

The Lost Colony of Roanoke

Vocabulary	
<p>Roots: circum = around spec, spic = to see or look</p> <p>Words: circumspect, circumference, spectacle, suspect</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write roots and words with their definitions, parts of speech, and 2-3 synonyms to define the words. <input type="checkbox"/> Complete "Rhyming Clues" worksheet. <input type="checkbox"/> Complete "Newspaper Headlines" worksheet. <input type="checkbox"/> Write a silly sentence using all vocabulary words from this week. Use "Silly Spiral" worksheet, or write it on paper.
Critical Reading	
<p><i>The Landing of the Pilgrims</i></p> <p>Comprehension questions can be found on handout.</p> <p>4th-5th graders are expected to define only 4-5 vocabulary words (mainly those with an *) and answer only half of comprehension questions.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Define Vocabulary. <input type="checkbox"/> Read pages 32-40 – Answer comprehension questions. <input type="checkbox"/> Read pages 41-45 – Answer comprehension questions. <input type="checkbox"/> Read pages 46-51 – Answer comprehension questions. <input type="checkbox"/> Read pages 52-60 – Answer comprehension questions. <input type="checkbox"/> Bring an example of descriptive writing to class from <i>The Landing of the Pilgrims</i>.
English/Grammar	
See Syllabus	<input type="checkbox"/> Complete assignments on syllabus.
Editing	
	<input type="checkbox"/> Complete <i>Daily Paragraph Editing</i> Week 2 worksheets, first page only. (The second page will be completed in class.)
Writing and Composition	
	<input type="checkbox"/> Complete "Headline" handout. Write an article about what you learned about Roanoke this week.
Core Knowledge	
<p>Idioms: golden mean golden parachute</p>	<input type="checkbox"/> Idioms: Write or type the meanings for these terms. You can find their meanings on dictionary.com.

Headline

Directions: You are writing a newspaper column about some of the history topics you have been studying or about some of the stories you have been reading. Write a “catchy” headline or title in the top box, and then write descriptive words or sentences on the lines that tell about your topic or story. Draw a picture to illustrate your story in the box.

The form is enclosed in a large rectangular border. At the top, there is a wide, empty rectangular box for a headline. Below this, the space is divided into two main sections. On the left is a vertical rectangular box intended for a drawing. On the right is a column of 12 horizontal lines for writing descriptive text. The bottom of the entire form is decorated with a wavy, hand-drawn line that curves upwards from the left and then levels off to the right.

The Landing of the Pilgrims Literature Guide

by Jill J. Dixon, B.S. Ed., M. Ed.

Vocabulary:

Directions: Before reading pages 32-60 of *The Landing of the Pilgrims*, define each word using 2 or 3 synonyms. Write the part of speech (noun, verb, adj. or adv.) of each word. Draw a picture, symbol, or write a rhyme or clue to help you remember all the words with an *. You can also use hand gestures to help you remember the words.

Vocabulary Word	Part of Speech	Synonyms
capstan		
chanty		
rigging		
landlubbers		
*scrupulously		
patent		
shallop		
shoals		
*glib		
guffaw		
*wistfully		
mattocks		
*desolate		

Use all or some of the vocabulary words with an * in a sentence to describe an event or character in *The Landing of the Pilgrims*.

The Landing of the Pilgrims Literature Guide
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Critical Reading Questions:

Pages 32-60

1. In the first two paragraphs, find at least 2 descriptive verbs. _____

2. Find 3 sets of descriptive adjectives and the nouns they describe. _____

3. Were all the passengers on the Mayflower Christians? _____
4. Name some of the things that happened during the journey at sea. _____

5. How many English passengers were on the Mayflower? _____
6. How long did the Mayflower voyage take? _____
7. Where did the Mayflower land? Where was it supposed to land? _____

8. What did the Separatists do first upon landing? _____
9. What did the Pilgrims see first when they explored the land? _____
10. Who led the expedition? _____
11. What did the Pilgrims take back to their people? _____
12. What time of year was it? _____
13. Why did Elder Brewster's conscience bother him? _____

14. Where did the sailors think the noise came from that awakened the Pilgrims? _____

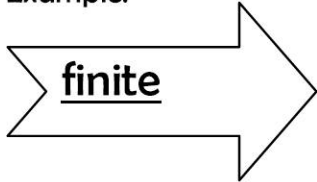
15. What truth did the men find out the next day about the noise? _____

Rhyming Clues

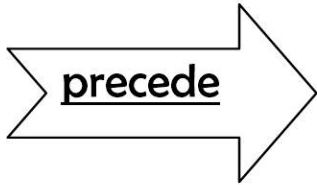
Using this week's vocabulary words, write rhyming clues to help you remember the words.

If you can't rhyme, write a clue to help you remember the word.

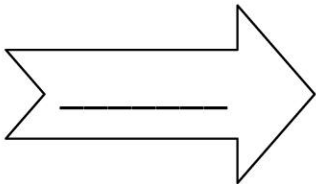
Example:



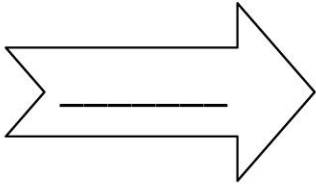
If you think you will last forever
and are strong and full of might,
you must always remember,
you are only _____.



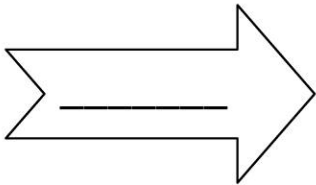
Even though you may lead,
those that came before you did _____.



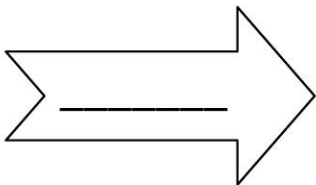
Four horizontal lines for writing a clue.



Four horizontal lines for writing a clue.



Four horizontal lines for writing a clue.



Four horizontal lines for writing a clue.

Newspaper Headlines

Use your vocabulary words from this week to write two newspaper headlines.

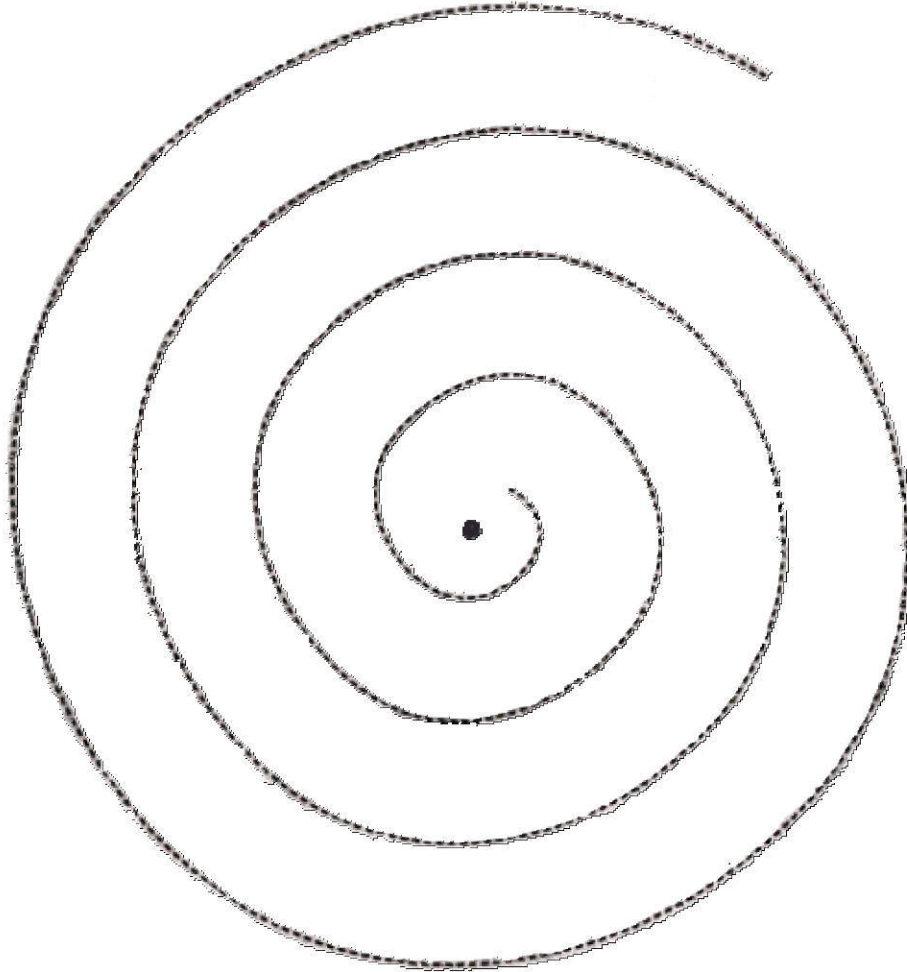
(Remember: Headlines are catchy and usually use at least one action word or verb.)

The form consists of two identical newspaper headline templates. Each template is a rectangular shape with wavy, scalloped borders on the top and bottom edges. Inside each template, there are four horizontal lines spaced evenly apart, providing a space for writing a headline.

Silly Spiral

Write a silly sentence in the spiral using all your vocabulary words this week. Then draw a picture to illustrate your silly sentence at the bottom of the page.

An example of a silly sentence is: "The mosquito's finite mind could not comprehend the infinite supply of blood given to him by all those who had preceded him."



<p>root:</p>	<p>definition:</p>
<p>word</p> <p>_____</p> <p>syl-la-ble</p> <p>[_____]</p> <p>pro-nun-see-a-shun</p> <p>— _____</p> <p>part of speech</p>	<p>definition: _____</p> <p>_____</p> <p>sentence: _____</p> <p>_____</p> <p>SYNONYMS: _____</p> <p>ANTONYMS: _____</p>
<p>word</p> <p>_____</p> <p>syl-la-ble</p> <p>[_____]</p> <p>pro-nun-see-a-shun</p> <p>— _____</p> <p>part of speech</p>	<p>definition: _____</p> <p>_____</p> <p>sentence: _____</p> <p>_____</p> <p>SYNONYMS: _____</p> <p>ANTONYMS: _____</p>
<p>word</p> <p>_____</p> <p>syl-la-ble</p> <p>[_____]</p> <p>pro-nun-see-a-shun</p> <p>— _____</p> <p>part of speech</p>	<p>definition: _____</p> <p>_____</p> <p>sentence: _____</p> <p>_____</p> <p>SYNONYMS: _____</p> <p>ANTONYMS: _____</p>
<p>root:</p>	<p>definition:</p>
<p>word</p> <p>_____</p> <p>syl-la-ble</p> <p>[_____]</p> <p>pro-nun-see-a-shun</p> <p>— _____</p> <p>part of speech</p>	<p>definition: _____</p> <p>_____</p> <p>sentence: _____</p> <p>_____</p> <p>SYNONYMS: _____</p> <p>ANTONYMS: _____</p>
<p>word</p> <p>_____</p> <p>syl-la-ble</p> <p>[_____]</p> <p>pro-nun-see-a-shun</p> <p>— _____</p> <p>part of speech</p>	<p>definition: _____</p> <p>_____</p> <p>sentence: _____</p> <p>_____</p> <p>SYNONYMS: _____</p> <p>ANTONYMS: _____</p>
<p>word</p> <p>_____</p> <p>syl-la-ble</p> <p>[_____]</p> <p>pro-nun-see-a-shun</p> <p>— _____</p> <p>part of speech</p>	<p>definition: _____</p> <p>_____</p> <p>sentence: _____</p> <p>_____</p> <p>SYNONYMS: _____</p> <p>ANTONYMS: _____</p>

Silly Sentence:
