grammar, or format.
- Have students turn to Activity Page 13.2, and note that students have used a similar checklist in the past.
- Have student volunteers read aloud the items on the checklist, clarifying any concepts that cause confusion.

### Edit a Short Story

15 minutes

- Have students work independently to edit their short stories, using the checklist as a guide.
- As students edit their short stories, circulate around the room, offering guidance as needed.

**SUPPORT:** Alternatively, you may choose to work with a small group of students who need additional guidance editing their short stories

## Wrap Up

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- Bring the class together as a whole group and ask one or two students to read their favorite sentence from their story.
- Explain that students will be sharing their stories with the class during the next lesson.
- Have students complete the revision and editing steps for homework, if needed.

## Take-Home Material

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### *Writing*

- Have students take home their Writing Journals and Activity Pages 12.3 and 13.2 to finish revising and editing their short story.



# Lesson 14

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
Reading	Close Reading: Chapter 21 “The Last Battle and the Death of Arthur”	<i>King Arthur and the Round Table</i> ; Activity Page 13.1	40 min
	Word Work: <i>Decisive</i>		5 min
Writing	Share a Short Story	Writing Journals	30 min
Spelling	Practice Spelling Words	Activity Page 14.1	15 min

### Lesson Focus

*By the end of this lesson, students will be able to:*

#### Reading:

Analyze the meaning and effectiveness of specific words and sentences in the chapter. (RL.4.4; RL.4.10)

#### Writing:

Publish a short story by sharing it orally. (W.4.3; W.4.3a; W.4.3b; W.4.4; L.4.3c)

Practice spelling targeted words. (L.4.2d)

#### Speaking and Listening:

Ask and answer questions about the text. (SL.4.1; SL.4.1b; SL.4.1c; SL.4.6; L.4.1; L.4.3; L.4.3a; L.4.3c; RL.4.1)

#### Language:

Determine the meaning of idioms and academic vocabulary words. (L.4.4a; L.4.5b; L.4.6)

Identify synonyms and antonyms for the word “decisive.” (L.4.5c)

## ADVANCE PREPARATION

### Reading

- Write the purpose for reading on the board/chart paper:

*Read closely to examine the author’s words, sentences, and literary devices for a deeper understanding of “The Last Battle and the Death of Arthur.”*

## READING

45 MINUTES

### Close Reading: Chapter 21 “The Last Battle and the Death of Arthur”

#### Review the Chapter

5 minutes

- Tell students they will reread “The Last Battle and the Death of Arthur.”
- Have students turn to page 203, the first page of “The Last Battle and the Death of Arthur” and ask who King Arthur battles in this chapter.
  - Sir Mordred
- Read the purpose for reading from the board/chart paper:

*Read closely to examine the author’s words sentences, and literary devices for a deeper understanding of “The Last Battle and the Death of Arthur.”*

### Close Reading

The practice of close reading involves directing students’ attention to specific aspects of a text. The guided reading supports in this close reading of “The Last Battle and the Death of Arthur” in *King Arthur* are intended to provide this focus and are labeled as follows:

- **VOC** indicates questions or comments that focus on vocabulary to explain meanings or check student understanding and may highlight multiple-meaning words or idioms.
- **SYN** indicates questions or comments that focus on syntax to explain complex sentences and syntactic structure.
- **COMP** indicates questions or comments that focus on students’ understanding of the text. These questions require text-based responses and are sequenced to build a gradual understanding of the key details of the text. Students may provide multiple responses using different pieces of evidence, grounding inferences logically in the text.
- **LIT** indicates questions or comments that focus on literary devices, which are techniques an author uses to produce a specific effect such as alliteration, similes, metaphors, etc.

Not all question types will be included in each close reading lesson.

These labels and their explanations are for your reference and are not intended to be shared with students. Remember, guided reading supports do not need to be read verbatim to students.

There are many ways for students to respond to the questions. Vary how you elicit students' responses to promote student engagement. For example:

- Have students work in pairs. Following each question, direct students to consult with their partner about the correct response before one student responds.
- Have students work in small groups of three or four students. Following each question, direct students to consult with others in their group about the correct response before one student responds.
- Following a question, have all students provide a written response before one student responds orally.

**SUPPORT:** If students forget the meanings of any of the vocabulary terms discussed at the beginning of Lesson 13, refer them to Activity Page 13.1

## Read “The Last Battle and the Death of Arthur”

30 minutes

[Read aloud the text on page 203, pausing at each point indicated to explain or clarify the text.]

**Lines 1-6: LIT / Inferential**—In one line in this paragraph, the author uses a literary technique called foreshadowing. What phrase shows foreshadowing?

- o *That prophecy was soon to come true.*

**SUPPORT:** Remind students that foreshadowing is a literary technique in which an author puts in the text a hint about something that will happen later in the story.

[Read aloud pages 204 and 205.]

**Lines 3-4 on page 204, and lines 1-3 on page 205: SYN/Inferential**—This unique sentence structure makes this sentence difficult to understand. What is the author saying in this sentence?

- o If Sir Lancelot was still here, he would have prevented this current war, because he was keeping the enemies of Britain as subjects, and they would not have been able to attack.

## Page 205

**Line 8: VOC/Inferential**—What is meant by the phrase *King Arthur’s own blood*?

- o Mordred is related to King Arthur. [Read page 206 aloud.]

**Lines 16-20: COMP/Literal**—How did the fighting start again after the peace treaty had been signed?

- o When one of the soldiers took out his sword to kill a snake, the suspicious armies thought they were fighting again, and the war began.

[Read aloud pages 208 and 209.]

**Lines 19-24 of Page 208 and Line 1 of Page 209: *COMP/Literal***—What happens during the fight?

- o King Arthur strikes Mordred with his sword, but as Mordred is dying, he strikes Arthur in the head with his sword, seriously wounding Arthur.

### Page 209

**Line 8: *VOC/Inferential***—What is meant by the phrase *Cast me away*?

- o It is the inscription on the sword Excalibur and it means that Arthur should get rid of the sword.

[Read pages 210 and 211 aloud.]

### Page 210

**Lines 1-16: *COMP/Inferential***—How does Arthur know Sir Bedivere did not throw the sword back into the lake?

- o If Sir Bedivere had, he would have seen the Lady of the Lake take back the sword.

### Page 211

**Line 11: *VOC/Inferential***—What is meant by the phrase *his hair rose upon his head*?

- o he was frightened

[Read the remainder of the chapter aloud.]

## Discuss the Chapter and Wrap Up the Lesson

5 minutes

***Inferential***—What do you think is meant by the last line in this chapter: *Here lies Arthur, King that was and King that shall be*?

- o Answers may vary, but include that the character traits and values demonstrated by King Arthur would be traits that would live forever in others who had good character and good values.

## Word Work: *Decisive*

5 minutes

1. In the selection you read, “Then both sides collected their forces for a decisive battle.”
2. Say the word *decisive* with me.
3. *Decisive* is an adjective that means definite or clear.
4. My mother is very decisive about her wish that we keep our rooms clean.
5. Think about something you have been decisive about. Be sure to use the word *decisive* in your response. [Ask two or three students to use *decisive* in an oral sentence. If necessary, guide and/or rephrase students’ responses to use *decisive* in complete sentences: “I am decisive about\_\_\_\_\_.”]
6. What’s the word we’ve been talking about? What part of speech is the word *decisive*?
  - o adjective

7. [Use a *Synonyms/Antonyms* activity for follow-up.]

**TURN AND TALK** With your partner, list as many synonyms of decisive as you can. Then, list as many antonyms of decisive as you can.

- Synonyms
  - o final; important; clear; convincing
- Antonyms
  - o uncertain; unimportant; unsure

## WRITING

30 MINUTES

### Share a Short Story

30 min

- Direct students' attention to the Writing Process Graphic and have them identify the last step in the writing process.
  - o publish
- Explain that publishing one's written work may be accomplished in many different forms, including sharing the writing orally. Tell students that today they will publish their stories by reading them aloud to the class.

**SUPPORT:** Depending on the number of students in your class, you may want to assign students to smaller groups and have them share their stories with the smaller group. Additionally, you may use some of the time in the Pausing Point days to have students finish sharing their stories with the class.

### Wrap Up

- Ask several students to summarize what they liked about one of their classmate's stories.

## SPELLING

15 MINUTES

### Practice Spelling Words

- Tell students they will practice writing the spelling words.
- Have students turn to Activity Page 14.1. Explain that they will work with a partner to create sentences for each of the spelling words.
- Remind students they will have a spelling assessment during the next lesson.
- Collect completed Activity Page 14.1 to review and grade at a later time.

# Lesson 15

## AT A GLANCE CHART

Lesson	Activity	Materials	Time
Spelling	Assessment	Activity Page 15.1	15 min
Unit Assessment	Unit Assessment	<i>King Arthur and the Round Table</i> ;	75 min
	Optional Fluency Assessment	Activity Page 15.2; <i>Fluency Supplement Selection</i> (optional)	

## ADVANCE PREPARATION

### Spelling

- Erase or cover the list of spelling words prior to the assessment.

### Fluency (optional)

- If students were assigned a selection from the *Fluency Supplement Packet*, determine which students will be asked to read the selection and when. See the introduction to this Teacher Guide for more information on using the *Fluency Supplement Packet*.

## SPELLING

### Assessment

- Have students turn to Activity Page 15.1 for the spelling assessment.
- Using the following list, read the words one at a time in the following manner: Say the word, use it in a sentence, and then repeat the word.
- Tell students that at the end, you will review the list once more.
- Remind students to pronounce and spell each word syllable by syllable.

<b>nonverbal</b>	Because my little sister is only a year old, she is <b>nonverbal</b> and tells us what she wants by pointing to it.
<b>nonfiction</b>	Mr. Foster reads many <b>nonfiction</b> books because he loves to read about history.
<b>uncommon</b>	A double rainbow is an <b>uncommon</b> site.
<b>unlikely</b>	It's <b>unlikely</b> to snow in Florida in April.
<b>endanger</b>	Riding in a car without a seat belt would <b>endanger</b> the passenger.
<b>encircle</b>	Ms. Rodriguez asked us to <b>encircle</b> the table so we could see the rock samples she was showing us.
<b>anarchy</b>	Some new countries experience <b>anarchy</b> before they establish their government and laws.
<b>patriarch</b>	My grandfather is the <b>patriarch</b> of our family.
<b>biography</b>	I read a fascinating <b>biography</b> of Harriet Tubman.
<b>paragraph</b>	My teacher said I wrote a good <b>paragraph</b> to start my paper because it was clearly written and focused on a single topic.

- After reading all the words, review the list slowly, reading each word once more.
- Collect all spelling assessments to grade later..

## UNIT ASSESSMENT

75 MINUTES

### Unit Assessment

- Make sure each student has a copy of Activity Page 15.2.
- Tell students they will read Chapter 15 “The Achievement of the Grail” (pages 149-153) in *King Arthur* and answer questions about it. In the next sections of this assessment, they will answer grammar and morphology questions evaluating the skills they have practiced in this unit.
- Encourage students to do their best.
- Once students have finished the assessment, encourage them to review their papers quietly, rereading and checking their answers carefully.
- Circulate around the room as students complete the assessment to ensure everyone is working individually. Assist students as needed, but do not provide them with answers.

# Pausing Point

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## Culmination of the Unit (Days 1-4)

We recommend that you use one or more of the Culminating Activities described below or a Culminating Activity that you create. Please preview in advance all third party resources, i.e. links to websites other than the Core Knowledge Foundation, to determine suitability for the students with whom you work.

### Culminating Activities

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1. Good vs bad – Discuss the idealism/utopia of Camelot.

Show students the following video: <https://www.youtube.com/watch?v=o3g5XaHv5yw&t=38s> of Richard Burton singing the first song in the movie Camelot about how perfect everything is Camelot. Discuss the following with students:

- Despite the virtuous values of Arthur and the knights of the Round Table, Camelot came to end with Arthur’s death. In the end did “bad” triumph over “good?” Was it worth it? Discuss the notion of a life well lived. Use the following quotations to prompt student discussion:
  - “Only a life lived for others is a life worthwhile” -Einstein
  - “Socrates famously said that the unconsidered life is not worth living. He meant that a life lived without forethought or principle is a life so vulnerable to chance, and so dependent on the choices and actions of others, that it is of little real value to the person living it. He further meant that a life well lived is one which has goals, and integrity, which is chosen and directed by the one who lives it, to the fullest extent possible to a human agent caught in the webs of society and history.”  
— A.C. Grayling

**NOTE:** If you are not able to show the video clip due to technology limitations, you can download the written lyrics to “Camelot” here: <https://www.allmusicals.com/lyrics/camelot/camelot.htm>

2. Show students one of the following movies related to this topic, and have students compare and contrast the movies with the book they read (using a Venn Diagram and/or writing an essay):
  - a. *The Sword in the Stone* (1 hr., 20 min.), Rated G, Disney, 1963.
  - b. *The Magic Sword, the Quest for Camelot*, (1 hr., 26 min.), Rated G, Warner, 1998.
  - c. *Excalibur Kid*, (1 hr. 28 min.), (1 hr., 28 min.), Rated PG, 1999.
3. Have students use the following resource to present a dramatization of the story of King Arthur:



- a. Reader's Theater <http://mrcampbellrocks.com/wp-content/uploads/2014/04/The-Sword-in-the-Stone-Readers-Theatre.pdf>
  - b. Have students write and perform a similar dramatization of another scene from *King Arthur*.
4. Have students share / read aloud their Round Table stories.
  5. Identity/Values: Have students refer to the "Who Am I?" booklets they created for Unit 1, *Brown Girl Dreaming*. Have them discuss the values they identified in themselves in that activity and compare/contrast those with the values associated with the knights of the Round Table in *King Arthur*.
    - a. Have students create a Venn Diagram showing the similarities and differences between their values and the values of the knights of the Round Table.
    - b. Remind students that women could not be knights, nor could anyone who was not born as a noble. Challenge students to think of whether some of these values would be as admired today?
    - c. Have students create a Bulletin Board display illustrating their values and the values of the knights of the Round Table.
  6. Have students watch the video:  
Life in Medieval Europe: <https://www.youtube.com/watch?v=KlqdBAJ7gZo&t=1046s>

Point out that the Lord owns the village and that the villagers, called villains or serfs, mostly work without pay. The Knights of the Round Table were lords who lived off the free labor of their serfs. Would they be considered virtuous today?

You may want to eliminate the last two parts of the video, which talk about medicine and law and order. The medicine segment ends with an amputation. The law and order segment is a bit violent, but makes the important point that the legal system of the Middle Ages is the basis of our legal system today.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_ **2.2** ACTIVITY PAGE  
DATE: \_\_\_\_\_

King Arthur

brave	trusting
fair	compassionate

**Directions:** Read the following lines from Chapter 2 "The Sword in the Stone" and Chapter 3 "The Sword in the Lake".  
What do these lines say about King Arthur's values and traits?  
What word from the word box best describes King Arthur for each line?

**What King Arthur says: Personality Trait or Value**

"I will ride to the churchyard and take the sword in the stone, for my brother shall not be without a sword this day." (page 20)

compassionate

"I would rather die than yield to you as beaten." (page 27)

brave

**What King Arthur does:**

Arthur swore an oath to give justice to all men, "high and low." (page 24)

fair

Arthur knew that Merlin would have warned him if the lady had been an enemy. (page 30).

trusting

He came to Merlin's defense when he was being attacked by three men. (page 26)

brave

Read through Chapter 2 "The Sword in the Stone" and Chapter 3 "The Sword in the Lake" and identify things King Arthur says and does that demonstrate each value.

ACTIVITY PAGE **2.3** NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Morphology: Practice with Prefixes *un-* and *non-*

**Directions:** Choose one of the words in the word box to complete each of the sentences below. Some of the words in the box may be used more than once, and not all words will be used in the sentences.

nonfiction	fiction	uncommon	common
nonverbal	verbal	unbroken	broken
nonstick	stick	unlikely	likely
nondairy	dairy	unmarked	marked

- I like books that are nonfiction because I like reading about true events and people.
- The nonstick surface of the frying pan allowed the fried eggs to slip right onto the plate.
- The unmarked road made it difficult for my father to drive in the dark, because he couldn't see where the edge of the road was.
- My grandmother had a(n) broken leg, and she had to wear a cast on it for six weeks.
- It is uncommon/unlikely a three-year-old child is able to read.
- dairy products come from cows.
- It is very uncommon/unlikely to snow in Florida in June.
- My favorite book is fiction because it tells the story of a talking rabbit.
- The teacher gave us nonverbal directions by using only gestures and no words.
- Although the glass vase fell to the ground, it remained unbroken.

ACTIVITY PAGE **3.2** NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

9. **strike, n.** the act of taking down or taking apart (**striking**) (45)

Chapter 5, "The Marriage of Arthur and the Founding of the Round Table"

1. After several years of working to restore peace in his kingdom, what actions did King Arthur focus on? (Page 43, Lines 1-3)

**He gathers good knights around him, sets up a court and a government, and enforces his rule through the entire kingdom.**

2. How does the author describe Arthur in lines 4-9 on page 43?

**He has grown into a bearded man, tall and handsome, stern to wrongdoers, quick and gentle to the good and to all weaker than himself or to those in any kind of need.**

3. What gift does King Leodegrance give to Arthur? (Page 43, Lines 18-24)

**He gives Arthur a round table**

4. Who is Sir Lancelot? (Page 45, Lines 1-10)

**He is the knight that brings Guenevere to King Arthur.**

5. Describe the scene at the wedding of Arthur and Guenevere. (Page 46, Lines 3-7)

**There is a canopy and there are flowers on the floor.**

NAME: \_\_\_\_\_ **3.2** ACTIVITY PAGE  
DATE: \_\_\_\_\_ CONTINUED

6. What was King Arthur's view of what the Round Table should be? (Page 46, Lines 7-13)

**He wants the knights that sit at the table to be sworn to the highest standard of thought and action. It will represent the perfect world, where love and goodness will spread throughout Britain.**

7. Why were three seats left empty at the Round Table? (Page 48, Lines 1-9)

**Two of the seats would be for the most famous knights each year and the third was for a knight that had no equal.**

8. How has Pellinore changed since the last time he was in the story? (Page 48, Lines 20-24)

**He uses his strength to protect the countryside.**

9. What is Gawaine's role in fulfilling Merlin's earlier prophecy? (Page 49, Lines 6-16)

**He will destroy the kingdom.**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ACTIVITY PAGE **3.3**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

Practice Using Punctuation for Dialogue

**Directions:** Rewrite each of the following sentences, using the proper punctuation.

1. I'm going to go camping with my friends this weekend said Maria.  
**"I'm going to go camping with my friends this weekend,"**  
**said Maria.**

2. You should take a raincoat said Maria's mother because there is rain in the forecast.  
**"You should take a raincoat," said Maria's mother, "because**  
**there is rain in the forecast."**

3. Maria replied it is already packed.  
**Maria replied, "It is already packed."**

4. Good Mom exclaimed.  
**"Good!" Mom exclaimed.**

5. When she arrived at the camp site and it was raining, Maria thought I should always listen to Mom's advice!  
**When she arrived at the camp site and it was raining, Maria**  
**thought, "I should always listen to Mom's advice!"**

ACTIVITY PAGE **4.2**

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Directions:** Read the following lines from Chapter 6 "Sir Lancelot."  
What do these lines say about Sir Lancelot's values and traits?  
What trait or value do you think is best described here?

**Things Sir Lancelot says: Personality Trait or Value**

"I got out the window to help an old friend of mine." (page 58)  
**Accept all reasonable answers for for this Activity Page.**

"He is a knight of the Round Table, and I will do anything I can to help him." (page 60)

Whether I die or live you shall not get it from me by words or threats." (page 61)

"(A)s you know my name and appeal to me as a knight to help you, I will try and catch your hawk." (page 63)

"You would be shamed forever – an armed knight to kill a defenseless man by trickery." (page 65)

**Things Sir Lancelot does:**

When Sir Lancelot came to Camelot to serve Arthur, he was the son of a king but came dressed as a poor man and earned his fame "on his own merits." (page 53)

Sir Lancelot was a champion fighter. (page 55)

He came to the rescue of Sir Kay, and he demanded the knights who were threatening Sir Kay yield to Kay rather than to him. (page 57)

He switched helmets and shields with Sir Kay so Kay could ride in the countryside without anyone bothering him (thinking he was Sir Lancelot). (page 58)

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**4.4** ACTIVITY PAGE

Morphology: Practice with the Prefix en-

**Directions:** Choose one of the words in the word box to complete each of the sentences below. Some of the words in the box may be used more than once, and not all words will be used in the sentences.

endanger	danger	enable	able
encase	case	encircle	circle
endear	dear	enjoy	joy

1. There is a(n) **danger** involved in swimming in the ocean during a storm.

2. The **joy** Daniela felt at her birthday party was obvious because of the smile on her face.

3. A translator will **enable** two people who speak different languages to speak to one another.

4. The students formed a(n) **circle** around the table so they could see the science experiment more closely.

5. One way to **endear** yourself to someone is to show them kindness.

6. Some people **enjoy** a day at the beach.

7. A reckless driver will **endanger** everyone on the road.

8. The stamp collector decided to **encase** his collection to protect it.

9. Felipe is **able** to tie his shoes, even though he is only four years old.

10. Many people **enjoy** watching a sunrise.

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**5.2** ACTIVITY PAGE

Chapter 8 "The End of Merlin"

1. What does the author mean by the phrase *fell into foolishness*? (page 84, line 3)

**Merlin is beginning to do things that are not wise.**

2. What does the author mean by the phrase *humility is the root of wisdom*? (page 84, lines 4-5)

**To be wise, someone must be humble and not too confident in himself.**

3. What promise does Merlin make to Vivien? (page 84, lines 12-15)

**He promises to never use magic on her.**

4. How does Vivien feel about Merlin? (page 85, lines 2-4).

**She does not like him.**

5. What future event does Merlin foretell? (page 86, lines 6-11)

**He foresees that King Arthur will need him and he will not be able to help him.**

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ACTIVITY PAGE

5.2

CONTINUED

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6. When Merlin tells King Arthur about his prophecy, what is King Arthur's response? (page 86, lines 12-14)

**King Arthur tells him to use magic to change the future.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Over what types of things does Vivien have power? (page 86, lines 20-23)

**She has power over rocks and the earth.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

8. Describe how Merlin meets his end. (page 88, lines 3-18)

**He leads Vivien to the mouth of a cave. When he enters the cave, she casts a spell to seal Merlin into the cave.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

6.2

ACTIVITY PAGE

### Fragments

**Directions:** Each of the following is a sentence fragment that is either a subject or a predicate. On the line next to the fragment, indicate whether the part that is provided is a subject or is a predicate. Then, on the lines below the fragment, create the missing part so that there is a complete sentence.

1. the white, fluffy dog \_\_\_\_\_

**Answers will vary; accept any reasonable sentences.**

2. the howling wind \_\_\_\_\_

3. assigned us homework \_\_\_\_\_

4. performed a beautiful dance \_\_\_\_\_

5. Abraham Lincoln \_\_\_\_\_

ACTIVITY PAGE

6.3

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Morphology: Practice with the Root *arch*

**Directions:** Choose one of the words in the word box to complete each of the sentences below. Use each word only one time.

monarch	matriarch	patriarch
architect	anarchy	archbishop

1. The queen is a(n) **monarch**.

2. The **archbishop** is an important ruler in a church.

3. A(n) **architect** is a chief builder, or designer of building.

4. A female head of a family is a(n) **matriarch**.

5. A male head of a family is a(n) **patriarch**.

6. A(n) **anarchy** occurs when there is no government.

ACTIVITY PAGE

8.2

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### Morphology: Practice with the Root *graph*

**Directions:** Match each of the words in the word box to the correct definition below.

paragraph	autograph	photograph
biography	telegraph	geography

1. **geography**: a study of, or description of, earth's surface

2. **autograph**: a person's signature

3. **paragraph**: a series of sentences in a written text, focusing on a single topic

4. **telegraph**: a system of sending messages across wires

5. **photograph**: a visual record of people, places, or other things

6. **biography**: a written story about someone's life

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.3** ACTIVITY PAGE

**Mid Unit Assessment  
Part I: Reading Comprehension**

**Directions:** Read Chapter 9 "The Birth of Galahad" in *King Arthur and the Round Table* (pages 91-100) and answer the following questions by circling the choice that best responds to each question or by writing an answer (in complete sentences) on the lines provided.

- What was the prophecy that the hermit made about who would sit at the Siege?
  - that the knight was a friend of Arthur's
  - that the knight was King Arthur's son
  - that no knight would ever sit there
  - that the knight would be born that year**

- On page 92, in lines 6-7, what is the word *it* a pronoun for?

**It refers to the Siege Perilous.**  
\_\_\_\_\_  
\_\_\_\_\_

- Why did Sir Lancelot enter the tower?

- Sir Lancelot was hoping for something to eat.
- Sir Lancelot was looking for a wife.
- The tower was on fire and only Sir Lancelot could enter.
- The people of Carbonek asked Sir Lancelot to rescue a woman.**

ACTIVITY PAGE **8.3** NAME: \_\_\_\_\_  
CONTINUED DATE: \_\_\_\_\_

- On page 93, why was it surprising that Elaine wanted to cast a spell on Sir Lancelot?

**Because he had rescued her.**  
\_\_\_\_\_  
\_\_\_\_\_

- What was the second request the towns people had for Lancelot?

**They wanted him to kill a serpent that was in a tomb.**  
\_\_\_\_\_  
\_\_\_\_\_

- On page 94, it says *Here shall come a leopard of king's blood and he will slay this serpent. And this leopard will father a lion who will surpass all of the nights.* Who is the leopard?

- King Arthur
- Sir Lancelot**
- Merlin
- Pelles

- Describe some of the character traits that Sir Lancelot displays on page 95.

**Accept reasonable answers. May include strong, courteous, attentive, humble.**  
\_\_\_\_\_  
\_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.3** ACTIVITY PAGE  
CONTINUED

- What is a censer?

- a special glass for drinks
- the table where the guest sits
- a sword with magical powers
- a container for burning incense**

- How does Elaine make Lancelot marry her?

- Elaine gives him a magic cup of wine.**
- Elaine uses the smoke from the incense to cast a spell.
- She threatens to have him killed.
- She begs her father to force Lancelot

- Describe how Lancelot feels about what happened with Elaine.

**He is upset and ashamed. He is broken hearted. But he is forgiving of Elaine because he knows she loves him.**  
\_\_\_\_\_  
\_\_\_\_\_

ACTIVITY PAGE **8.3** NAME: \_\_\_\_\_  
CONTINUED DATE: \_\_\_\_\_

**Part II: Grammar**

**Directions:** For each of the following, indicate whether it is a complete sentence. If it is a complete sentence, you do not need to write anything on the line. If it is not a complete sentence, create a complete sentence on the line below.

- I saw a big bear in the yard.  
Is this a complete sentence? Yes **X** No \_\_\_\_\_

- Walked around the room.  
Is this a complete sentence? Yes \_\_\_\_\_ No **X**

- My favorite place is the beach.  
Is this a complete sentence? Yes **X** No \_\_\_\_\_

*For each of the following, indicate whether it is a run-on sentence. If it is not a run-on sentence, you do not need to write anything on the line. If it is a run-on sentence, write the correct sentence or sentences on the line below.*

- Reagan thought the bunny was cute she didn't want to get bitten.  
Is this a run-on sentence? Yes **X** No \_\_\_\_\_  
**Reagan thought the bunny was cute, but she didn't want to get bitten.**

- The game was exciting and it went into overtime and we were late getting home so my dad was upset.  
Is this a run-on sentence? Yes **X** No \_\_\_\_\_  
**The game was exciting and went into overtime. We were late getting home so my dad was upset.**

NAME: \_\_\_\_\_

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NAME: \_\_\_\_\_  
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**8.3** ACTIVITY PAGE  
CONTINUED

16. Through the years, I have learned that I need to eat well.  
Is this a run-on sentence? Yes X No \_\_\_\_\_

**Part III: Morphology**

17. Which of the following is the definition of *uncontrollable*?

- a. not able to be controlled
- b. to give directions
- c. to make something happen
- d. harmless

18. Which of the following is a synonym for *nonstop*?

- a. finished
- b. continuously
- c. broken
- d. ending

19. Which of the following is an antonym for *uninterested*?

- a. curious
- b. indifferent
- c. impatient
- d. realistic

ACTIVITY PAGE **8.3** NAME: \_\_\_\_\_  
CONTINUED DATE: \_\_\_\_\_

20. Complete the sentence by writing the correct word from those in parentheses on the line:

The leader of the church was the archbishop  
(archbishop, arch-rival, architect, matriarch).

21. Which of the following is a synonym for *endanger*?

- a. protect
- b. risk
- c. save
- d. assist

22. Complete the sentence by writing the correct word from those in parentheses on the line:

I asked my brother to hold the book for me, but he was unhelpful  
because he wouldn't sit still. (helpful, unhelpful, thinkable, unthinkable).

23. What does the prefix *en-* mean?

- a. to ignore
- b. to complete
- c. to cause to
- d. to make smaller

24. Which of the following words means an area that is sealed off?

- a. environment
- b. enclosure
- c. enabler
- d. enforcement

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**8.3** ACTIVITY PAGE  
CONTINUED

25. Write a sentence using the word *enchantment*. Be sure your sentence demonstrates the meaning of the word.

Accept all reasonable answers.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTIVITY PAGE **12.2** NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Chapter 20 "The Departure of Sir Lancelot"**

1. You read the word *exiled* in the last chapter. What does that word mean? (page 198, line 3)

Exiled means sent away from a place or a country.

2. What does Sir Lancelot do when he gets back to France, and why? (page 198, lines 9-13, and page 199, lines 1-2)

Sir Lancelot gives his friends and family land and then he gets ready for war.

3. What does Sir Lancelot send back to King Arthur, and what happens to it when it is sent there? (page 199, lines 15-19)

Sir Lancelot sends an offer of peace but it is rejected.

4. Describe what happens on page 201. How are these examples of the character traits and values of knights? (page 201)

Sir Lancelot and Sir Gawaine battle. When Lancelot has Sir Gawaine on the ground, Sir Gawaine tells Lancelot to kill him. He tells Sir Lancelot that if he does not kill him, after his wounds are healed he will come and kill Sir Lancelot. Sir Lancelot says he will not kill a helpless man. Sir Gawaine laid in his tent for three weeks until he was healed. When he challenged Sir Lancelot, the same thing happened again. Lancelot would not kill Sir Gawaine when he was helpless.

5. What happens at the end of this chapter? (page 202)  
Mordred tells the people of Britain that King Arthur and Lancelot are dead. King Arthur returns to Britain.

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

ACTIVITY PAGE **12.4** NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**Grammar: Practice Identifying and Correcting Run-On Sentences**

**Directions:** Each of the following is a run-on sentence. On the lines below the fragment, correct the sentence(s).

1. I like fourth grade my favorite subject is math.

**I like fourth grade. My favorite subject is math.**

2. In math class we are learning how to multiply a two-digit number by a two-digit number I find this fun!

**In math class, we are learning how to multiply a two-digit number by a two-digit number. I find this fun!**

3. Our homework last night was challenging it took me 30 minutes to complete.

**Our homework last night was challenging. It took me 30 minutes to complete.**

4. We reviewed the homework in class today I got all the problems correct.

**We reviewed the homework in class today. I got all the problems correct.**

5. I am looking forward to the next topic in math we are going to learn how to divide a two-digit number by another two-digit number.

**I am looking forward to the next topic in math. We are going to learn how to divide a two-digit number by another two-digit number.**

NAME: \_\_\_\_\_ **12.5** ACTIVITY PAGE  
DATE: \_\_\_\_\_

**Morphology: Practice with the Root *graph***

**Directions:** Choose one of the words in the word box to complete each of the sentences below.

paragraph	autograph	photograph
biography	telegraph	geography

1. My teacher liked the **paragraph** I wrote because it was indented, contained a single topic, and was interesting.

2. The famous singer gave her cheering fans her **autograph** after the concert.

3. The most interesting **biography** I have read is one about the life of Abraham Lincoln.

4. One of my favorite subjects is **geography** because I like studying about many different countries.

5. Before telephones and computers were invented, one of the quickest ways to communicate with someone who was far away was through the **telegraph**.

6. I'm glad I took a(n) **photograph** of the Lincoln Memorial, because I now have a record of my visit to Washington, D.C.

NAME: \_\_\_\_\_ **15.2** ACTIVITY PAGE  
DATE: \_\_\_\_\_

**End of Unit Assessment  
Part I: Reading Comprehension**

**Directions:** Read Chapter 15 "The Achievement of the Grail" in *King Arthur and the Round Table* (pages 145-149) and answer the following questions by circling the choice that best responds to each question or by writing an answer (in complete sentences) on the lines provided.

1. What was the Holy Grail?
- a. a sword that proved that Arthur was the true king of Britain
  - b. a chair at the Round Table
  - c. a vessel, or cup, that was used by Jesus and was therefore holy to his followers**
  - d. a horse that was used only by the best knights of the Round Table

2. On page 146, in lines 4-7, the old man states that this would be the last night the Holy Grail would be seen in Britain. What reason did the old man give for the Holy Grail no longer appearing in Britain?

**He says that the people of this land have turned to evil living.**

3. What prophecy did the old man make about what would happen to the three knights who were to go to the city of Sarras?
- a. He said they would all return to Britain safely.
  - b. He said one of the three would die, but the other two would return safely.
  - c. He said two of the three would die, but one would return safely.**
  - d. He said the three would all die on this quest.

ACTIVITY PAGE **15.2** NAME: \_\_\_\_\_  
CONTINUED DATE: \_\_\_\_\_

4. Why did the three knights not know anything about the city of Sarras, other than that the old man told them to go there with the Holy Grail?

**Nobody who has gone to the city has come back.**

5. On page 147, what words and phrases tell you that the lord of the castle was not happy that the three knights had brought the Holy Grail to the city of Sarras?

**He is afraid. He seizes the knights. He has them imprisoned in a deep hole.**

6. Based on the way it is used in the following sentence on page 147, what does the word *succeed* mean?

*He died, and while the city council was dismayed by the problem of who should succeed him, a voice sounded among them telling them to choose the youngest of the three knights, who was Sir Galahad.*

- a. take his place**
- b. win a war against him
- c. be in power at the same time
- d. put him in prison

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

NAME: \_\_\_\_\_  
DATE: \_\_\_\_\_

**15.2** ACTIVITY PAGE  
CONTINUED

7. On page 148, what does the word *hermitage* mean?
- a place where many knights live together
  - a castle
  - a beautiful palace
  - a place where people live in isolation from others**
8. Which of the three knights survived the final quest of the Holy Grail?
- only Sir Bors**
  - only Sir Galahad
  - both Sir Bors and Sir Galahad
  - all three, Sir Bors, Sir Galahad, and Sir Percival
9. What happened to Camelot, and the knights, while the three knights were taking the Holy Grail to the city of Sarra?
- Nothing changed.
  - The knights became stronger, and Camelot was better than it had been.
  - The knights were all older and weaker, and Camelot was not as powerful as it was in the past.**
  - The knights were all older and weaker, but Camelot was even more powerful than it had been.
10. Describe the mood, or feeling, of the King, the Queen, and Sir Lancelot at the end of this chapter.

**They are sad because they know that Camelot is going to have sadder days.**

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ACTIVITY PAGE **15.2** NAME: \_\_\_\_\_  
CONTINUED DATE: \_\_\_\_\_

### Part II: Grammar

**Directions:** For each of the following, indicate whether it is a complete sentence. If it is a complete sentence, you do not need to write anything on the line. If it is not a complete sentence, create a complete sentence on the line below.

11. The dog ran across the tall, wet grass.  
Is this a complete sentence? Yes   X   No \_\_\_\_\_  
\_\_\_\_\_
12. The baby boy in the soft, green blanket. Is this a complete sentence?  
Yes \_\_\_\_\_ No   X    
**Answers will vary.**
13. I like to play basketball during the winter months.  
Is this a complete sentence? Yes   X   No \_\_\_\_\_  
\_\_\_\_\_
- For each of the following, indicate whether it is a run-on sentence. If it is not a run-on sentence, you do not need to write anything on the line. If it is a run-on sentence, write the correct sentence or sentences on the line below.*
14. After swimming all afternoon, Judy was tired and hungry.  
Is this a run-on sentence? Yes \_\_\_\_\_ No   X    
\_\_\_\_\_
15. George Washington was the first president James Madison was the fourth president.  
Is this a run-on sentence? Yes   X   No \_\_\_\_\_  
**George Washington was the first president and James Madison was the fourth president.**

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**15.2** ACTIVITY PAGE  
CONTINUED

16. The falling snow looked beautiful I love to play in the snow.  
Is this a run-on sentence? Yes   X   No \_\_\_\_\_  
**The falling snow looked beautiful. I love to play in the snow.**

### Part III: Morphology

17. Which of the following is the definition of *endanger*?
- to take to safety
  - to put in a position of risk**
  - to save from extinction
  - to place in a circle
18. Which of the following is a synonym for *unusual*?
- unique**
  - realistic
  - common
  - colorful
19. Which of the following is an antonym for *unknown*?
- familiar**
  - misunderstood
  - uneducated
  - realistic
20. Complete the sentence by writing the correct word from those in parentheses on the line:  
The librarian gave us a   nonverbal   (*nonsense, sense, nonverbal, nonverbal*) signal to be quiet when he held his finger to his lips.

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ACTIVITY PAGE **15.2** NAME: \_\_\_\_\_  
CONTINUED DATE: \_\_\_\_\_

21. Which of the following is a synonym for *nonexistent*?
- real
  - missing**
  - large
  - spoken
22. Complete the sentence by writing the correct word from those in parentheses on the line:  
The   biographer   (*architect, archbishop, cartographer, biographer*) wrote a book about the life of James Madison.
23. Complete the sentence by writing the correct word from those in parentheses on the line:  
The   architect   (*architect, archbishop, cartographer, biographer*) developed the plans for the new building.
24. What does the root *graph* mean?
- to sing
  - to write**
  - to create
  - to make larger
25. Which of the following words means a story of someone's life?
- photography
  - cartography
  - biography**
  - filmography

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**15.2** ASSESSMENT  
CONTINUED

26. Write a sentence using the word paragraph. Be sure your sentence demonstrates the meaning of the word.

**Accept all reasonable answers.**

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Unit 3

# King Arthur and the Round Table

Retold by Alice M. Hadfield

## Teacher Guide

GRADE 4



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