



Unit 7 American Revolution: The Road to Independence

Lesson 9:

Time to Outsmart the British!



MATERIALS NEEDED

- *The Road to Independence* Reader
- Unit 7 Activity Book
- Pencil



SUBJECT-ACTION VERB AGREEMENT CHART		
Noun Subject	Action Verb	Agreement
the king	rule	
the king and queen	rule	
the soldier	march	
the soldiers	march	
the colonist	try	
the colonists	try	

SUBJECT-ACTION VERB AGREEMENT CHART		
Subject	Agreement in the Present Tense	Example
Singular	verbs ending in 's', 'sh', 'ch', 'x', and 'z'; add -es	The government <u>passes</u> laws.
	verbs ending with 'y'; change 'y' to 'i' and add -ies	Paul Revere <u>wakes</u> on the British soldiers.
	add -e	The farmer <u>plows</u> his field.
Plural	verb does not change	The colonists <u>fight</u> for their independence.

Name: _____

Complete the following questions as you need. Use a notebook if you need more room to write.

Read page 40 silently.

The second sentence reads, "The Continental Army, at least, at first, was not exactly a force to be reckoned with." What does the phrase "a force to be reckoned with" mean? What does this phrase suggest about the Continental Army?

What can be inferred from the statement that the Continental Army was made up of "farmers and shopkeepers"?





TODAY'S FOCUS

K-We will **KNOW** who seemed most likely to win at the beginning of the war

U- We will **UNDERSTAND** the author's use of language to convey why the soldiers in the Continental army were perceived as underdogs

B- We will **BE ABLE TO** analyze language in "It's War!" to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage and writing a response to the prompt: At the beginning of the war, it seemed the British were most likely to win. However, the end of this chapter suggests the British might not win after all. What words in the text suggest the British might not win the war?"



Review Chapter 5 (10 min.)

At the beginning of the war between the British and the colonists, who seemed most likely to win the war, and why?



When George Washington wrote to the Continental Congress in December 1777 describing the state of the army, what was morale like?

What evidence from the text leads you to that conclusion?

The soldiers were cold, hungry, and sick. Washington wrote that

We will reread Chapter 5, “It’s War!”

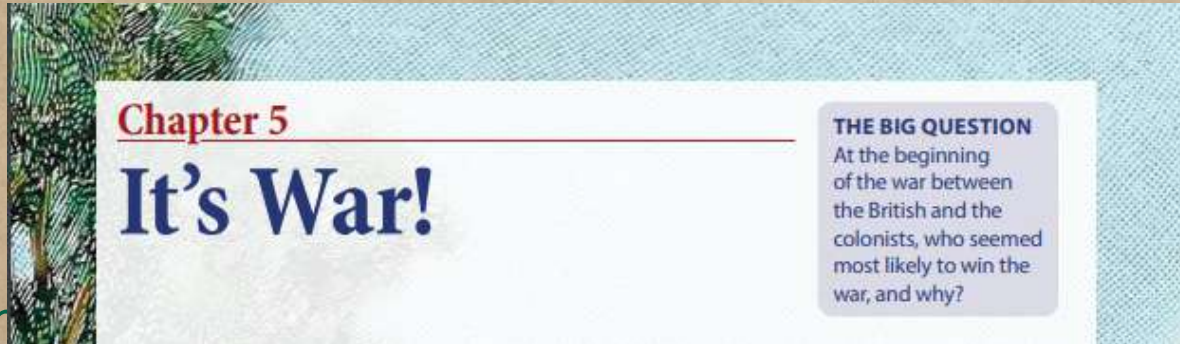
I will be reading with a small group of students. The other students will read and answer questions individually or in partners. I will provide you with a copy of the guided reading questions.

If you are not in a group with me and you finish reading and answering questions, read from the additional sources I have provided on the American Revolution.



Close Reading “It’s War!” (25 min.)

Turn to the table of contents, locate the chapter, and then turn to the first page of the chapter. Let’s read the title together.
Can I have a volunteer read The Big Question aloud?




We will read
understanding
and Mother Nature.

a better
the British

Read page 40 silently.

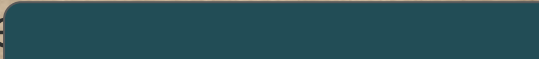
The second sentence reads, “The Continental Army, at least at first, was not exactly a force to be reckoned with.” What does the phrase “a force to be reckoned” with mean? What does this phrase suggest about the Continental Army?



What can be inferred from the statement that the Continental Army was made up of “farmers and shopkeepers”?



Which phrase on this page is an example of foreshadowing? In other words, which phrase suggests that, although the Continental Army was not intimidating at the beginning of the war, things would change? Hint: the phrase is four words » “at le



Read page 42 and the first sentence on the top of page 43 silently.

Who won the battle on Long Island? Use evidence from the text to support your answer.

The topic sentence in the third paragraph on page 42 says, “that is exactly what Washington did.” What did Washington do?

Read page 44 silently.

Word(s)	CK Code
Tadeusz Kościuszko	/to*dae*oes/ /kos*choos*koe/



Check for Understanding

Using your notebook, take one minute to describe how Tadeusz Kosciuszko helped the Continental Army.

Do you think his help made a big impact or a small impact in the war against the British? Explain.


In the first sentence of the fifth paragraph on page 44, what does the word *limped* imply about the condition the soldiers were in when they arrived at Valley Forge?

In December 1777, Washington and his tired men limped into the Pennsylvania town of Valley Forge. Washington had decided that his army would spend the winter there. In those days, armies scaled back fighting during the winter. That winter, Washington's army had to face another enemy—Mother Nature.

Personification is a literary device whereby the author assigns human characteristics to something nonhuman. Locate an example of personification in the last paragraph and explain how it is an example of personification.

Mother Nature was not kind to the Continental Army during the winter of 1777 to 1778. It was a bitterly cold winter, and the soldiers were not prepared for it. Most of them did not have winter coats. Many did not even have shoes. Their injured feet left bloody footprints in the snow.

Instead of, “Their feet hurt,” the Reader states, “Their injured feet left bloody footprints in the snow.” Which sentence is more effective and why?



Read the last paragraph on page 46 and the excerpt from Washington's letter on page 47 silently.

What does the word *state* mean in the first sentence?

What words or phrases provide clues to the meaning of *state*?

(tap to reveal)

George Washington was worried about the state of the army. On December 23, 1777, he wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat. The situation was so bad, Washington wrote that he was worried that his men might give up and go home:

46

"I am now convinced, beyond a doubt that unless some great and capital change suddenly takes place . . . this Army must inevitably be reduced to one or other of these three things. Starve, dissolve, or disperse . . . [W]e have . . . no less than 2,898 men now in camp unfit for duty because they are bare foot and otherwise naked."

—George Washington

The text reads “[Washington] wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat.” Restate this sentence in your own words.

Example:



The group should now come back together to discuss the chapter and wrap-up.

Discuss the Chapter and Wrap-Up (5 min.)

Think-Pair-Share

At the beginning of the war, it seemed the British were most likely to win the war. However, the end of this chapter suggests the British might not win the war after all. What words or phrases in the text suggest the British might not win the war?

Word Work: *Confront* (5 min.)

In the chapter you read, “George Washington marched his troops there to confront the British army.”

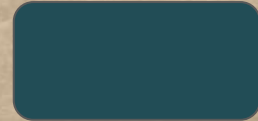
Say the word *confront* with me: confront

Confront means to challenge or fight against as in:

When I discovered that my brother had been hiding my blocks, I decided to confront him and ask where he hid them.

What are some other examples of *confront*?

What part of speech is the word *confront*?



verb



Check for Understanding: Think-Pair-Share

Talk with a partner about a time when you or someone you know confronted someone about an idea, misunderstanding, or problem. Be sure to use the word confront in complete sentences as you discuss this with your partner.



TODay'S FOCUS

K- We will **KNOW** what is subject-action verb agreement.

U- We will **UNDERSTAND** how to properly use subject-action verb agreement.

B- We will **BE ABLE TO** demonstrate understanding of subject-action verb agreement in the present tense.



Introduce Pronoun-Action Agreement (15 min.)

In this lesson we will learn about pronoun-action verb agreement.

Can anyone tell me what a pronoun is?

A word that can be used in place of a noun

Pronouns include: *I, you, he, she, it, we, and they.*

The subject and action verb in a sentence must agree. Let's look at the Pronoun-Action Verb Agreement Poster.

The examples are in the present tense (i.e., the action is happening now).

PRONOUN-ACTION VERB AGREEMENT POSTER		
Pronoun	Agreement in the Present Tense	Example
it, he, she	verbs ending in 's', 'sh', 'ch', 'x', and 'z', add -es	It <i>catches</i> on fire.
	verbs ending with 'y', change 'y' to 'i' and add -es	He <i>dries</i> the dishes.
	add -s	She <i>hums</i> a melody.
I, we, you, they	verb does not change	We <i>prepare</i> to go to school.

Now look at the Pronoun-Action Verb Agreement Chart.
Combine subjects with action verbs to complete the “Agreement”
column.

PRONOUN-ACTION VERB AGREEMENT CHART			
Pronoun Subject		Action Verb	Agreement
Singular	I	learn	
	you	work	
	he	march	
	she	dry	
	it	sail	
Plural	we	wash	
	you	talk	
	they	fight	

Now let's extend the examples from the chart into expanded sentences. I will model the first one.

Agreement
I learn.
You work.
He marches.
She dries
It sails.
We wash.
You talk.
They fight.

Expanded Sentence

Would anyone like to pick an example sentence and expand it?

Turn to Activity Page 9.1. I will review the directions and completed examples. You will complete the next item in the chart, and write an expanded sentence for it (on the back). If we run out of time, complete the activity page for homework.

NAME: _____

9.1

TAKE-HOME

DATE: _____

Practice Subject-Action Verb Agreement

Fill in the correct pronoun for each noun. Complete the "Agreement" column, using the information provided. Remember to use the present tense (action is happening now) even though you may be writing about people who lived in the past. The first one has been done for you.

Subject	Action Verb	Agreement
the troops	prepare	the troops prepare
they	prepare	they prepare
the cannonball	fly	
	fly	



Using only pronouns for subjects, write expanded sentences for five pronoun-action verb agreement statements from the chart.

Example: They prepare for the long battle ahead of them.

1. _____

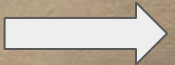


GREAT WORK TODAY!

K- We will **KNOW** what the prefixes im- and in- are.

U- We will **UNDERSTAND** how the prefixes im- and in- are modify root words.

B- We will **BE ABLE TO** form new words using the prefixes im- and in- in sentences with an increase rate of accuracy.



Practice Prefixes *im-* and *in-* (15 min.)

Let's review the two prefixes we learned in Lesson 6.

PREFIXES POSTER	
Prefixes	
<i>A prefix is a syllable or syllables placed at the beginning of a root word to change the word's meaning.</i>	
<i>im-</i>	not
<i>in-</i>	not

Im- and *in-* are added to root words that are adjectives. The prefixes *im-* and *in-* do not change the part of speech of the new words.

im- is added to the beginning of words that begin with the letters *m*, *p*, and *b*.

in- is added to the beginning of words that begin with most other letters.

Can I have a volunteer read the *im-* words aloud?

Can I have a volunteer read the *in-* words aloud?

Im- impossible, imperfect, impractical, impatient, impolite

In- incorrect, inconvenient, incomplete, incapable,
inactive

I will read some sentences, but will leave a word out. You must decide which word from the box best completes the sentences.

Im- impossible, imperfect, impractical, impatient, impolite

In- incorrect, inconvenient, incomplete, incapable,

It was _____ to go home before soccer practice because we were already near the practice field. (2 suitable answers)

impractical or

My cousin _____ but his cell phone away because my grandmother said it is _____ to text at the table.

impolite

Im- impossible, imperfect, impractical, impatient, impolite

In- incorrect, inconvenient, incomplete, incapable,

We had to go to the store on the other side of town to get what we needed even though it was _____.

When I have to wait too long for my turn at the water fountain I get _____.

impatient

Turn to Activity Page 9.2. I will review the directions and we will complete the first sentence as a group. If time allows, complete the remainder of the activity and I will collect to review and grade.

NAME: _____

DATE: _____

9.2

ACTIVITY PAGE

Practice Prefixes *im-* and *in-*

Write the correct word to complete each sentence.

1. The colonists believed a peaceful settlement with Great Britain was _____ and not likely to happen.
(possible, impossible, capable, incapable)

2. It is _____ the soldiers confused Breed's Hill and Bunker Hill
(active, inactive, possible, impossible)
because they did not know the area.

For each word, write a sentence using the word.

1. *practical*





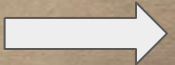
GREAT WORK TODAY!

Reading: I can analyze language in lesson text to better understand the Continental Army soldiers' state of mind and the tactics they used to diminish the British Army's advantage.

[RI.4.1, RI.4.9]

Grammar: I can demonstrate understanding of subject-action verb agreement in the present tense.

[L.4.1]





GREAT WORK TODAY!

K- We will **KNOW** our spelling words

U- We will **UNDERSTAND** how to properly spell the targeted words.

B- We will **BE ABLE TO** spell target words with an increase rate of accuracy.



Practice Spelling Words (15 min.)

You will practice writing your spelling words.

Turn to Activity Page 9.3. You will work with a partner to create sentences for each of the spelling words. Remember you can reference

the Individual Code Chart (Activity Page SR.1) to help you spell words. I will collect Activity Page 9.3 to review and grade.

*You will complete your spelling assessment during the next lesson.

NAME: _____		9.3		ACTIVITY PAGE
DATE: _____				
Practice Spelling Words				
<i>For each spelling word, write a sentence using the word.</i>				
declaration	grievance	incident	independence	militia
monarchy	representative	surrender	valiant	victory
1. _____				



TODAY'S FOCUS

Resources!!!!



Pronoun	Agreement in the Present Tense	Example
it, he, she	verbs ending in 's', 'sh', 'ch', 'x', and 'z', add -es	It <i>catches</i> on fire.
	verbs ending with 'y', change 'y' to 'i' and add -es	He <i>dries</i> the dishes.
	add -s	She <i>hums</i> a melody.
I, we, you, they	verb does not change	We <i>prepare</i> to go to school.

SUBJECT-ACTION VERB AGREEMENT CHART

Noun Subject	Action Verb	Agreement
the king	rule	
the king and queen	rule	
the soldier	march	
the soldiers	march	
the colonist	try	
the colonists	try	

Name: _____

Complete the following questions as you read. Use a notebook if you need more room to write.

Read page 40 silently.

The second sentence reads, “The Continental Army, at least at first, was not exactly a force to be reckoned with.” What does the phrase “a force to be reckoned” with mean? What does this phrase suggest about the Continental Army?

What can be inferred from the statement that the Continental Army was made up of “farmers and shopkeepers”?

Read page 42 and the first sentence on the top of page 43 silently.

Who won the battle on Long Island? Use evidence from the text to support your answer.

The topic sentence in the third paragraph on page 42 says, “that is exactly what Washington did.” What did Washington do?

Read page 44 silently.

Take one minute (use the clock) to describe how Tadeusz Kosciuszko helped the Continental Army. Do you think his help made a big impact or a small impact in the war against the British? Explain.

In the first sentence of the fifth paragraph on page 44, what does the word *limped* imply about the condition the soldiers were in when they arrived at Valley Forge?

Personification is a literary device whereby the author assigns human characteristics to something nonhuman. Locate an example of personification in the last paragraph on page 44 and explain how it is an example of personification.

Instead of, "Their feet hurt," the Reader states, "Their injured feet left bloody footprints in the snow." Which sentence is more effective and why?

Read the last paragraph on page 46 and the excerpt from Washington’s letter on page 47 silently.

What does the word *state* mean in the first sentence?

What words or phrases provide clues to the meaning of *state*?

The text reads “[Washington] wrote a letter to the Continental Congress explaining that many of his men were in such poor health that they were no longer fit for combat.” Restate this sentence in your own words.

If you finish reading and answering the questions, read from the additional sources I have provided on the American Revolution.