

# Unit 4

Student Pages  
63–84

## Vowels: review of short and long e, o

### Unit Objectives

- Students will identify sound-symbol correspondences for **short** and **long vowels e** and **o**.
- Students will apply their knowledge to read and write words with these sounds and symbols.

## Whole-Part-Whole Instruction

### 1. Whole: Language in Context

#### Let's Look, Talk, & Listen ..... Page 63

**Multimodal Activities:** The student edition activities develop visual acuity and oral language skills.

#### Let's Play a Game ..... Page 64

**Cooperative Activity:** *Scrambled Words* can be played by a pair of students or a small group.

#### Let's Make Word Cards .... Pages 65–66

**Kinesthetic Activity:** Students read words featuring the targeted letters and sounds and then create their own sentences.

### 2. Part: Focus on the Skills

#### Let's Practice ..... Pages 67–79

**Skill Activities:** Skills are addressed individually and then readdressed in spiraling review.

**short e, o** ..... Pages 67–69

**long e, o** ..... Pages 70–72

**review of short and long e, o** ..... Pages 73–79

### 3. Whole: Use the Skills to Read and Write

#### Let's Review ..... Page 80

**Assessment Activity:** This page reviews unit content in a standardized test format.

#### Let's Read ..... Pages 81–82

**Literary Experience:** The *Robert Fulton and His Inventions* storybook helps the students focus on sounds and letters targeted in the unit.



The last page of the storybook is devoted to an activity students can complete with their families. You may also wish to send home a copy of the family letter on page T16.

#### Let's Write ..... Page 83

**Story Response:** Students put their phonics knowledge to work as they respond to the storybook.

### Bonus Page

#### Phonics & Handwriting Practice ..... Page 84

You may wish to have students use this optional sheet to practice writing the Word Card words.

## Time Management Guide for Unit 4

**Note:** This guide assumes the class will spend an average of 20 minutes with these materials each day. For specific teaching suggestions, see pages T64–T76.

### Day 1 \_\_\_\_\_

Let's **Look, Talk, & Listen** ..... Page 63

### Day 2 \_\_\_\_\_

Let's **Play a Game** ..... Page 64

Let's **Make Word Cards** ..... Page 65

### Day 3 \_\_\_\_\_

Let's **Make Word Cards** ..... Page 66

### Day 4 \_\_\_\_\_

Let's **Practice**

Similar Sounds


Skill: short e, o ..... Page 67

### Day 5 \_\_\_\_\_

Let's **Practice**

Learning Meanings & Word Search

Skill: short e, o ..... Pages 68 and 69

 **Note:** You may wish to assign page 69 as homework.

### Day 6 \_\_\_\_\_

Let's **Practice**

Words for Pictures


Skill: long e, o ..... Page 70

### Day 7 \_\_\_\_\_

Let's **Practice**

Make Names & Finish the Sentences

Skill: long e, o ..... Pages 71 and 72

 **Note:** You may wish to assign page 72 as homework.

### Day 8 \_\_\_\_\_

Let's **Practice**

Rhyming Words

Skill: review of short and long e, o ..... Page 73


### Day 9 \_\_\_\_\_

Let's **Practice**

Write the Words & Long and Short

Skill: review of short and

long e, o ..... Pages 74 and 75

 **Note:** You may wish to assign page 75 as homework.


### Day 10 \_\_\_\_\_

Let's **Practice**

Complete the Sentences & Make It Rhyme

Skill: review of short and

long e, o ..... Pages 76 and 77

 **Note:** You may wish to assign page 77 as homework.


### Day 11 \_\_\_\_\_

Let's **Practice**

Classify Words & The Puzzler

Skill: review of short and

long e, o ..... Pages 78 and 79

 **Note:** You may wish to assign page 79 as homework.

### Day 12 \_\_\_\_\_

Let's **Review**


Skill: long and short vowels: e, o ..... Page 80

### Day 13 \_\_\_\_\_

Let's **Read** ..... Pages 81 and 82

### Day 14 \_\_\_\_\_

Let's **Write** ..... Page 83

 **BONUS** ..... Page 84

**Phonics & Handwriting Practice** is optional and may be used in school or at home.

## Teacher Resources for Unit 4

### Working With Students Acquiring English

The **long o** sound is familiar to students whose first language is Spanish, but its various English spellings may not be familiar. In Spanish, the **long o** sound has only one spelling, **o**. As a result, Spanish-speaking students may need additional help and practice spelling words with the **long o** sound.

**Teaching Tip:** Write some words on the chalkboard and let students say them while you point out the letter or letter combinations that make the sounds. Encourage fluent speakers as well as students learning English to say word examples aloud, giving those acquiring English varied auditory experiences as well as their own oral practice. Some example words are: **feet, get; tone, mop.**

### Assessment

**Performance Assessment:** Reuse *Scrambled Words* on student page 64 as a performance assessment tool.

**Let's Write** (student page 83) may also be used to assess growth.

**Informal Assessment:** Reuse **Let's Practice** activities in a conference setting. Ask the student to identify pictures, words, and words in sentences and to identify the vowel sounds they hear.

**Test Practice:** Use **Let's Review** (student page 80) to assess in a standardized format.

### At the Library

#### Trade Books

You may wish to supplement instruction with these trade books:

Brown, Eileen. *No Problem*. Candlewick Press, 1993.

Fleisher, Paul, and Patricia A. Keeler. *Looking Inside: Machines and Constructions*. Atheneum, 1991.

Krensky, Stephen. *Breaking into Print*. Little, Brown and Company, 1996.

### Activity Phonics CD-ROM

**Paper and Pencil:** Print out and duplicate corresponding **Let's Practice** pages from the *Activity Phonics* CD-ROM.

Let's  
Look, Talk, & Listen

MULTIMODAL ACTIVITIES

**Build Visual Discrimination Skills**

Tell students to look at the pictures without reading any words and try to guess what the pictures show. Tell them they will find out about some unusual inventions.

**Build Auditory Discrimination Skills**

Read the picture captions aloud. Have students look at the pictures as they listen to the captions. You might want to stop to talk about each picture after reading the caption.

Point to the word **need** in the first caption. Ask students to look for words on the page with the same **long e** sound they hear in **need**. [*these, keep, clean, free, seat*] Do the same with the **short e** sound, then the **long** and **short o** vowel sounds. (Suggestions for words to use as cues are: **pet, go, dogs**.)

**Develop Oral Language**

Ask students to paraphrase (tell in their own words) the story behind each invention. After a student has described the “pet toothbrush,” for example, ask another student to tell it a different way. Give students a comfortable forum in which to experiment with language.

Let's  
Play a Game

COOPERATIVE ACTIVITY

**Introduce the Game:** *Scrambled Words*

Show students the letter grids. Help them practice reading letters vertically, horizontally, and diagonally. Read the directions. If you do not have a timer, tell them a time on the clock that you will start and stop the game.

**Play the Game**

Ask two volunteers to demonstrate how to play the game all the way through and add up the score. Then let students play the game on their own. You may want to vary the time limit, or you may want to place students in pairs or small groups and let them work cooperatively to make word lists.

**Possible answers:**

**long e:** see, pea; **short e:** hem, keg; **long o:** toe, both; **short o:** hot, nod

Let's  
Look, Talk, & Listen

- Look at the pictures. Talk about what you see.
- Read about some odd inventions.

## Odd Ideas!



### Does It Help Bad Breath?

Dogs and cats need clean teeth, just as we do. Trying to brush their teeth with this toothbrush just won't work. It's really hard to get them to rinse!



### Where Are My Shades?

Picture this: a yard full of chickens wearing glasses like these! These glasses were made to protect their eyes from pecking attacks.



### Jumping Jack

Believe it or not, these are shoes! They were made to go over regular shoes. Just buckle them on, push your legs down, and hop! The Grasshopper Shoe could make kids jump higher than ever before.



### Attention, Bird Owners!

Keep your house clean with this pet bird diaper. Your pet bird is free to fly about your home, and you don't have to worry about where it lands!



### Students, Beware!

This item gives new meaning to "stay in your seat"! It was invented to help students sit straight in their classroom chairs. Look around your classroom. Imagine your friends in this!

Let's  
Play a Game

## Scrambled Words

b	r	i	s	l	w
f	a	d	e	y	a
c	t	g	e	j	x
u	o	o	n	u	a
p	h	m	f	r	v
z	e	d	i	k	a

(For 2–4 players)

1. Use the letters in the grid to make a list of words. Words can be two or more letters long. They must be made up of letters that touch each other.
2. Set a timer for 2 minutes and begin.
3. When time is up, sort your words by long and short vowels.
4. Assign a score to each word. Use this guide:  
**long e** – 3 points; **short e** – 2 points;  
**long o** – 3 points; **short o** – 2 points;  
**all others** – 1 point
5. The player with the most points wins.

c	r	i	s	e	w
f	a	d	a	y	l
b	m	p	e	j	x
u	o	o	k	u	a
t	h	e	b	d	r
z	g	v	i	n	o

**Let's Make Word Cards**

■ Cut the Word Cards apart. Use them with the extra Word Cards at the back of the book to make sentences.

clean	get
home	hop
need	teeth

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**Let's Make Word Cards**

● Use the Word Cards below with the extra Word Cards at the back of the book to make sentences.

ever	go
help	on
pet	seat

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**Let's Make Word Cards**

**Review Short and Long e and o**

Review both sides of the Word Cards by asking students to read them aloud. Have volunteers tell the vowel sounds they hear in each word as it is said aloud.

**Physical Response**

Separate the group into four smaller groups. Assign each group one of the vowel sounds in this unit: **long e**, **short e**, **long o**, **short o**. Tell them to listen as you read the paragraphs on page 63. Each time they hear “their” vowel sound, they stand as a group. After the first read-through, rotate the vowel sounds and read them again. Or you can make up your own sentences. There will be a lot of standing up and sitting down, but students will get useful practice in listening.

**Construct Sentences**

Guide students as they cut the Word Cards apart. Have them construct complete sentences about what they have read, using these Word Cards, others from lessons they have already finished, and the bank of high-frequency Word Cards in the back of their student books.

**Let's Practice** Similar Sounds Skill: short e, o

■ Say the names of the pictures in the box. Circle the two whose names have the same vowel sound.

Name \_\_\_\_\_

1  [end] [on] [egg]	2  [top] [pot] [boy]
3  [box] [stop] [thread]	4  [dress] [cent] [off]
5  [feather or pen] [bed] [fox]	6  [net] [men] [knot]
7  [sock] [steps] [clock]	8  [ostrich] [chess] [clock]

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**Let's Practice** Learning Meanings Skill: short e, o

● Write the number of each word in front of the clue it matches.

Name \_\_\_\_\_

1 pop	7 the opposite of full
2 bottom	4 to say
3 drop	9 money or jewels
4 tell	6 strange or unusual
5 dead	2 the opposite of top
6 odd	8 very warm
7 empty	1 the sound a balloon makes when it bursts
8 hot	5 no longer alive
9 treasure	10 a bird lays them
10 eggs	3 to fall or let fall

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Let's Practice

**Similar Sounds**  
Skill: short e, o

Review the directions and assign the page.

**Alphabetical Order**

Challenge students to put the pictures in each item in alphabetical order. Encourage students to write the names under the pictures to assist them. Write a **1**, **2**, or **3** next to the pictures in each box to show their order. [1. egg, end, on; 2. head, pot, top; 3. box, stop, thread; 4. cent, dress, off; 5. bed, feather, fox; 6. knot, men, net; 7. clock, sock, stairs; 8. chess, clock, ostrich]

**Word Teams**

Write each of the picture names on five sets of index cards. Ask students to line up in teams of five. Give the first student on each team a set of index cards. The student reads the first card to the second student, and he or she has to name the sound as either **short e** or **short o**. If the second student gets it right, the first student goes to the back of the line. The second student then reads an index card to the third student, and so on. Teams that correctly name the sounds for each word are the winners.

Let's Practice

**Learning Meanings**  
Skill: short e, o

Review the directions and assign the page.

**Practice Partners**

Ask students to form pairs. Challenge students to make questions out of the clues in the activity. For example, a question for the clue “the opposite of **full**” could be: “What is the opposite of **full**?” Have students write their questions on a sheet of paper and then ask their partners the questions.

**Rhyming Pairs**

Challenge students to write the word that rhymes with each of the following words. Then, have them name another word that rhymes with both words.

- rod [odd]
- legs [eggs]
- cot [hot]
- head [dead]

[Possible responses: cod, begs, got, bed]



The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

**Let's Practice** **Word Search** Skill: short e, o

Read the words in the Word Box. Find and circle each word in the puzzle.

Name \_\_\_\_\_

Word Box	every knot	stop help	tell copy	enjoy set	job olive	crop spend	edge body
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**Let's Practice** **Words for Pictures** Skill: long e, o

Find the word in the Word Box that names each picture. Write it on the line.

Name \_\_\_\_\_

Word Box	key piano	zebra yolk	toad bean	knee potatoes	goat eat
----------	--------------	---------------	--------------	------------------	-------------

- \_\_\_\_\_ **knee**
- \_\_\_\_\_ **potatoes**
- \_\_\_\_\_ **key**
- \_\_\_\_\_ **piano**
- \_\_\_\_\_ **toad**
- \_\_\_\_\_ **eat**
- \_\_\_\_\_ **bean**
- \_\_\_\_\_ **yolk**
- \_\_\_\_\_ **goat**
- \_\_\_\_\_ **zebra**

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**Let's Practice**

**Let's Practice**

**Word Search**

Skill: short e, o

Review the directions and assign the page.

**Linking Letters**

Write the words from the puzzle on the board, showing how the words connect. Challenge students to think of another word that contains the **short e** or **short o** sound to link to the Word Box words, just like a crossword puzzle. For example, **yell** could link to the **y** in **body**. **Yell** has a **short e** vowel sound. Write the words on the board as students identify them.

**Possible responses:**

stop - pen, open, send; crop - rock, rod; olive - led; every - ready

**Make Sentences**

Challenge students to use two or more words from the activity in a sentence. Ask students to write their sentences on a sheet of paper. Encourage volunteers to read their sentences out loud to the class.

**Words for Pictures**

Skill: long e, o

Review the directions and assign the page.

**Where Is the Sound?**

Read the list in the Word Box and ask students where they hear the **long e** and **long o** sound—at the beginning, in the middle, or at the end. Write the following headings on the board: **long e** and **long o**. Ask volunteers to write the words under the correct headings. Challenge students to circle the letters that stand for the **long e** and **long o** sound in each of the words.

**Possible responses:**

long e: key, zebra, knee, bean, eat;  
long o: toad, goat, piano, yolk, potatoes













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**Let's Practice** **Make Names** Skill: long e, o

■ Say the name of each picture. Write the letters on the line that complete each word.

Name \_\_\_\_\_

1  s h e	2  z e r o
3  b o a t	4  b e e
5  w h e e l	6  O c t o b e r
7  h o s e	8  t e a
9  t e a m	10  y o - y o

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**Let's Practice** **Finish the Sentences** Skill: long e, o

● Write the long e or long o word from the Word Box that best completes each sentence.

Name \_\_\_\_\_

Word Box	coat eagle	ocean yellow	sleep sea	note secret	leaves rose	soap read
----------	---------------	-----------------	--------------	----------------	----------------	--------------

- Can you keep a **secret** ? You must not tell.
- The bald **eagle** flew high in the sky.
- I buttoned my **coat** up against the cold wind.
- The sun is **yellow**, and a **rose** is red.
- I am very tired, and I want to go to **sleep**.
- Can you **read** that story to me again?
- A body of salty water is called an **ocean** or a **sea**.
- Did you read the **note** I wrote to you?
- In fall, the **leaves** turn red, orange, and yellow.
- Wash your hands with **soap** and warm water.

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Let's Practice

**Make Names**

Skill: long e, o

Review the directions and assign the page.

**Solve the Riddles**

Have children solve the following riddles with a **long e** or **long o** word from the activity.

- another name for **her** [she]
- We get honey from these insects. [bee]
- the 10th month [October]
- This drink can be hot or cold. [tea]
- You can “rock the cradle” with this toy. [yo-yo]

**Sound Charades**

Ask volunteers to choose a word from the activity and begin a game of charades with the class. Remind students to use clues such as “sounds like,” “how many syllables,” or body movements. Students who guess the words can write them on the board.

Let's Practice

**Finish the Sentences**

Skill: long e, o

Review the directions and assign the page.

**Magazine Sounds**

Ask students to form groups and find pictures of items in magazines whose names have the **long e** and **long o** sounds. Encourage groups to gather the pictures in **long e** piles and **long o** piles. At the end of the lesson, ask groups to hold up their pictures and read the **long e** and **long o** words out loud to the class.

**Sound Collages**

As a class, combine all of the pictures into **long e** and **long o** piles. Paste the pictures under the headings “**Long e** Words” and “**Long o** Words.” Ask volunteers to write the name of each picture beneath it.



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**Let's Practice** Rhyming Words Skill: review of short and long e, o

■ Draw a line from each word in the first column to a rhyming word in the second column.

1 hot	set	6 dress	weep
2 seat	trot	7 coast	pop
3 pet	so	8 jeep	peach
4 know	bread	9 mop	mess
5 led	meat	10 beach	roast

▲ Write five of the rhyming pairs from above on the first two lines of each row. Then write a new word that rhymes with each pair on the last line.

11 \_\_\_\_\_ **Answers will vary.** \_\_\_\_\_

12 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

15 \_\_\_\_\_

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Let's Practice

### Rhyming Words

Skill: review of short and long e, o

Review the directions and assign the page.

### Identify Rhyming Words

After students have completed this page, call on volunteers to say the three rhyming words, then tell the vowel sound in each word. Challenge them to use two of the three rhyming words in each set for a short rhyme, such as:

**I had a goldfish; it was my pet.**

**Then I got another and I had a set!**

### Rhyming Words Challenge!

Divide the class into five small groups or pairs. Give each a set of rhyming words from the page. Tell them they will have three minutes to list all the words they can think of that rhyme with their original words. After the time is up, let each group select a volunteer to read its word list.

**Let's Practice** Write the Words Skill: review of short and long e, o

● Pick the word that best completes each sentence. Write the word on the line.

1 The crossing guard blew her whistle for us to stop.    **stop**    stoop    stop    spent

2 Can we meet in the library after school?    **meet**    met    molt

3 Watch that frog leap across the pond!    **leap**    loop    let    leap

4 Is this the end of the movie?    **end**    each    end    old

5 The boat is tied at the dock.    **dock**    desk    dunk

6 Please call me tonight.    **me**    meet    mole

7 Did you go to the zoo with your class?    **go**    greet    gone    go

8 Heather sent flowers to her grandmother.    **sent**    seat    sent    some

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Let's Practice

### Write the Words

Skill: review of short and long e, o

Review the directions and assign the page.

### Make New Sentences

Call on volunteers to read each sentence aloud. Then ask the students to write sentences using the other word choices that contain **long e** or **short e** or **o**. For example, number 1:

**We spent the day walking in the park.**

### Classify Words

Write these headings on the chalkboard: **Words With long e**, **Words With short e**, **Words With long o**, **Words With short o**. Have students put the words from this page in the correct categories. Let students look through the previous pages in this unit for more words to add to each heading. Have them use one word from each category in a new sentence. Ask them to read their new sentences to the rest of the class.



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**Let's Practice** **Make It Rhyme** Skill: review of short and long e, o

Use your own word to complete each rhyme. Write the word on the line.

Name \_\_\_\_\_

**1** There once was a small black mole  
Who lived in a deep dark hole.

**2** Red, yellow, blue, green—  
What is your favorite jelly bean?

**3** The road was twisted and a little bent,  
But that's the way the horses went.

**4** Take an oar and row the boat,  
Or sit still and let it float.

**5** Run, skip, jump, hop.  
At the corner, you must stop.

**6** At night I like to lay my head  
On the soft pillow on my bed  
flows.

**7** Down a stream the water  
No one knows just where it goes.

**8** Little bird up in the tree,  
When you look down, do you see me?

**Answers may vary.**

**77**

**Let's Practice** **Classify Words** Skill: review of short and long e, o

Write each word from the Word Box next to the picture whose name has the same vowel sound.

Name \_\_\_\_\_

Word Box	snow	hot	be	rock	test	drop	went	froze
	sleep	jet	soap	wheel	so	knot	reach	head

**goat** soap  
so  
froze  
snow

**tree** be  
wheel  
reach  
sleep

**pot** hot  
rock  
drop  
knot

**nest** jet  
test  
went  
head

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Let's Practice

Let's Practice

### Make It Rhyme

Skill: review of short and long e, o

Review the directions and assign the page.

### Rhyming Word Share

Have student volunteers read their completed rhymes aloud. Encourage any students who can add a line or two to their poems to do so and read them to the rest of the class.

### Categorize Words

Write the following headings on the board: **long e, long o, short e, short o**. Have students write the rhyming word pairs in the correct category on the chalkboard. Then ask them to look through all of the sentences on the page for more words with **long** or **short e** and **o**. Have them write any that they find in the correct category.

Possible responses:

long e: deep, stream, see; short e—red, yellow, bent;  
long o: road, row, float; short o—hop

### Classify Words

Skill: review of short and long e, o

Review the directions and assign the page.

### Act It Out

After students have put all of these words into categories, have them work in pairs to choose a word from the list (nouns or verbs work the best) and to pantomime its meaning or its use. When the rest of the group guesses correctly, write the word on the chalkboard.

### Tell a Story

Have students tell a cooperative story. Explain that there are two rules: Each sentence must be a continuation of the previous sentence, and each new sentence must include a word from the word list. An example of how to “start” a story might be:

**Our class planned a hike, but it began to snow.**



The *Activity Phonics* CD-ROM provides a new practice page (suitable for duplicating) for every **Let's Practice** page in the student edition. Just print and practice!

**Let's Practice** **The Puzzler** Skill: long and short e, o

Read the clues to complete the puzzle.

Name \_\_\_\_\_

Across

- a large flightless bird
- "Aaaahhhchoo!"
- You sleep in it.
- Fill a bucket of water here.
- Dogs scratch when this insect bites them.
- to grab or seize
- the finish

Down

- make a telephone call
- a large stone
- a wild horse with black and white stripes
- made of glass
- Hens lay this.
- You can climb up it, sit under it, and swing from it.

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**Let's Review** **Vowels: review of short and long e, o**

Say the name of each picture. Fill in the missing letters to complete the word that matches each picture.

Name \_\_\_\_\_

1  b _ e _ a ds	2  sh _ o _ p	3  w _ e _ b
4  sl _ e _ e _ p	5  b _ o _ a _ t	6  h _ e _ a _ d
7  kn _ o _ t	8  k _ e _ y	9  s _ o _ a _ p
10  f _ o _ e _ s	11  st _ o _ p	12  b _ e _ d

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Let's Practice

Let's Review

**The Puzzler**

**Skill: long and short e, o**

**Write and Follow Directions**

Invite students to write detailed directions on how to solve the puzzle before they attempt to complete it. Students could provide secondary hints using "sounds like" clues. Ask students to form pairs, exchange directions, follow the directions, and evaluate how well they were written.

**Review the directions and assign the page.**

**Alphabetize**

Challenge students to write the words from the puzzle in alphabetical order. Ask volunteers to read their lists out loud to the class. [bed, egg, end, flea, get, ostrich, phone, rock, sneeze, tree, well, window, zebra]



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**Skill: review of short and long e, o**

**Assessment and Test Practice**

This page is one of the assessment tools included in every *Activity Phonics* unit. (For more information on the other options, see pages T12–T13.)

Read the directions aloud. Ask the students to complete the page independently.

**Reteaching the Skills**

If a student is having difficulty understanding specific skills or patterns, you may wish to:

- Place students in teams for peer teaching. Ask a student who is proficient in the specific skill to work with a less successful partner.
- Print specific pages from the *Activity Phonics* CD-ROM that focus on a student's particular needs. Use those pages to reteach the targeted skill or skills.
- Use the Word Cards as a springboard to generate a list of other words with the targeted sound or pattern. Use these words to focus the student's attention on the skill.
- Reuse the game activity in this unit to reteach the targeted skill.

## Let's Read

# Robert Fulton and His Inventions

### Story Summary

“Robert Fulton and His Inventions” is a biographical story about Robert Fulton. Readers learn how he combined his interest in art with his love of boats. Fulton worked as a jewelry maker and as a portrait painter, and he drew and then built several kinds of boats. Although he wasn't the first person to build the steamboat, his plans made it work.

### Before Reading

#### Assemble the Information Books

Guide students in assembling their information books.

1. Remove the page from the student edition.
2. Cut the page apart along the “Cut here.” line.
3. Fold the pages along the “Fold here.” line.
4. Nest the pages to form a book that begins with page 1 and ends with page 8.

#### Build Background

Define **biography** as a true story about a real person. Tell students that “Robert Fulton and His Inventions” is a biographical story. Point out the realism in the pictures. Have students scan the story before reading it. Tell them to look for unfamiliar words, and review them together.

Ask students what they already know about different kinds of boats. You might want to point out the distinctions between boats that are powered by the wind, by a gas engine, and by a steam engine.

### During Reading

#### Guided and Independent Reading

Read the story to the students and encourage them to follow along in their books. Then have them read in pairs or independently.

### After Reading

#### Discuss

Elicit discussion about the story. Encourage them to tell about their experiences. Point out the differences in the kinds of boats as students tell their stories.

Ask questions such as these to help assess students' understanding:

- Name two things Robert Fulton did. [**made jewelry, drew portraits, drew boats, built boats**]
- What is a locket? [**a piece of jewelry that opens and holds a picture**]
- What was the name of Fulton's submarine? [**Nautilus**]
- What was the problem with Fulton's submarine? [**It could not move fast enough under water.**]
- What was the problem with the first steamboat, built in France? [**Its engine was so big there was no room for passengers.**]
- Why did people call Fulton's steamboat “Fulton's Folly”? [**They did not think it would work.**]
- Where did Fulton try his steamboat? [**on the Hudson River in New York**]
- If you could invent something, what would it be?

#### Classroom Inventors

Give students the opportunity to become inventors! Have them work in pairs. Tell them their job is to create an invention and draw a picture of it, draw plans for it, or write a paragraph telling what it would be and how it would work. Tell students they don't have to make their inventions work, they just have to have an idea and a plan. Then let them present their plans to the whole group.

#### Home Time Activity

#### Family Involvement

Have students take their books home, read them to family members, and share the activity on the last page of the book. The **Let's Write** activity may also be sent home to be shared and/or completed with family members.

Let's Read

Robert Fulton and His Inventions



Many people think the steamboat was invented by Robert Fulton. That's not really correct. Fulton made the first successful steamboat.

1



But Fulton loved boats! He invented parts that would make boats work better. He also drew new kinds of boats.

3



Meanwhile, a boat with a steam engine was built in France. The engine was so huge that there was no room on the boat for passengers!

5



But the *Clermont* did work. Soon passengers were lining up to pay their money and ride on a steam-powered boat. And Robert Fulton the shipbuilder was still an artist. In 1808, he painted steamboats on the Hudson River.

7



Robert Fulton was an artist and an inventor who was born in 1765. At age 17 he started working for a jewelry maker. He learned to paint tiny paintings of people. The paintings fit inside necklaces called **lockets**.

2



Fulton made a boat that could dive under water and come up again. It was called *Nautilus*. This submarine worked, but Fulton could not make it move fast enough under water.

4



In New York, Robert Fulton tried to solve the problems of the steamboat. He made a new design. He called the boat *Clermont*. But when he ran the boat on the Hudson River in New York, people called it "Fulton's Folly." They thought it would never work. They thought it was a silly idea.

6

Home Time Activity

■ Number the sentences 1–5 to tell this story in order.

- 4 2 The steam-powered *Clermont* traveled on the Hudson.
- 3 2 Robert Fulton worked for a jeweler.
- 3 1 Robert Fulton built a submarine.
- 5 1 Robert Fulton was born in 1765.
- 5 1 Robert Fulton painted steamboats on the Hudson.

In writing, the names of individual boats and planes are printed in *italics*. Look at the story again. Find the names of two boats. Write their names below.

*Clermont* \_\_\_\_\_ *Nautilus* \_\_\_\_\_

Dear Family,  
Your child has been reviewing vowel sounds e and o. Enjoy reading this story aloud with your child. Then work together to do the Home Time Activity.

8

Let's Write

Phonics & Writing

Write a paragraph about making your own boat. Will it be powered by steam, by wind, or by motor? Tell how fast it goes, and what it carries. Draw a picture of your boat.

Name \_\_\_\_\_

My Boat

Stories will vary.

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Pictures will vary.

83

BONUS

Phonics & Handwriting Practice

Trace each word. Then practice writing each Word Card word below. Finally write a sentence using one Word Card word.

Name \_\_\_\_\_

*clean*

*ever*

*get*

*go*

*help*

*home*

*hop*

*need*

*on*

*pet*

*seat*

*teeth*

Sentences will vary.

84

Let's Write

### Phonics & Writing

Before completing the activity, lead students in a discussion about boats and how they are powered. Ask students to think about where boats are used. What do they carry?

Write the following key words on the board:

- |                           |                       |
|---------------------------|-----------------------|
| <b>sails/wind-powered</b> | <b>lake</b>           |
| <b>steam-powered</b>      | <b>river</b>          |
| <b>paddle-powered</b>     | <b>sea</b>            |
| <b>gasoline-powered</b>   | <b>passengers</b>     |
| <b>diesel-powered</b>     | <b>cargo</b>          |
| <b>ocean</b>              | <b>transportation</b> |

As a class, assist students in using these key words to search the Internet or books in the library.

### Family Involvement

The **Let's Write** activity may also be sent home to be shared and/or completed with family members.

BONUS

### Phonics & Handwriting Practice

This bonus practice page is provided so students may practice writing the Word Card words they have encountered in this unit.

If you choose to assign this page, begin by modeling the formation of the words on the chalkboard.

### Phonics and Spelling

In addition to providing practice in letter formation, the **Phonics & Handwriting Practice** page emphasizes letter-sound correspondences and spelling patterns. As the students write the letters and words, you may wish to ask them to quietly say each letter to themselves to further reinforce spelling concepts.