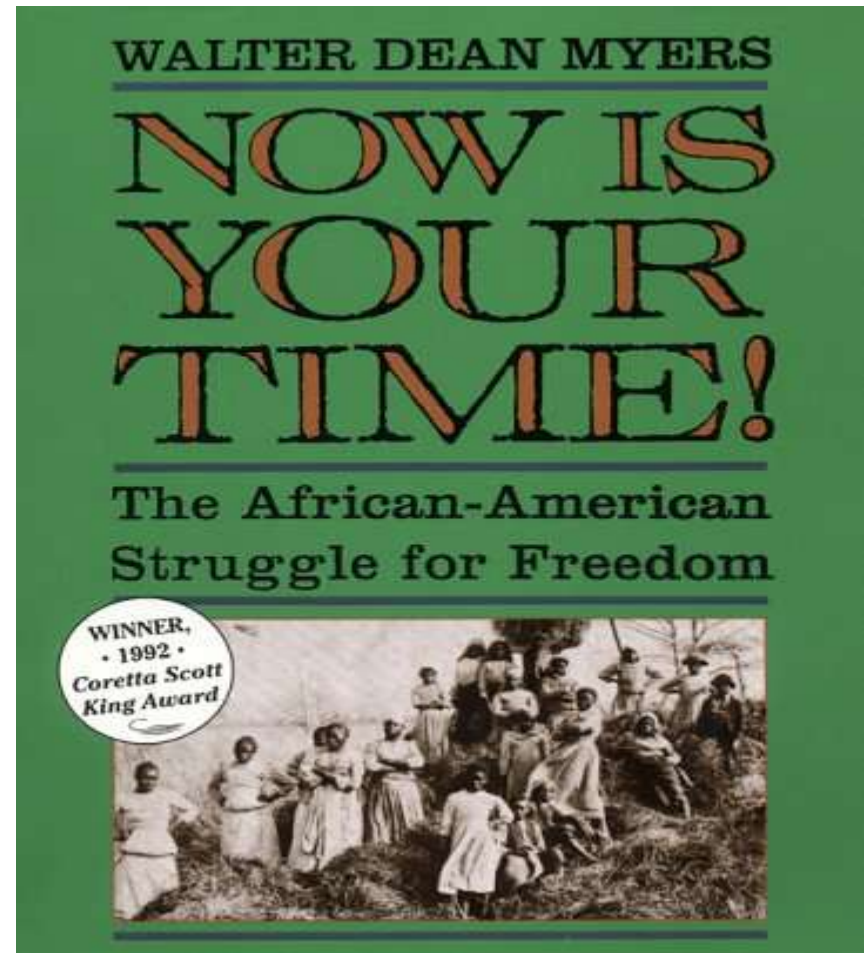


James Forten

from *Now is Your Time*

- Author: Walter Dean Myers
- Illustrator: Leonard Jenkins
- Genre: biography ~ nonfiction account of James Forten's life
- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)



Day 1 Schedule

- Reading
 - [Vocabulary](#)
 - [K-W-L Chart](#)
 - Read segment 1 (313-320)
- Word Work
 - Spelling pretest (333g)
- Writing and Language
 - [Daily Language Practice](#)
 - [Adjectives](#)

Vocabulary

Objective: We will define new vocabulary words

- Abolitionists: people who believed slavery should be against the law
- Apprentice: someone who works for another person in order to learn a trade
- Assisted: helped
- Captives: prisoners
- Conflict: a struggle; a war
- Dread: grim fear
- Encouraged: gave support to someone's effort or plans
- Enslavement: state of being owned and controlled by another person
- Influential: having the power to affect events or sway opinions
- Privateers: ships that are privately owned but are encouraged by the government to attack enemy ships during a war
- Tacking: changing directions while sailing

Vocabulary

We will insert words where they best fit the context.

Abolitionists

Apprentice

Assisted

Captives

Conflict

Dread

Encouraged

Enslavement

Influential

Privateers

Tacking

Jeffrey Baker, the captain of the _____ the *North Star*, and his crew recently _____ another ship in a _____ against three British naval ships.

The sight of all the British ships filled us with _____.

We took a bad hit while _____ about to face the enemy.

I began my career as an _____ sailmaker, and I've been a sailor most of my life.

I plan to join the _____. I will devote my life to ending the _____ of people of African descent.

I've never seen a sight so terrible as that of _____ being taken off the slave ships.

A friend _____ me to attend an abolitionist meeting, and I agree with their arguments.

We will complete a K-W-L chart on James Forten (pb pg. 175)

What I <u>K</u> now	What I <u>W</u> ant to Know	What I <u>L</u> earned
<ul style="list-style-type: none">•James Forten was a free African American.•He served on a ship during the American Revolution when he was young.		

Daily Language Practice

Kim drew a anjel on the front of the card.

The two dogs plays together in a gentill way.

It does not sound like Ann's wissell that time.

Adjectives

Objective: We will identify adjectives, articles, and demonstrative adjectives.

Prior Knowledge

- Travis squeezed through a narrow opening.
 - What type of opening did Travis squeeze through?
- That opening led to the cargo hold.
 - Which opening led to the cargo hold?

Concept

- Adjective: describes a noun or a pronoun. It tells what kind or how many.
- Articles: *A*, *an*, and *the* are special adjectives.
- Demonstrative adjectives: tell which one
 - *This*: used with singular nouns that are nearby
 - *These*: used with plural nouns that are nearby
 - *That*: used with singular nouns that are farther away
 - *Those*: used with plural nouns that are farther away

Importance: Identifying and using adjectives will improve your comprehension and writing skills.

Skill: We will identify adjectives, articles, and demonstrative adjectives

1. Find the nouns.
2. Highlight any descriptive words.
3. Underline the articles *a, an, the*
4. Circle the demonstrative adjectives *this, that, these, those*.

- I do
 - He struck a match and peered into the thick darkness.
 - What are the nouns?
- We do
 - Heavy chests filled that damp room.
 - What are the nouns?
- You do
 - A faint smell of tar hung in the air.
 - What are the nouns?

Closure

- What word gives a description of a noun or a pronoun?
- What demonstrative adjective do we use for a singular noun that is nearby?
- Identify the adjectives, articles, and demonstrative adjectives:
 - Travis looked for the new labels on those chests.
- Independent Practice
 - Practice book pg. 184

Day 2 Schedule

- Reading
 - Segment 2 (320-327)
 - K-W-L Chart
 - Practice book pg. 175
 - Comprehension questions (328)
 - Practice book pg. 176
 - Vocabulary
 - Practice book pg. 174
- Word work
 - [Prefixes *sub* and *sur*](#)
 - Spelling
 - Practice book pg. 180
- Writing and Language
 - [Daily Language Practice](#)

Prefixes *sub* and *sur*

- Objective: We will determine the meaning of words with the prefixes *sub* and *sur*.
- Prior knowledge:
 - Where do prefixes belong on a base word?
 - What does the prefix *un* mean?
- Concept
 - sub: under, below
 - Example: submarine ~ under the water
 - sur: over, above
 - Example: surrender ~ give over
- Importance: Knowing the meaning of common prefixes will help with your reading comprehension.

Prefixes *sub* and *sur*

Skill

- Highlight the prefix
- Look at the base word
 - What does it mean?
- Use context clues to help define the word

Practice

- I do
 - The British put a surtax on tea.
- We do
 - The archaeologist found fossils in the subsoil.
- You do
 - You will have to pay a surcharge for arriving late.

Prefixes *sub* and *sur*

- Closure
 - Which prefix means under, below?
 - Which prefix means over, above?
 - What do we use to help us determine the meaning of an unknown word?
 - What is the meaning of the underlined word?
 - The alligator submerged itself in the murky water.
- Independent Practice
 - Practice book pg. 179

Daily Language Practice

- The costume had an jool on each button.
- Willa always solve the puzzel before I do.

Day 3 Schedule

- Reading
 - Partner Read
 - [Following Directions](#)
(333a)
- Word Work
 - Spelling
 - Practice book pg. 181
- Writing and Language
 - [Daily language practice](#)
 - [Proper Adjectives](#)

Following Directions:

We will identify where to find information in a set of directions

- Prior Knowledge: in the story James Forten plans a marble game with Captain Beasley's son.
- Importance: Knowing how to follow directions can help us learn new skills and information.
- Learning any game, experiment, recipe, or craft usually relies on understanding a set of written directions.

Skill

1. Read all the directions carefully.
2. Gather any necessary materials.
3. Follow each step in order, finishing each one before moving on to the next.
4. If you come to a step you don't understand, reread the directions, examine any diagrams or illustrations, and ask questions.

• Guided Practice

- Read the directions for the game “Snail” on page 332.
- How many players are needed?
- What materials do I need?
- What is the object of the game?
- What steps do I follow?
- What would happen if I performed the steps in the wrong order?

Closure

- Why is it important to follow directions?
- What is the first step in following directions?
- Independent Practice
 - Practice book pg. 177-178

Daily Language Practice

- The picture of the american flag did not need a lable.
- This is the correct level of water in the fish tank?
- She does not know a singel japanese word.

Proper Adjectives

Objective

- We will identify and capitalize proper adjectives.

Prior Knowledge

- The young students worked together to solve the difficult math problem.
 - What are the adjectives (words that describe nouns and pronouns) in the sentence?

Proper Adjectives

Concept

- Proper adjectives: an adjective formed from a proper noun. They are **always** capitalized.
 - example: Chinese tourists

Skill

1. Identify the proper noun.
2. Change it into a proper adjective.

Skill

1. Identify the proper noun.
2. Change it into a proper adjective.
3. Move the proper adjective in front of the noun.

- I do
- Our family enjoys maple syrup from Canada.
 - Our family enjoys Canadian maple syrup.
- Ronni owns a cookstove made in Sweden.
 - Ronni owns a Swedish cookstove.
- We do
- Does this delicatessen feature food from Italy?
 - Does this delicatessen feature Italian food?
- A great composer from Russia wrote this symphony.
 - A great Russian composer wrote this symphony.

Proper Adjectives

You do

- Tyrone and Charlene are looking forward to their vacation in Hawaii.

Closure

- What do we call adjectives which are formed from proper nouns?
- Traders from Britain visited many different lands.

Day 4 Schedule

- Reading
 - “Games of Young America” (330-333)
- Word Work
 - Spelling
 - Practice book pg. 182
 - [Antonyms \(333i\)](#)
- Writing and Language
 - [Daily language practice](#)
 - Grammar
 - Practice book pg. 185
 - [Capitalization \(333N\)](#)

Antonyms

Objective

- We will identify antonyms in sentences or sentence pairs.

Prior Knowledge

- The roads were already filling with farmers bringing in produce to **sell**. Thomas Forten was able to **buy** his wife's freedom.
- Are **buy** and **sell** similar or opposites?

Antonyms

Concept

- Antonyms: words with opposite meanings

Importance

- Authors often use antonyms to show different sides of a situation or idea.
- We need to be able to identify when this is happening, and use this knowledge to improve our comprehension.

Safe unreliable light inviting late easy

Skill

1. Use context clues to determine the meaning of the identified word.
2. What is the opposite meaning of the word?

- I do

- It was early morning in Philadelphia.
- It paid fairly well and the work was steady.

- We do

- Sail making was a profitable but difficult job.
- The heavy thread had to be waxed.

Antonyms

You do

- It was a dangerous encounter.
- The Jersey was dark and forbidding.
- safe unreliable light
inviting late easy

Closure

- What is the name for words which are opposites?
- The submarine sunk below the surface of the water.
- Independent Practice:
 - Practice book pg. 183

Daily Language Practice

- What is the price of a bushell of peaches.
- Lily likes to wear a anckell bracelet.

Capitalization

We will capitalize names of people and places.

In 1764, John Hancock was the richest man in Massachusetts. He had been raised by his wealthy uncle, who had sent him to the best schools in Boston. Young John was trained to take over his uncle's shipping business, which transported goods between England and North America.

When the King of England and the English Parliament placed a tax on all paper goods used in the colonies, John Hancock, Samuel Adams, and many other colonists in America felt it was wrong. John Hancock wrote letters to England saying that the tax was unfair, and claiming that it was bad for business. Then he refused to pay the tax. Many people in England and America listened to Hancock because he was such an important man in Boston.

Independent Practice: Practice book pg. 188

[Back to Day 4](#)

Day 5 Schedule

- Reading
 - Comprehension Test
 - Vocabulary Test
- Word Work
 - Spelling Test
- Writing and Language
 - Practice book pg. 186