

Vashaw Lesson Summary Statement

School: FPS

Observed: Mrs. Vashaw

Observer: Justin Tossas

Grade: Grade 3

Subject: CKLA – Speaking and Listening/Reading/Activity 3.1

Time: 10:30am

Date: Tuesday, April 8th

Objective(s) of Lesson:

Students will categorize and organize facts about the explorations of Christopher Columbus and use speaking and listening skills to deepen understanding of exploration concepts.

Standards:

[W.3.8, RI.3.10 – Speaking and Listening, Reading Informational Text]

Summary of Lesson:

Mrs. Vashaw led a social studies-integrated CKLA lesson focused on Christopher Columbus and the Age of Exploration. The lesson began with a review of prior knowledge through questioning, encouraging students to recall key facts about Columbus's voyages. Students demonstrated engagement as Mrs. Vashaw used a combination of verbal prompts and visuals, including a map displayed from lesson slides on the Clear Touch board, to support understanding.

The lesson progressed with guided discussion where Mrs. Vashaw skillfully clarified and expanded on student responses, encouraging critical thinking about historical misconceptions and terminology, such as the meaning of "embellish." Students were actively engaged, offering thoughtful responses and participating in group dialogue.

Mrs. Vashaw then transitioned students into reading from the CKLA text, selecting a variety of students to read aloud. Following the read-aloud, students were paired with reading buddies to collaboratively complete Activity Page 3.1, allowing them to practice comprehension, writing, and collaborative skills.

Areas of Strength:

- Strong ability to maintain a high level of student engagement through effective questioning and the use of visual support.
- Clear content knowledge and ability to scaffold complex historical concepts for student understanding.

- Effective classroom management ensures smooth transitions between discussion, reading, and partner work.
- Encouraged critical thinking and vocabulary development by connecting new terms to lesson content.

Areas for Continuous Growth:

- Pacing: Consider allocating slightly more time for independent reflection or student discussion to deepen responses even further.
- Question Distribution: Continue to seek opportunities to involve a wider variety of students during whole-group questioning to further extend equitable participation.

Support Offered:

- Suggest utilizing additional strategies like “Think-Pair-Share” to allow all students time to formulate thoughts before whole-class sharing, enriching overall class discussions.
- Consider building brief moments of independent jotting or reflection before reading aloud to scaffold deeper text connections.

Follow-Up:

I will check in with Mrs. Vashaw over the next few weeks to reflect on pacing strategies and to offer support for maximizing student voice during lesson questioning and discussion activities.

NYSUT 2014 III.1 A				
Criteria	Ineffective	Developing	Effective	Highly Effective
III.1A - Aligns instruction to standards.	Teacher does not implement learning experiences that are aligned with learning standards. Students are unaware of the learning objective(s).	Teacher implements some learning experiences that are aligned with learning standards. Students are aware of the learning objective(s), but may be unable to clearly convey/demonstrate the purpose of the learning experience.	Teacher implements most learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can convey/demonstrate how they relate to the learning experiences.	Teacher implements all learning experiences that are aligned with learning standards. Students are aware of the learning objective(s) and can clearly convey/demonstrate how they relate to the learning experiences.

NYSUT 2014 III.1 B*				
Criteria	Ineffective	Developing	Effective	Highly Effective
III.1B - Engages students.	Teacher's instructional practices engage students at a low level of cognitive challenge. Students have little interaction with the teacher or with peers.	Teacher's instructional practices engage students at an insufficient level of cognitive challenge. Students have occasional opportunities to interact with the teacher and/or with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers.	Teacher's instructional practices engage students at an appropriately high level of cognitive challenge. Students have regular and ongoing opportunities to interact with the teacher and with peers. Students initiate interactions to deepen cognitive engagement.

NYSUT 2014 III.2 A				
Criteria	Ineffective	Developing	Effective	Highly Effective
III.2A - Provides directions and procedures.	Teacher directions and procedures are confusing to students. Teacher does not adjust explanation to meet student needs.	Teacher directions and procedures are clarified after initial student confusion. Teacher attempts to adjust explanations to meet student needs.	Teacher directions and procedures are clear to students. Teacher adjusts explanations to meet student needs.	Teacher directions and procedures are clear, complete, and anticipate possible student misunderstanding. Teacher adjusts explanations to meet the needs of individual students.

NYSUT 2014 III.2 B*				
Criteria	Ineffective	Developing	Effective	Highly Effective
III.2B - Uses questioning techniques to engage students.	Teacher's questions are largely closed in nature. Questions do not invite a thoughtful response or further discussion. Techniques result in few students having an opportunity to respond.	Teacher's questions are a combination of open and closed questions. Some questions invite a thoughtful response and/or further discussion. Techniques result in some students having an opportunity to respond.	Most of teacher's questions are open in nature and engage students in deeper thinking and further discussion. Techniques require most students to respond.	Teacher's questions are open in nature and challenge students to think and demonstrate reasoning. Techniques require all students to respond. Students formulate questions to advance their understanding.

NYSUT 2014 III.2 D				
Criteria	Ineffective	Developing	Effective	Highly Effective
III.2d - Communicates content.	Teacher's spoken language is inaudible, and/or written language is illegible. Spoken or written language contains content or serious grammatical errors. Graphic methods are not used or used ineffectively.	Teacher's spoken language is audible, and written language is legible. Content is accurate and grammatical errors are insignificant to student understanding. Graphic methods are used occasionally.	Teacher's spoken and written language is clear. Content and grammar are accurate. Graphic methods are used regularly to enhance content understanding.	Teacher's spoken and written language is clear and expressive. Content and grammar are accurate. Various graphic methods are used regularly to enhance content understanding. Teacher supports students offering their own graphic representation of the content.

NYSUT 2014 III.3 A

Criteria	Ineffective	Developing	Effective	Highly Effective
III.3A - Articulates measures of success.	Teacher does not articulate how success will be measured; students are unaware of the criteria for success.	Teacher articulates how success will be measured; students may be confused about the criteria for success.	Teacher articulates how success will be measured. Students can articulate how their success will be measured and have scoring criteria as a guide.	Teacher articulates how success will be measured. Teacher and students analyze or create success criteria. Students can articulate how their success will be measured and have scoring criteria and exemplars as models.

NYSUT 2014 III.3 B

Criteria	Ineffective	Developing	Effective	Highly Effective
III.3B - Implements challenging learning experiences.	Teacher is unable to articulate student expectations and does not challenge or support all students through instructional strategies, learning experiences and/or resources.	Teacher articulates low expectations for some students and attempts to challenge and support all students through instructional strategies, learning experiences and/or resources, but efforts are ineffective or limited.	Teacher articulates high expectations for most students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, learning experiences, and resources.	Teacher articulates high expectations for all students and persists in seeking approaches to challenge and support all students, drawing on a broad repertoire of strategies, experiences, and resources.

NYSUT 2014 III.4 A*

Criteria	Ineffective	Developing	Effective	Highly Effective
III.4A - Differentiates instruction.	Teacher uses strategies that do not motivate and/or cognitively engage students and are not appropriate to students' instructional levels. Few students achieve the instructional outcomes.	Teacher uses only some differentiated strategies that motivate and cognitively engage students at their instructional levels, allowing some students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage groups of students at their instructional levels, allowing students to achieve the instructional outcomes.	Teacher uses differentiated strategies that motivate and cognitively engage each student at their instructional level, allowing all students to achieve the instructional outcomes. Teacher supports students' suggestions of strategies that will help them demonstrate their own learning.

NYSUT 2014 III.5 A

Criteria	Ineffective	Developing	Effective	Highly Effective
III.5A - Provides synthesis, critical thinking, problem-solving and opportunities for collaboration.	Teacher provides few opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides occasional opportunities in written or oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides frequent opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*.	Teacher provides regular opportunities in written and oral format for students to synthesize, think critically, problem solve or engage students in multi-disciplinary and other 21st Century Skills*. Students initiate collaborative, problem-solving opportunities and ensure that all voices and ideas are heard.

NYSUT 2014 III.6 A

Criteria	Ineffective	Developing	Effective	Highly Effective
III.6A - Uses formative assessment to monitor and adjust pacing.	Teacher does not use formative assessment during instruction to monitor student learning. Teacher does not adjust the pace, focus, or delivery of instruction.	Teacher occasionally uses formative assessment to monitor student learning. Teacher occasionally uses student progress to adjust the pace, focus, or delivery of instruction with uneven results.	Teacher frequently uses formative assessment to monitor student learning. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction.	Teacher always uses a variety of formative assessment to monitor the progress of individual students. Teacher uses student progress to immediately adjust the pace, focus, or delivery of instruction. Students self-assess progress and suggest adjustments to instruction.

NYSUT 2014 III.6 B

Criteria	Ineffective	Developing	Effective	Highly Effective
III.6B - Provides feedback during and after instruction.	Teacher's feedback to students is limited, infrequent and/or irrelevant.	Teacher's feedback to students is inconsistent in timeliness, frequency and/or relevance. Feedback inconsistently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback frequently advances student learning.	Teacher's feedback to students is timely, frequent, and relevant. Feedback consistently advances student learning. Students use the feedback to advance their own learning.

NYSUT 2014 IV.1 A

Criteria	Ineffective	Developing	Effective	Highly Effective
IV.1A - Interactions with students.	Teacher-student interactions are inappropriate to the age or culture of the students. The classroom climate is not conducive to feeling accepted or free to take learning risks.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Only some students feel accepted and free to take learning risks.	Teacher-student interactions demonstrate general caring and respect. Interactions are appropriate to the ages and cultures of the students. Teacher creates a supportive environment where students feel accepted and free to take learning risks.	Teacher-student interactions reflect genuine respect, caring, and cultural understanding for individual students, as well as groups of students. Teacher creates a supportive learning environment where all students feel accepted and free to take learning risks.

NYSUT 2014 IV.3 A

Criteria	Ineffective	Developing	Effective	Highly Effective
IV.3A - Establishes routines/procedures/transitions and expectations for student behavior.	The teacher's routines/procedures/ transitions and standards of conduct, are chaotic, with much instructional time being lost. They are not clear to students and require repeated prompting.	The teacher's routines/procedures/ transitions and standards of conduct are somewhat efficient, resulting in some loss of instructional time. They are clear to some students and may require repeated prompting.	Teacher's routines/procedures/ transitions and standards of conduct occur smoothly, with little loss of instructional time. They are clear to most students and require little prompting. Students assume some responsibility under teacher direction.	The teacher and students have established seamless routines/procedures/ transitions and standards of conduct. They are clear to all students and require no prompting. Students assume responsibility in reinforcing routines and standards of conduct, and in ensuring their efficient operation.

NYSUT 2014 V.2 B

Criteria	Ineffective	Developing	Effective	Highly Effective
V.2B - Engages students in self-assessment.	Teacher does not engage students in self-assessment of their learning goals, strategies, or outcomes.	Teacher occasionally engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher frequently engages students in self-assessment of their learning goals, strategies, and outcomes.	Teacher regularly engages students in self-assessment of their learning goals, strategies, and outcomes and suggests next steps for achieving the learning goals.

3

Columbus and the Conquistadors

PRIMARY FOCUS OF LESSON

Speaking and Listening

Students will categorize and organize facts about the explorations of Christopher Columbus. [W.3.8]

Reading

Students will closely read “Navigation in the Age of Exploration” and determine the meaning of words and phrases relevant to navigation. [RI.3.10]

Language

Students will identify and use the meaning of prefixes *pro-* and *anti-*. [RF.3.3a]

Writing

Students will use linking words *in conclusion* to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c]

FORMATIVE ASSESSMENT

Activity Page 3.1

Expedition Log Explain in writing what you learned about Columbus. [W.3.8]

Activity Page 3.2

“Navigation in the Age of Exploration” Close

Reading Define vocabulary and answer key questions from the reading. [RI.3.10]

Activity Page 3.7

Linking Words *in conclusion* Create sentences using linking words *in conclusion*. [W.3.1c, W.3.2c]

LESSON AT A GLANCE

	Grouping	Time	Materials
Speaking and Listening (60 min.)			
Introducing the Read-Aloud	Whole Group	10 min.	<input type="checkbox"/> World map <input type="checkbox"/> Image Cards C.U9.L3.1 and C.U9.L3.2 <input type="checkbox"/> Globe (optional) <input type="checkbox"/> Digital images U9.L3.1–U9.L3.7 <input type="checkbox"/> Activity Page 3.1 <input type="checkbox"/> Drawing tools <input type="checkbox"/> Chart paper, chalkboard, or whiteboard
Read-Aloud: “Columbus and the Conquistadors”	Whole Group	20 min.	
Discussing the Read-Aloud	Whole Group/ Partner	10 min.	
Expedition Log	Partner/ Independent	15 min.	
Word Work: <i>Conquistadors</i>	Whole Group/ Partner	5 min.	
Reading (20 min.)			
Introducing the Reading	Small Group	5 min.	<input type="checkbox"/> World map (optional) <input type="checkbox"/> Globe (optional) <input type="checkbox"/> <i>The Age of Exploration</i> <input type="checkbox"/> Activity Page 3.2
Close Reading: “Navigation in the Age of Exploration”	Independent/ Whole Group	10 min.	
Wrapping up the Reading	Independent	5 min.	
Language (25 min.)			
The Prefixes <i>pro–</i> and <i>anti–</i>	Whole Group	25 min.	<input type="checkbox"/> Activity Pages 3.3–3.6
Writing (15 min.)			
The Linking Words <i>in conclusion</i>	Independent	15 min.	<input type="checkbox"/> Activity Page 3.7 <input type="checkbox"/> Board or chart paper
Take-Home Material			
Blank Busters			<input type="checkbox"/> Activity Page 3.8

ADVANCE PREPARATION

Speaking and Listening

- Prepare to project the following digital images online at learning.amplify.com to project during the Read-Aloud: U9.L3.1–U9.L3.7.
- Prepare Image Cards C.U9.L3.1 and C.U9.L3.2.
- Have a globe and a world map available.

Universal Access

- Display vocabulary words in the classroom during and after instruction to reinforce word meaning.
- Display the world map in the classroom to track expeditions of early explorers.

Start Lesson

Lesson 3: Columbus and the Conquistadors

Speaking and Listening



Primary Focus: Students will categorize and organize facts about the explorations of Christopher Columbus. [W.3.8]

VOCABULARY: “COLUMBUS AND THE CONQUISTADORS”

conquering, taking control of by using force or great effort

conquistadors (/kăn*kēs*tə*dôrz/), the Spanish word for conquerors; travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and gain control of land

immune, protected from disease

quantities, amounts or numbers of something

raided, attacked in a sudden and unexpected way, often to steal goods

recruiting, persuading someone to become a new member of a group or organization

trek, a difficult journey or trip

Vocabulary Chart for “Columbus and the Conquistadors”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	conquistadors	conquering immune quantities raided recruiting trek
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE READ-ALOUD (10 MIN.)

- Briefly review with the students the content they learned from the previous Read-Aloud. To guide the review, you may wish to show any images from the previous Read-Aloud, and/or ask the following questions:
 - Using Image Card C.U9.L3.2 (Routes of Exploration), have a student volunteer trace Christopher Columbus’s voyage (brown dots) from Spain to the New World. As the student traces the voyage, encourage them to name the places along the journey; e.g., “Columbus started in Spain, traveled to the Canary Islands,” etc.
- What area was Columbus hoping to reach?
 - » the East Indies
 - Have a student volunteer point to this area on C.U9.L2.1, or on a world map or globe.
 - Why was Columbus eager to find a shorter route to the East Indies?
 - » to gain wealth and fame
 - Why did King Ferdinand and Queen Isabella agree to sponsor his voyage?
 - » They wanted to claim wealth and new lands in honor of Spain.
 - Where did he end up landing?
 - » the West Indies

Image Card
C.U9.L3.2

Routes of Exploration



Image Card
C.U9.L2.1

World Map



- Have a student volunteer point to this area on Image Card C.U9.L3.1, or on a world map or globe.



Check for Understanding

What year did Columbus sail to islands in the Caribbean, or the West Indies?

» 1492

Upon which island did Columbus land, claim for Spain, and build a fort?

» Hispaniola

- Have a student volunteer point to the island of Hispaniola—the island that today is comprised of Haiti and the Dominican Republic—on C.U9.L3.1, or on a world map or globe.
- Review the information covered thus far, highlighting the sequence of events. Emphasize that, although Columbus and his crew were the first known Europeans to sail to the islands of the Caribbean, he and his crew were not the first people to arrive there; the Native Americans called the Taino were there before him.

Note: Students who used the Core Knowledge Language Arts program in Grade 2 will be familiar with some of the information discussed below concerning the topic of slavery from the domain, The U.S. Civil War. Students also reviewed the concept of slavery within the context of the Grade 3 domain, The Ancient Roman Civilization.

- Ask students to share what they know about enslaved people and slavery. Remind students that throughout history, many different groups of people in different areas of the world have had enslaved people. Remind students that enslaved people were considered the property of their owners; they had to obey their owners and do difficult work for no pay. Enslaved people were often treated poorly and did not have many freedoms. Remind students that enslaved people during the time of ancient Rome and the Vikings were often the people on the losing side of a war when Rome was expanding into new territories, or were the people captured by the Vikings on one of their raids.

Ask students what they remember about slavery in the United States, from the time of the birth of our nation to around the time of the U.S. Civil War. Remind students that a little more than 100 years after Columbus's voyages, millions of Africans were captured in Africa, sold to slave traders, and shipped across the Atlantic Ocean to be sold in markets like property. These enslaved people worked on large areas of farmland, called plantations. Tell students that in today's Read-Aloud and in future Read-Alouds in this domain, they will hear how Native Americans were often captured by Europeans, treated poorly, and taken as enslaved people.

- Tell students that in today's Read-Aloud, they will continue learning about Christopher Columbus. Remind students that at the end of the previous Read-Aloud, they heard that King Ferdinand and Queen Isabella of Spain agreed to fund another voyage as his sponsors. Ask students to predict what Columbus would find on his second voyage. Tell students they will learn about his other voyages, and what his travels would mean for other European explorers who would come after him.

READ-ALOUD: "COLUMBUS AND THE CONQUISTADORS" (20 MIN.)



Show Image U9.L3.1

Map of Columbus's Four Voyages

Christopher Columbus made four voyages to the West Indies, convinced he had reached the East Indies in Asia.

The voyage most people know about is the first one, the voyage when Columbus landed in the West Indies. In some ways, Columbus's second voyage was even more important. If you want to understand what happened in the Americas with European exploration over the following hundred years or so after Columbus, it helps to know something about his second voyage.



Show Image U9.L3.2

Columbus Preparing for Return Trip

When Columbus returned to Europe after his first transatlantic voyage, he was greeted as a hero.

Who remembers what *trans*– means from the Light and Sound unit?

» across

So, what do you think *transatlantic* means?

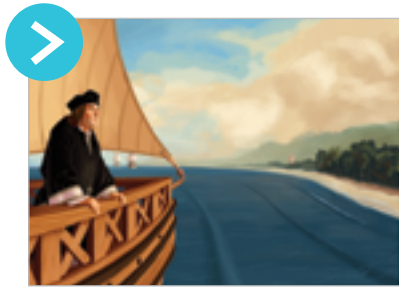
» across the Atlantic

Word of his expeditions spread rapidly in Spain and throughout Europe. The report he sent to King Ferdinand and Queen Isabella of Spain was printed in large **quantities**, or amounts, using the recent invention of the printing press. Thousands of Europeans read Columbus's report, and others heard the reports read aloud. Soon everybody was talking about Columbus and his "discoveries." Some people were not sure if he had really sailed to Asia as he claimed, but they were sure he had found something new and exciting. Columbus was honored by King Ferdinand and Queen Isabella. He was named "Admiral of the Ocean Sea," and, as he had hoped, he was given ships and money for a second voyage.

The second voyage was a much, much bigger operation than the first voyage. Columbus had a fleet of three ships and about 100 men for his first voyage. On the second voyage, he had a fleet of 17 ships and more than 1,000 men! When he was recruiting sailors for his first voyage, Columbus had a hard time finding sailors who were willing to sail west into uncharted waters. When he was **recruiting** men for his second voyage, he had so many eager, interested sailors that he had to turn many of them away.

Support

Explain that an admiral is a high-ranking leader in the navy.



Show Image U9.L3.3

Columbus Returning to Hispaniola

The ships of the second voyage left Spain in September of 1493. After a stop in the Canary Islands, off the coast of Africa, Columbus and his men sailed west.

- Turn back to digital image **U9.L3.1** and point to the Canary Islands on the map.

They sighted land in early November. Columbus explored the coasts of several islands, but he was eager to get back to the fort he and 39 of his crew members had built on Hispaniola on his first voyage. He hoped that, in his absence, the men he had left behind would have developed peaceful trading relationships with the Taino and that they would have collected a lot of gold. What Columbus actually found was quite different—the fort had been burned to the ground; the Spaniards he had left on the island had been killed; and there was no great hoard of collected gold. Instead of trading peacefully with the Taino of Hispaniola, the Spaniards had treated them cruelly. The Europeans had **raided** their villages and had enslaved many people. They had taken gold wherever they could find it. After a while, the Taino fought back, attacked the fort, and killed the Spaniards.



Show Image U9.L3.4

Columbus and His Angry Men

Columbus decided to build another fort on Hispaniola and name it Isabella, after the queen of Spain. He left his brother Diego in charge of it and urged

him to find the gold that Columbus felt sure was on the island. Diego and his men found some gold, but not as much as Columbus had led

the king and queen to think was on the island. By 1495, Columbus's men had become unhappy, and Columbus grew anxious. It became clear to his men that there was much less gold than Columbus had exaggerated in his report. They felt that Columbus had lied to them. Some of them had already sailed back to Spain to complain about Columbus's exaggerations and leadership.

- Point to the angry men in the foreground of digital image **U9.L3.4**, and the men leaving in the background.



Show Image U9.L3.5 Native Population as Enslaved People

Meanwhile, Columbus continued to look for gold, using cruel methods to get as much gold as he could.

He made laws that enslaved and punished the natives if they didn't collect enough gold for the Spaniards.



Check for Understanding

What are some ways that life for the Native Americans changed once they were enslaved?

- » Enslaved people were considered the property of their owners; they had to obey their owners and do difficult work for no pay.

Do you think this was fair treatment?

- » Answers may vary.

What made the laws even more cruel was the fact that Hispaniola had only a little gold. There was no way the enslaved native people could supply the amount of gold Columbus demanded. As if this weren't bad enough, many of the Taino became infected with diseases to which many of the Spanish had become **immune**. The Taino on Hispaniola had never been exposed to the types of germs

the Spanish carried in their bodies. Through interacting with the Spaniards, the natives came in contact with germs that their bodies could not fight. Over the next several years, many of the Taino became sick, and hundreds of thousands of them died of diseases, the most common of which was smallpox. Before Columbus's voyage, the Taino had a population of around two million. Between disease and Spanish conquest during the years following the arrival of Columbus and his men, the Taino only numbered a few thousand.



Check for Understanding

Ask students to do a “thumbs up” for true or “thumbs down” for false to the following statements:

- Christopher Columbus made four voyages to the West Indies. (true)
- Columbus's men were very happy, and Columbus was relaxed. (false)
- Columbus used cruel methods to get as much gold as he could. (true)
- Columbus treated the Taino fairly. (false)



Show Image U9.L3.6 Spanish Conquistadors

By 1496, it was clear that there was no more gold to be found on Hispaniola. Columbus decided to make a new law that said that the native people had

to help develop large farms called plantations and work as enslaved people for the Spanish. In just a few years, the Spanish were firmly in control of the island of Hispaniola. After that point, they began to spread out, exploring and **conquering** other nearby islands in the Caribbean. The many men who led these voyages of exploration and conquest were known as **conquistadors**, the Spanish word for “conquerors.” These conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and gain control of land. They came to the Americas to find the same things

Columbus had been looking for in unexplored parts of America: gold, spices, land, enslaved people, fame, and power.

- As you read the following paragraphs about the different conquistadors, point to the corresponding areas on the map mentioned in the text.



Show Image U9.L3.7 Map of Conquistadors' Voyages

By the year 1542, fifty years after the first voyage of Christopher Columbus, many Spanish conquistadors had explored and conquered most of

South America, all of Central America, and a significant part of North America. Christopher Columbus died believing he had reached the islands of the East Indies in Asia, known at that time just as “the Indies.” When the Spanish realized this mistake, it was decided to name the area where Columbus had landed, the West Indies, and the Spice Islands in Asia that he had tried to reach, the East Indies. What happened in those 50 years after Columbus's first voyage?

First, a conquistador named Juan Ponce de León (/wǎn*pons*dǎ*lǎ*ōn/) conquered the island of Puerto Rico to the east of the island of Hispaniola. At about the same time, another conquistador by the name of Diego Velázquez subdued the native people on the island of Cuba, an island to the west of Hispaniola. Soon the Spanish began to extend their control beyond the islands of the Caribbean Sea. They began to explore and conquer the mainland of North and South America. In 1513, Ponce de León explored the coast of Florida and claimed it for Spain. In the very same year, Vasco Núñez de Balboa fought his way through the jungles of Panama and became the first Spaniard to reach the Pacific Ocean. Point to Balboa's route through Panama in the image.

A few years later, in 1519, Hernán Cortés led a Spanish army into Mexico. He ordered that the fleet of ships be burned when he and

his crew landed so that everyone would understand there was no turning back.

He marched his army inland and eventually conquered the mighty Aztec Empire and its king, Moctezuma II (/mɒk*ʔə*zoʊ*mə/). The conquistador Francisco Pizarro led his men deep into South America and, by 1532, had conquered the other great empire of the Americas, the Inca Empire, in Peru. The defeat of this great empire was due in large part to disease. Because the natives had no immunity to the diseases the Europeans brought with them, many, many natives became sick and/or died of these diseases after coming into contact with the Europeans.



Check for Understanding

Who can tell me what *immune* means?

- » protected from disease

So, the Inca caught European diseases just like the Taino. Why do you think this led to their defeat?

- » Because they were not protected from the diseases that the Europeans brought with them, they died of their illnesses.

After helping Pizarro conquer the Inca Empire, the conquistador Hernando de Soto turned his attention to North America. He landed his troops on the west coast of Florida and led them on a long **trek** through what is now the southeastern part of the United States. At about the same time, Francisco Vasquez de Coronado led an army of Spaniards north from Mexico into what is now the southwestern United States, hoping to find the cities of gold he had heard about.

In the following Read-Alouds, you will learn about the journeys of these conquistadors and other explorers and hear about their bold ideas, their voyages, their struggles in search of gold, and their interactions with the Native Americans.

DISCUSSING THE READ-ALOUD (10 MIN.)

1. **Evaluative.** Were your predictions correct about what Columbus found on his second voyage? Why or why not?
 - » Answers may vary.
2. **Inferential.** How many voyages did Columbus make to the West Indies?
 - » four
 - Have a student volunteer to locate the West Indies on Image Card C.U9.L3.1, or on a world map or globe. Remind students that Columbus believed he reached the East Indies in Asia, even though he ended up landing in the West Indies.
3. **Inferential.** How did the Spanish public respond to Columbus on his return to Spain?
 - » He was well received as a hero. The king and queen of Spain named him the “Admiral of the Ocean Sea,” a big honor.
4. **Literal.** How was Columbus’s report able to spread so quickly and easily?
 - » It was printed in great quantities on the newly invented printing press.
5. **Inferential.** Who sponsored Columbus’s second voyage?
 - » the king and queen of Spain, Ferdinand and Isabella
6. **Literal.** Who were the conquistadors?
 - » The many men who explored and conquered lands for Spain were known as conquistadors, the Spanish word for conquerors. Conquistadors were travelers, soldiers, and explorers from Spain who traveled to the Americas to look for wealth, conquer the native peoples, and take over land.
 - Have students turn to a partner and discuss the following question. Circulate and listen to responses.
7. **Inferential.** Describe the way Columbus and his crew members treated the Taino.
 - » The Taino were treated unfairly. The crew members left behind from the first voyage raided their villages and enslaved many of them. When Columbus returned on his second voyage, he created unfair rules, forcing the Taino to collect gold and work on plantations. Columbus took some Native Americans back to Europe as enslaved people. Many Native Americans were killed because of these unfair rules, and many more died because they were not immune to the germs the Europeans carried in their bodies.

- Wrap up the discussion by asking this follow-up question to the whole group:

8. **Inferential.** How did the Taino respond to this treatment?

- » Many of them fought against the conquering Europeans but did not have much success. They were weakened by disease.

EXPEDITION LOG (15 MIN.)

Note: To complete this recurring activity, you may wish to differentiate by having some students work individually, with a partner, or with a small group. You will need to save all of the students' journal entries to be compiled into a chart at the end of the domain. You may wish to have students refer to their written responses to comprehension questions for this activity.

- Explain to students that explorers wrote in journals, or logs, to help them remember important information about their expedition. These journals described the landscape of a certain area, the people they encountered, and the resources they found on their travels. Tell students that some explorers also sketched images of the places, people, and things they encountered. Sometimes these logs would get printed and shared with the public upon their return to their home country. Remind students that Columbus's report to the king and queen of Spain was printed on the newly invented printing press, and because of that, word about his travels quickly spread throughout Europe, encouraging the age of exploration.
- Tell students that they will be creating an expedition log to help them remember important information they learn in this domain. Tell students that page 1 of the journal will be about Christopher Columbus and his voyages.
- Have students use the information heard in the first two Read-Alouds and the images from the Read-Aloud to help them remember details about Christopher Columbus and answer the questions on Activity Page 3.1 independently.
- After answering the questions, have students draw a picture to illustrate the information. After writing and drawing, have students share their journal pages with a partner or with the class.

WORD WORK: CONQUISTADORS (5 MIN.)

1. In the Read-Aloud you heard, "The many men who led these voyages of exploration and conquest were known as conquistadors . . ."

Activity Page 3.1



Speaking and Listening Writing

Entering/Emerging

Provide sentence starters to complete Activity Page 3.1:

1. Columbus sailed because he was looking for ____.
2. He sailed to ____.
3. He explored ____.
4. He found ____ there.

Transitioning/Expanding

Have students work with a partner.

Bridging

Encourage students to answer questions in complete sentences.

Challenge

Encourage students to add more details to Activity Page 3.1.

2. Say the word *conquistadors* with me.
 3. The word *conquistadors* is the Spanish word for “conquerors.” At the time of exploration, conquistadors were travelers, soldiers, and explorers from Spain who traveled to North, Central, and South America to look for wealth, conquer the native peoples, and take over land.
 4. By the middle of the 1500s, conquistadors controlled most of South America, all of Central America, and a large part of North America.
 5. What were some of the things the conquistadors saw when they arrived in the Americas? For what were these conquistadors searching? Be sure to use the word *conquistadors* when you talk about it. Also, try to use some of the information you learned about North America during this time period when you studied the Native Americans.
 - Ask two or three students.
 - If necessary, guide and/or rephrase the students’ responses to make complete sentences: “The conquistadors saw... when they arrived in the Americas.”
 6. What’s the word we’ve been talking about? (*conquistadors*) What part of speech is the word *conquistadors*? (*noun*)
-

Lesson 3: Columbus and the Conquistadors

Reading



Primary Focus: Students will closely read “Navigation in the Age of Exploration” and determine the meaning of words and phrases relevant to navigation.

[RI.3.10]

VOCABULARY: “NAVIGATION IN THE AGE OF EXPLORATION”

landmark, an object on land that is easy to see and recognize

magnetic field, the area around each pole of a magnet that has the power to attract other metals

dead reckoning, a way to measure speed when traveling through water by throwing a knotted rope with a piece of wood on the end overboard and observing how much of and how fast the rope is pulled into the water

compass, a tool used for finding directions with a magnetic pointer that always points north

hourglass, a tool for measuring time; it is a glass container with an upper part and lower part connected in the middle by a narrow tube and sand falls from the upper part into the lower part in a fixed amount of time, usually an hour

forerunner, something that came before

estimate, to make a guess based on information you have; (noun) a guess made based on information you have

method, a way of doing things

Vocabulary Chart for “Navigation in the Age of Exploration”		
Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Vocabulary	landmark magnetic field dead reckoning hourglass	compass forerunner estimate method
Multiple Meaning Vocabulary Words		
Sayings and Phrases		

INTRODUCING THE READING (5 MIN.)

- Tell students that we will be reviewing the chapter “Navigation in the Age of Exploration” more closely today.
- Ask students to locate the title of the chapter, and then turn to the first page of the chapter.



Reading Reading/Viewing Closely

Entering/Emerging

Ask students to point to the different navigational tools in their Student Reader when you ask questions such as, “Where is the compass?”

Transitioning/Expanding

Pair a student with a partner who can support the student in rereading the text, if necessary, and answering the questions.

Bridging

Encourage students to answer questions in complete sentences.

Navigation in the Age of Exploration

Do you ever go on trips with your family? How do the adults in your family find the places they want to visit? Do they write down directions? Do they use maps? Do they look for **landmarks** along the way? Do they have an electronic device that tells them where to turn?

Early European **explorers** didn't have most of those things. Most sailors in those days stayed close to land and looked for familiar **landmarks**. However, this would not work for **explorers**. They could not look for familiar **landmarks** because they were sailing into unknown waters.

Early **explorers** did have some maps but they were not always accurate. So how did the **explorers** keep track of where they were?



Things we use today to find places we want to visit

CLOSE READING: "NAVIGATION IN THE AGE OF EXPLORATION" (10 MIN.)

Pages 20–21

- The teacher reads **page 20**.

COMP Inferential. What were some of the challenges of traveling that early explorers faced?

- » They didn't have accurate maps, electronic devices, or familiar landmarks to help them find their way.

VOC Inferential. How would a landmark be helpful?

- » It is easy to see a landmark from afar, so it can help you tell where you are. For example, if you could see the White House you would know that you are in Washington, D.C.

LIT Inferential. What does the phrase, "keep track of where you are" mean?

- » know where you are located

They had several tools that they might have used. One of them was a **compass**. A **compass** is a very simple device. It is just a little magnet that sits on a pin so it can spin. The pointer on the magnet points north. Back then, nobody knew why. Now, we know it's because Earth has a **magnetic field**, which is strongest at the poles. Magnets are attracted to the **magnetic field** of the North Pole.



Using a **compass**, a sailor could figure out which direction was north. Plus, if he knew which direction was north, he could figure out south, east, and west. That was a big help.

A compass

22

Explorers also used the stars to keep track of their position. Sailors in this day used two gadgets. One was called a quadrant. The other one was called an astrolabe. The details of how these gadgets work are complicated but the basic idea is not. The idea is that you can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky. If you can tell where the sun, the North Star and other key stars are, you should be able to figure out where you are on Earth.



An astrolabe

23

Pages 22–23

- Students silently read **page 22**.

COMP Inferential. How is a compass useful, especially if you are at sea?

» Using a compass, a sailor could figure out which direction was north.

- The teacher reads **page 23**.

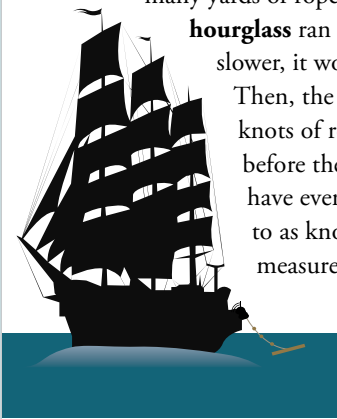
COMP Inferential. How does keeping track of the stars help in travel?

» You can keep track of your position on Earth by keeping track of where certain stars appear to be in the night sky.

Others may have kept track of how far they had traveled using a **method** called **dead reckoning**.

Here's how **dead reckoning** worked: a sailor had a piece of wood that was tied to a rope. The rope was knotted at regular intervals. There might be a knot every five feet. The sailor would toss the piece of wood overboard while the ship was sailing. When the wood hit the water, the sailor would turn over an **hourglass**.

The sailor or the captain of the ship would then **watch** to see how much rope was pulled out of the ship and into the sea. If the ship was going fast, it would quickly leave the piece of wood behind. It would pull many yards of rope out of the ship before the **hourglass** ran out. If the ship was going slower, it would not pull as much rope out. Then, the person would count how many knots of rope got pulled out of the ship before the **hourglass** emptied out. If you have ever heard of a ship's speed referred to as knots, this is a **forerunner** of that measurement of speed.



Dead reckoning helped sailors keep track of how fast and how far they had traveled.

24



Explorers used many tools to help them navigate.

A ship's captain could use **dead reckoning** to make an **estimate** of how fast the ship was moving. Then, he could **estimate** how far the ship would travel in an hour or a day. He could use a **compass** to know which way he was heading. He could put all this together to make an **estimate** of where he was.

25

Pages 24–25

- Students silently read **pages 24–25**.

COMP Literal. Dead reckoning was a method used to measure what?

» how far you have traveled by sea

VOC Evaluative. Have you ever heard of a ship's speed referred to as "knots"?

» Answers may vary.

Evaluative. Sailors navigating in the Age of Exploration did not have the technological equipment we have today, but they used tools to make educated guesses to estimate many things, such as ...?

» speed and distance traveled

WRAPPING UP THE READING (5 MIN.)

- Ask students to turn to Activity Page 3.2 and complete it independently.

Lesson 3: Columbus and the Conquistadors

Language



Primary Focus: Students will identify and use the meaning of prefixes *pro-* and *anti-*. [RF.3.3a]

THE PREFIXES *PRO-* AND *ANTI-* (25 MIN.)

- Tell students that in the last few units, they have worked with suffixes, which are added to the end of root words to make new words.
- Then tell students that in this unit, they will work with prefixes, which are added to the beginning of root words to make new words.
- Tell students that the two prefixes they will study this week are *pro-* and *anti-*.
- Write the prefixes on the board and point out that the prefix *pro-* is pronounced /prō/, and the prefix *anti-* can be pronounced /antī/, /antə/, or /antē/.
- Also, tell students that in previous units, they learned about root words that were English words with prefixes and suffixes added to them. Provide examples. (e.g., *unhealthy*, *nonstick*, *repaint*, *preview*, *actor*, *farmer*, *dangerous*)
- Then tell students that not all of the root words they will learn about in this lesson are English root words.

Prefix *pro-*

- Explain to students that *pro-* means “forward” or “before.”
- Tell students that words with the prefix *pro-* can be nouns, verbs, or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *proactive* on the board. Underline the prefix *pro-*.
- Ask students to identify and read the prefix, and then read the rest of the word. (*pro-*, *active*) Then have students read the entire word, *proactive*.

Activity Page 3.2



Challenge

Have students research how the stars help with navigation.

Support

Review with students key vocabulary on Activity Page 3.2.

- Ask students what *active* means (relating to doing or behaving) and point out that students learned this word in a previous unit. Also, point out that this is an English root word.
- Tell students that *proactive* is an adjective and means “doing things before something happens” or “preparing for what needs to be done.”
- Share the following sentence with students to demonstrate the meaning of *proactive*: Dan was proactive in getting his homework done before his mother asked him about it.
- Next, write the word *proceed* on the board. Ask students to identify and read the prefix.

» *pro–*

- Ask students what the prefix *pro–* means again.
 - » forward or before
- Have students read the entire word, *proceed*.
- Note for students that the word *proceed* does not have an English root word. (*Ceed* is not an English root; *Cedere* is a Latin root meaning “go” or “surrender.”)
- Discuss the meaning of *proceed* with students. (to move forward). Point out the part of speech. (verb). Ask students what verbs are. (action words)
- Share the following sentence with students to demonstrate the meaning of *proceed*: We can proceed with our math homework since we finished our math lesson.
- Remind students that *proceed* means “to move forward.” Ask students if they have ever heard the phrase, *proceed with caution*. Tell them that this phrase means “move forward (or continue) with caution (carefully).”
- Continue in this manner for the remaining *pro–* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board, as that information is intended for use during oral instruction.

- Note for students when words do not have an English root word, as indicated in the chart. Also, note that the word *proposal* relates to the word *propose* (verb).

Affixed Word	Meaning	English Root Word	Sentence
prologue	(noun) an introduction to a book or play that comes before the book or play starts	none (Greek root <i>logue</i> , meaning “thought”)	The narrator recited the <u>prologue</u> to describe the setting of the play before Act I began.
proposal	(noun) something put forward or presented for people to consider	none (Latin root <i>pos</i> , meaning “put”)	My dad worked on a <u>proposal</u> for a new project at work.
progress	(noun) movement forward; improvement or development over time	none (Latin root <i>gress</i> , meaning “step”)	The builders made <u>progress</u> on the new house last week and the exterior is almost finished.
project	(verb) to throw forward	none (Latin root <i>ject</i> , meaning “throw”)	We can <u>project</u> pictures on the whiteboard with the document camera.
propel	(verb) to push or drive forward	none (Latin root <i>pellere</i> , meaning “drive, push”)	Mike had to use an oar to <u>propel</u> the canoe forward across the lake.
prophecy	(noun) a prediction of something before it happens	none (Latin root <i>prophetia</i> , meaning “speak before”)	One <u>prophecy</u> in Viking myths predicted the gods would die.

Prefix *anti-*

- Explain to students that *anti-* means “against” or “opposite.”
- Tell students that words with the prefix *anti-* can be nouns or adjectives. Students will have to examine how these words are used in sentences to help them remember the part of speech.
- Write the word *antifreeze* on the board. Underline the prefix *anti-*.
- Ask students to identify and read the prefix, and then read the rest of the word. (*anti-*, *freeze*) Then have students read the entire word, *antifreeze*.
- Ask students what *freeze* means (to turn from a liquid to a solid due to a low temperature) and point out that this is an English root word.
- Tell students that *antifreeze* is a noun that means “a substance that works against freezing.”

- Share the following sentence with students to demonstrate the meaning of *antifreeze*: My mom put more antifreeze in the engine before trying to start the truck, since it was the coldest day so far this winter.
- Point out to students that antifreeze helps water in all different kinds of engines to keep from freezing when temperatures are very, very cold; *antifreeze* works against freezing.
- Next, write the word *antidote* on the board. Ask students to identify and read the prefix.
 » *anti-*
- Ask students what the prefix *anti-* means again.
 » against or opposite
- Have students read the entire word, *antidote*.
- Note for students that while the word *dote* is an English root word, its meaning does not apply to the affixed word *antidote*. So, in this case, the root word is not an English root word. (*Dote* means “to lavish attention on,” which is not related to the word *antidote*.)
- Discuss the meaning of *antidote* with students. (a substance that works against poison or something bad). Point out the part of speech. (noun)
- Share the following sentence with students to demonstrate the meaning of *antidote*: The doctor had an antidote for the snakebite so Rob would feel better.
- Remind students that an *antidote* is a substance that works against poison or something bad; it works to prevent poison or something bad from spreading (usually within the body).
- Continue in this manner for the remaining *anti-* words, using the following chart as a guide.

Note: You will not write the information in the shaded columns on the board as that information is intended for use during oral instruction.

- Note for students when words do not have an English root word, as indicated in the chart. Also, note that the word *anticlimactic* relates to the word *climax* (noun) and the word *antiperspirant* relates to the word *perspire* (verb). For *antibodies*, note that even though the word *bodies* is part of this word, the meaning of bodies does not relate to the affixed word, much like with the word *antidote*.



Language Foundational Skills

Entering/Emerging

Point out Spanish cognates: proceed/*proceder*, propel/*propulsar*, antibiotic/*antibiótico*, progress/*progresar*, prophecy/*profecía*, project/*proyectar*, antidote/*antídoto*.

Transitioning/Expanding

Remind students that several of these words are Spanish cognates. Point out a few.

Bridging

Remind students that several of these words are Spanish cognates.

Affixed Word	Meaning	English Root Word	Sentence
anticlimactic	(adjective) the opposite of the most exciting part of a story; disappointing	climactic	The <u>anticlimactic</u> ending to the movie was really disappointing because I expected more.
antiperspirant	(noun) a substance that works against sweating	perspire, with the suffix <i>-ant</i>	I needed to put on some <u>antiperspirant</u> before running the marathon.
antibiotic	(noun) medicine that works against harmful bacteria and cures infections	none (Greek root bio, meaning “life”)	When my sister got pink eye, the doctor gave her an <u>antibiotic</u> to help clear it up.
antibodies	(noun) substances in the body that fight against disease	bodies (but the meaning does not apply here)	He needed to build up his <u>antibodies</u> before flu season so he wouldn’t get sick.
antisocial	(adjective) the opposite of friendly toward others; does not want to be around people	social	One of the adults at the party was <u>antisocial</u> and didn’t talk to anyone.

- Have students complete Activity Pages 3.3–3.6 as teacher-guided activities.

Lesson 3: Columbus and the Conquistadors

Writing



Primary Focus: Students will use linking words *in conclusion* to connect reasons and to connect ideas with categories of information. [W.3.1c, W.3.2c]

THE LINKING WORDS IN CONCLUSION (15 MIN.)

- Tell students they will learn another set of linking words in this lesson.
- Tell students that these words are *in conclusion*, and they announce that a conclusion is coming.
- Say to students, “In writing a paragraph, name the sentence that wraps up the paragraph and restates the topic sentence.”
 - » concluding sentence

Activity Page 3.7



Challenge

Write an additional paragraph for Activity Page 3.7. Make sure to end with a concluding sentence.

Support

To complete Activity Page 3.7, read the first paragraph together. Point out that the text is organized with an introductory sentence, then supporting sentences, and that the concluding sentence will echo the introduction.



Language Connecting Ideas

Entering/Emerging

To complete Activity Page 3.7, have students work with a partner and read aloud the paragraph together, then peer conference to come up with a fitting concluding sentence.

Transitioning/Expanding

Have students work with a partner to compare answers.

Bridging

Remind students to write a complete sentence, beginning with a capital letter and ending with the proper punctuation.

- Tell students that the words *in conclusion* could be added to the beginning of a concluding sentence to announce that a conclusion is coming.
- Ask if students can hear the similarities in the words *concluding* and *conclusion*.
 - » Both come from the same root word, *conclude*.
- Ask students what the word *conclude* means.
 - » to end, to wrap up
- Say to students, “In a previous unit, you learned to summarize. What does it mean to summarize?”
 - » A summary is a group of sentences that includes the important words and/or phrases found in a selection and never includes opinion.
- Have students recall summarizing the chapters in *Native American Stories*.
- Tell students that they could have included the words *in conclusion* in their summaries.
- Read the following paragraph:

Hamsters are fascinating pets! They run around their wheels all night like they're trying to escape from something chasing them. They nibble on their food and sip water from their water bottles. When they are worn out, they curl up in tiny balls in a corner of their cages and fall asleep. They usually sleep all day. Hamsters are such interesting animals to watch.
- Ask, “Which sentence is the concluding sentence?”
 - » the last one, “Hamsters are such interesting animals to watch.”
- Tell students that the linking words *in conclusion* could be added to the last sentence to read: *In conclusion, hamsters are such interesting animals to watch.*
- Point out to students that a comma is needed after the words *in conclusion*.
- Turn to Activity Page 3.7 and complete it independently.

Lesson 3: Columbus and the Conquistadors

Take-Home Material

- Have students take home Activity Page 3.8 for spelling practice.

Activity Page 3.8



T Does anybody know who this is?

S1 Christopher Columbus

T That's right

T Does anyone remember from the last lesson?

S2 1942

T Yes, correct

T Does anybody know why Columbus sailed?

S3 To find spices?

T Correct

T When he tried to sail, there were two problems. What were they?

S4 Student paused

T What do you see on the map? (Teacher alluding to map on clear touch)

S5 He ran into North America

T That's right

S6 North American, Central America, and South America are one chunk of land

T That's correct

T Columbus sailed on three ships, what were they?

S7 Nina

S8 Pinta

S9 Something with an m

T Why don't you try to think about it and raise your hand if you have another idea

S10 Is it something with Maria?

T Yes the Santa Maria

T Looking at this picture, what do you see in the background (Teacher alluding to map on clear touch)

S10 Native Americans

S11 The explorers didn't know that the americans were in between Spain and India

T You're correct

T Here we see a picture of Columbus telling the King and Queen about the Americas. He embellished and said the Americas were better than they actually were.

T Does anyone know what embellish means?

S12 To make it sound better?

T Yes

T How does one think it worked?

C- Some students raised their hands and some students didn't

T- It did work, they gave columbus more money to explore

T- Lets open our books and take a look at what happened next

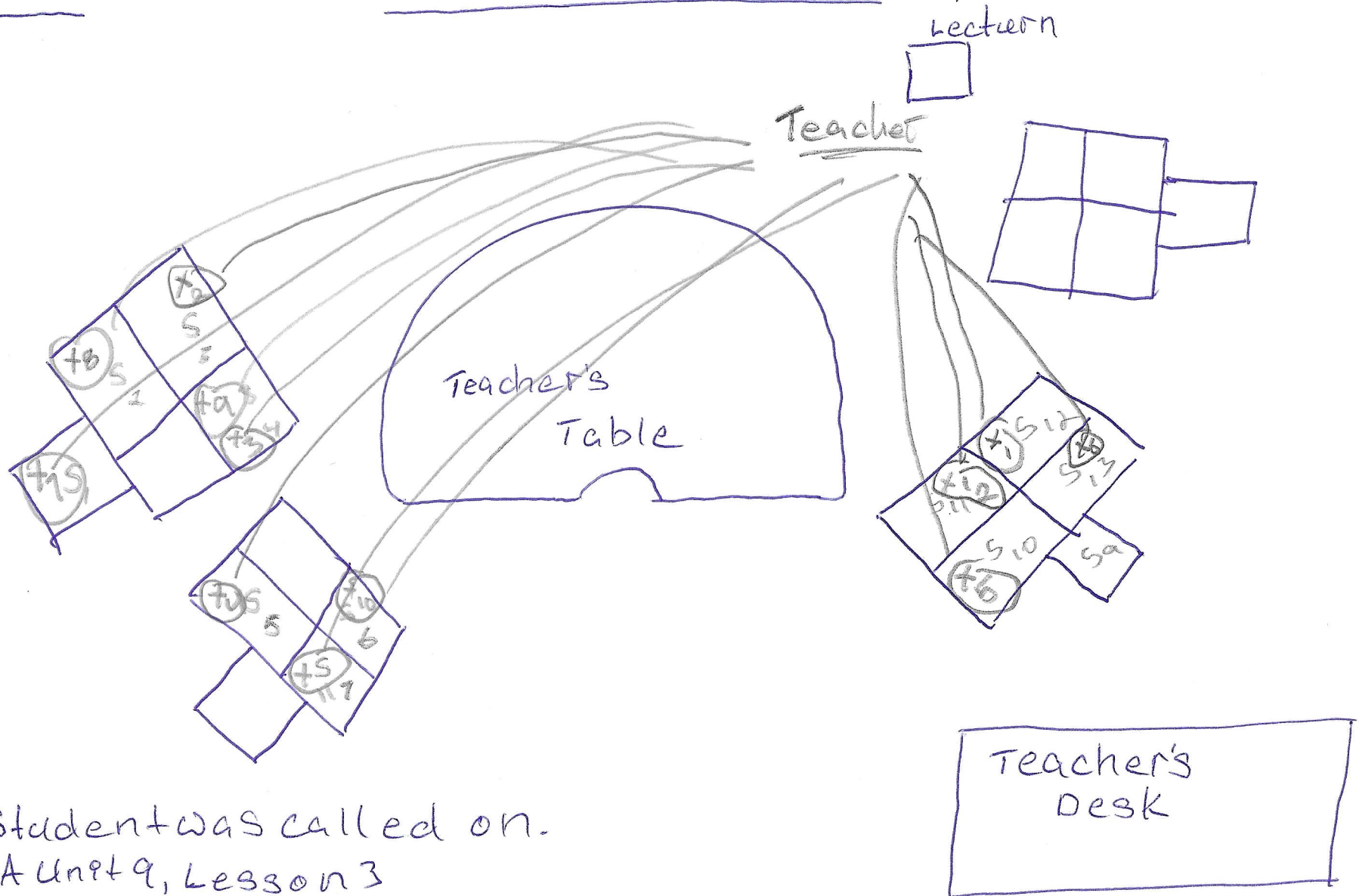
C- Mrs. Vashaw chose different students to read paragraphs in the chapter.

C- At the end of the reading, Mrs. Vashaw had students turn to activity 3.1 and compete with reading buddies.

Mrs. Vashaw's Classroom

Measuring the distribution of
guessing throughout the speaking/listening
section of Lesson
Clear Touch

Exit



X = Student was called on.
CKLA Unit 9, Lesson 3
Speaking and Listening