

## Vowel Teams, Single Syllable

### Teacher Copy of the Passage

# KENTUCKY'S PACK HORSE LIBRARIANS



1 The Great Depression that followed the 1929 stock market crash was a time when many people went without—without food, money, or homes. Times were hard in big cities, small

5 towns, and **rural** communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the

10 WPA, people got jobs doing all kinds of things. Some built schools, hospitals, and roads, while others painted murals in post offices and wrote guidebooks. Some even delivered library books on horseback.

15 In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, **librarians** rode on horseback to **distribute** books and magazines to small **rural** communities tucked into the

20 mountains of eastern Kentucky. The people in this region lived especially hard lives during the Depression. They had few schools and no libraries, and their homes were old and outdated. People didn't have electricity or

25 telephones, and they used horses and horse-drawn wagons instead of cars. The founders of the Pack Horse Library Project aimed to connect

the people of **rural** eastern Kentucky to ideas and events happening around the world by

30 bringing them a variety of reading materials.

Here's how the program worked: A small library was set up in each mountain county. Books and magazines were donated to the library by churches, colleges, and larger libraries. Each

35 library had one **librarian** who monitored the books and kept them organized. Five or six pack horse **librarians**, or carriers, would bring the materials to drop off points in the mountains. A drop off point might be a church, a one-room

40 school, or a home.

Pack horse **librarians**, who were almost always women, came from the mountain communities they worked in. Their faces were familiar, and as a result, they were welcomed by most people.

45 The **librarians** were paid \$28.00 a month—not a lot of money—but it was a good wage during the Depression. They had to provide their

own horses, so many rented horses from local farmers for 50 cents a week. Their days began  
50 early, at the small county library, where they chose reading materials and packed them into saddlebags.

There were very few roads in the mountains, and none were paved. The carriers took rugged  
55 mountain paths, cutting through the woods and riding over rocky, muddy ground. They often used creek beds as roads because they were flat and easy to follow. When a path took them up or down a steep hillside, riders got off their  
60 horses to keep the animals from slipping and falling. When the hills were too steep, carriers tied up their horses and continued by foot. Rain, snow, and sleet made the trips more difficult, but like mail carriers, the horseback **librarians**  
65 didn't let the weather stop them. They traveled between 50 and 80 miles a week.

For people living in the eastern Kentucky mountains, the most exciting days of the month were the days the "book woman" visited.  
70 Young and old crowded around the book woman, eager to see what she had brought. She handed out picture books, novels, and poetry. Magazines like *Popular Mechanics*, *Women's Home Companion*, and *National Geographic*  
75 were especially popular. The book women also **distributed** reading materials to one-room schoolhouses where the books and magazines would **circulate** through all the students in the school room.

80 The pack horse **librarians** had many stops to make, but they didn't hurry. Connecting with the people on their **rural** routes was part of the

job. People liked to chat with the **librarians** and ask questions, such as how to care for a sick  
85 child. **Librarians** often took the time to read aloud to an injured worker, an elderly person, or a child, who couldn't go to school. They also brought badly needed medicines and delivered  
90 news about other mountain families. Sometimes a carrier was asked to contact a doctor or a midwife.

Although the pack horse libraries received many book and magazine donations, they always needed more reading materials. **Librarians**  
95 were constantly repairing the materials to make them last as long as possible. They passed out bookmarks made out of old Christmas cards so people would not dog-ear the pages in books. Nevertheless, the materials eventually became  
100 so worn they could no longer be repaired. Hardworking **librarians** clipped pictures and articles from the tattered pages and used them to make scrapbooks, which were **distributed** with the books and magazines.

105 All WPA programs were cut back in 1942 as the United States got ready for war. In 1943, money for the Pack Horse Library Project stopped altogether, and the program ended. The communities in **rural** eastern Kentucky no  
110 longer had access to reading materials; however, this was only temporary. After county roads were improved, bookmobiles began to appear in the mountain communities. The pack horse **librarians** continued to deliver more than  
115 books and magazines. They brought new ideas, information about hundreds of topics, and a love of reading to the people of Kentucky.



## Learning Objective

- Students can accurately identify the vowel team syllable pattern as a strategy for accurately decoding (reading) and encoding (writing) vowel team syllable words in isolation and in text.
- Students can accurately decode and define domain-specific vocabulary, using syllabication and the morphological structures of words.

# DAY 1

## Warm Up



3 min

### WORD CHAIN

Today we will warm up with a word chain. Get your personal whiteboard and dry erase marker ready. In this word chain, you will listen to each word and change 1 sound in the word to make a new word. Ready? Let's begin.

**Note:** Monitor the students to ensure they are writing each new word under the previously spelled word, so that all 4 words are listed vertically by the end of the task.

The first word is most.

- **Word?** **most** The long o vowel sound in the word most is part of the phonogram—**ost**.
  - A **phonogram** is a series of letters that represent 1 or more sounds. Phonograms can affect the way we hear and say the vowel sound in the word.
- How do we spell it? **m-o-s-t** Write it.

Change most to mist.

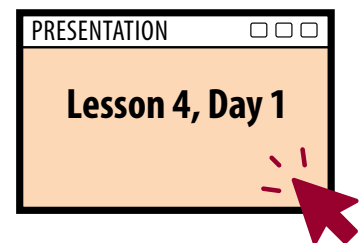
- Which sound changes? **The /ō/ sound changes to /i/.**
- How do we spell the new word? **m-i-s-t**

Write the word mist under most.

Next, change mist to mint.

- Which sound changes? **The /s/ sound changes to /n/.**
- How do we spell the new word? **m-i-n-t**

Write the word mint under mist.



most
mist
mint
mine

Finally, change mint to mine.

- Which sound changes? **Change /i/ to /ī/.**
- How do we spell the new word? **m-i-n-e**

Write the word mine under mint.

Let's review. Words with a final consonant blend have (say it with me): **2 or 3 consonants side by side, and each consonant is pronounced.**

Let's read all 4 words. Ready? Begin. **most, mist, mint, mine**

## Word Work



10 min

### WORD SORT WORDS

(Refer to the 6 Syllable Types poster.) Remember, the 6 Syllable Types poster will be a visual for you to refer to during the school year.

This week we will learn to read and spell words with the vowel team syllable pattern. Vowel team syllable words have 2 or more letters side by side that are pronounced as 1 vowel sound.

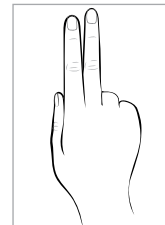
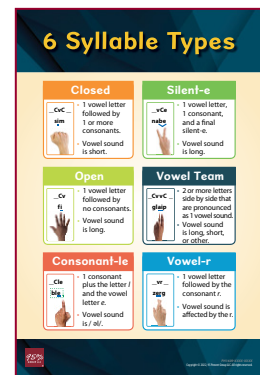
The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together. Practice the gesture with me. **vowel team**

(Display woal.)

I'm going to look for the vowel team syllable pattern. To help us focus on the pattern, this activity will use nonsense syllables that are not real words. Watch the steps I use:

- I find the vowel letter or letters by pointing to them. (Point to the vowel letters.) There are 2 vowel letters side by side: **o** and **a**.
- This syllable follows the vowel team syllable pattern, and the gesture looks like this. (Gesture and say "Vowel team.")
- The vowel sound is /ō/.
- The syllable is woal.
- I sort this syllable under the vowel team syllable column.



woal

woal



(Display blath.)




Let's sort the next syllable together. I'll answer and gesture with you.

- Look at this syllable. What do I do first? **Find the vowel or vowels.**
  - Yes, let's pretend to touch the vowel letter or letters. (Point to the vowel in the word displayed on the presentation slide.)
- How many vowel letters? **1**
- Vowel team or not a vowel team? **not a vowel team**
  - We know this is not a vowel team syllable because its vowel letter *a* does not team up with *t* to make a vowel sound.
- This syllable has 1 vowel letter followed by 2 consonants. Syllable type and gesture? **closed**
- Vowel sound? **/ă/**
- Syllable? **blath**
- Where do we sort this syllable? **under the closed column**



Now it's your turn. Turn to page 37 in your Student Workbook. Identify if each syllable follows the closed, silent-e, open, or vowel team syllable pattern. Then say the vowel sound and read the word. Finally, write the word in the correct column.

**Answer Key**

Closed 	Silent-e 	Open 	Vowel Team 
blath	rebe	cha	woal
kib	thone	ni	zoin
trox	vaze	tra	floud

blath



blath



**Routine for Word Sorts:**

- Find the vowel or vowels.
- How many vowel letters?
- If there is more than 1 vowel letter, are they side by side?
- Syllable type and gesture?
- Say the vowel sound and read the syllable.
- Where does this word go?

1. rebe	6. floud
2. zoin	7. kib
3. cha	8. ni
4. thone	9. vaze
5. trox	10. tra

**Reading**



5 min

**BUILDING BACKGROUND**

For the next 5 days, you will read and learn facts about a former library program from Kentucky—the *Pack Horse Library Project*.

This library program was created during one of America's most difficult periods, the Great Depression. During the Great Depression many families lost their jobs and homes and went without necessities,

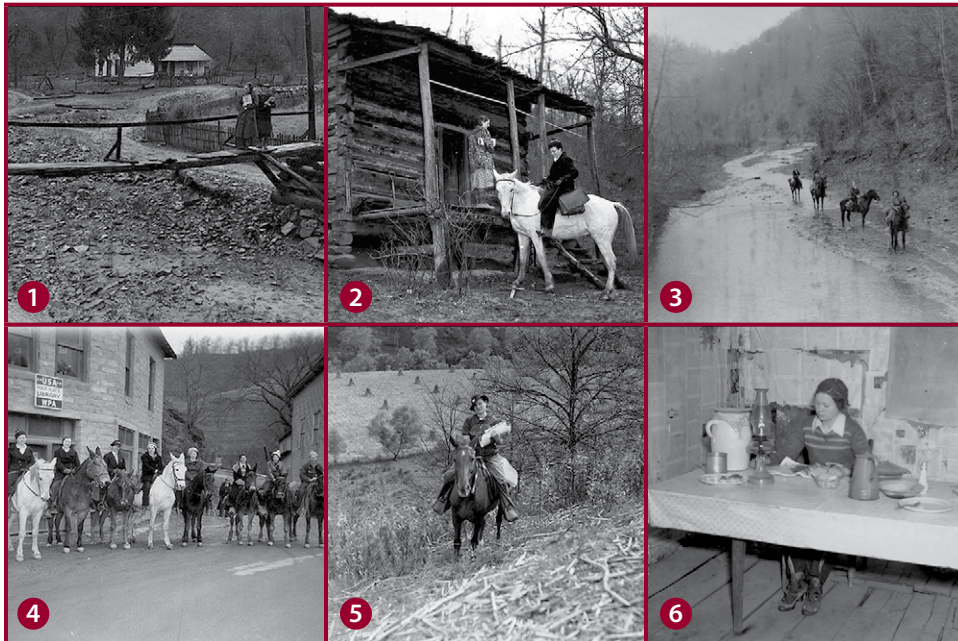


like food. Most people lost all their money, as banks began to fail and close. This meant people could not purchase needed items, which led to businesses closing and people losing their jobs. The Great Depression began in 1929 and lasted until the start of World War II in 1941.

You may be thinking, what does the Great Depression have to do with a library program in Kentucky? President Franklin D. Roosevelt was eager to help people start working again and revive the economy. President Roosevelt started a group of government programs in the 1930s to do this, one of which was the Works Progress Administration (WPA). The WPA provided jobs for millions of Americans during the Great Depression. An interesting job created because of this program was the job of a pack horse librarian.

Imagine living in a time where you didn't have technology or even access to books. Rural Kentucky was an isolated region without the basic comforts of electricity, telephones, or roads. This week's article will provide details about how the program was established and how it kept mountain communities aware of events and news from around the world.

(Display images.)





Turn to page 37 in your Student Workbook. Based on these photographs, write some words or phrases you think could describe the women who took on the role of a pack horse librarian.

- Do you think this job was easy? Why or why not?
- Do you think they did anything beyond delivering books?
- Were people excited or hesitant to see these women?

You can also write about other things you observe in the photographs.

- What is the landscape like in Kentucky?
- Describe the buildings and homes during this time in history.

Let's share! Turn to a partner and share the notes you added to your workbook. (*Option:* Select a few students to share aloud with the class.)

## Morphology



10 min

### DECODING

(Display Weekly Words.)

Now I will introduce some words you will see in your reading this week.

(Refer to the 6 Syllable Types and the Syllable Division Rules posters.)

We will look for patterns inside the words so we can decode them. Remember, when we decode words, we apply what we know about the 6 syllable types to help us accurately read words. As we decode, we can refer to the 6 Syllable Types poster, as well as the Syllable Division Rules poster for support.

Watch and listen as I model how to decode the first word. Then we will decode the next 3 words together.

(Display circulate.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- The vowel letters are *i-r*, *u*, and *a-e*.
  - When a consonant *r* follows a vowel letter, we underline both the *r* and the vowel letter because the vowel plus the *r* spell the vowel sound.

### Weekly Words

circulate  
distribute

librarian  
rural



circulate

- In this word the vowel letters *a* and silent-*e* work together to spell the vowel sound. To remind me these vowel letters work together, I will draw a V shape connecting the *a* to the *e*.
- There are 3 vowel sounds which means there are 3 syllables.
- Looking at the consonants between the vowel sounds, I will draw lines to divide the word into syllables.
- There are 2 consonants between the first 2 vowel sounds.
  - Most often when there are 2 consonants between 2 vowel sounds, I draw a line between the consonants. I draw a line between the *r* and the *c*.
- There is only 1 consonant between the second and third vowel sounds. I will draw a syllable division line after the vowel letter *u*. (Refer to the word *ra|ven* on the Syllable Division Rules poster.)

Help me decode each syllable and then read the word.

### First Syllable

- The syllable type is vowel-*r*.
  - The pattern is 1 vowel letter followed by the consonant *r*.
  - The gesture for a vowel-*r* syllable is the middle finger crossed over the index finger.
- Vowel sound? /*er*/
- Because the letter *c* is followed by a vowel letter *i*, it is pronounced with its soft sound, /*s*/.
- Syllable? **cir**

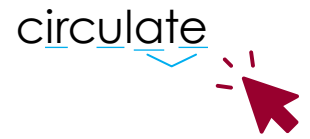
### Second Syllable

- Syllable type and gesture? **open** How do you know? **1 vowel letter followed by no consonants**
- Vowel sound? /*ū*/
- Syllable? **cu**

### Third Syllable

- Syllable type and gesture? **silent-*e*** How do you know? **1 vowel letter, 1 consonant, and an *e* at the end**
- Vowel sound? /*ā*/
- Syllable? **late**

What's the word? **circulate**

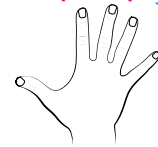
circulate 

cir|cu|late 

cir|cu|late 



cir|cu|late 



cir|cu|late 





Let's read a sentence using the word circulate: *Open the windows so the air will circulate in the room.*

(Display distribute.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? *i, i, and u-e*
  - In this word the vowel letters *u* and silent-*e* work together to spell the vowel sound. To remind me these vowel letters work together, I will draw a V shape connecting the *u* to the *e*.
  - There are 3 vowel sounds. So, how many syllables are in this word? **3**
- Look at the consonants between the vowel sounds. I will draw lines to divide the word into syllables.
- How many consonants are between the first 2 vowel sounds? **3**
  - *D-i-s* spells a prefix and should stick together as a syllable.
  - I know the consonants *t-r* spell a consonant blend, so they stick together.
  - Where should I draw a syllable division line? **between the s and t**
- Looking at the next 2 vowel sounds, there is only 1 consonant between them. Because of this, you can divide the syllables in 2 ways.
  - (Refer to the word *ra|ven* on the Syllable Division Rules poster.) **Where do we most often divide a syllable when there is only 1 consonant between the vowel sounds? after the vowel**
    - In this word, if we divided after the vowel letter, the syllable would be pronounced /ī/, and the word would be pronounced /distribūt/.
    - Is this pronunciation correct? **no**
  - (Refer to the word *rob|in* on the Syllable Division Rules poster.) **If you read the word with an open syllable and the long vowel sound doesn't sound right, try dividing the syllable the second way—after the consonant. This turns the syllable into a closed syllable pattern with a short vowel pronunciation.**
    - For this word, we are going to divide after the consonant *b*. The syllable is pronounced /trīb/. The word is distribute.
    - Is this pronunciation correct? **yes**

distribute 

distribute 

dis|trib|ute 

Help me decode each syllable and then read the word.

### First Syllable

- Syllable type and gesture? **closed**
- Vowel sound? /i/
- Syllable? **dis**

### Second Syllable

- Syllable type and gesture? **closed**
- Vowel sound? /i/
- Syllable? **trib**

### Third Syllable

- Syllable type and gesture? **silent-e** How do you know? **1 vowel letter followed by 1 consonant and an e at the end**
- Vowel sound? /ū/
- Syllable? **ute**

What's the word? **distribute**

Let's read a sentence using the word *distribute*: ***This weekend at the food bank, Armen will distribute food to those in need.***

(Display librarian.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? ***i, a-r, i, and a***
  - When a consonant *r* follows a vowel letter, we underline both the *r* and the vowel letter because the vowel plus the *r* spell the vowel sound.
  - In this word there are 4 vowel sounds. How many syllables? **4**
- Look at the consonants between the vowel sounds. I will draw lines to divide the word into syllables.
- How many consonants are between the first and second vowel sounds? **2**
  - Most often, when there are 2 consonants between the vowel sounds, we divide between the consonants. In this example, the 2 consonants—*b* and *r*—spell a consonant blend. The letters in the consonant blend *b-r* will stick together. So, I draw a line between the *i* and the *b*.



librarian

librarian

- How many consonants are between the second and third vowel sounds? **1**
  - The consonant *r* sticks with the *a* to spell the vowel sound in the second syllable, so I draw a syllable division line after the *r*.
- How many consonants are between the last 2 vowel sounds? **none**
  - When the vowel letter *i* comes before another vowel, it usually does *not* form a vowel team. Typically the *i* is the end of 1 syllable, and the other vowel letter begins a new syllable—the vowel letters do *not* stick together.
  - Where should I draw a syllable division line? **between the *i* and *a***

Help me decode each syllable and then read the word.

### First Syllable

- Syllable type and gesture? **open** How do you know? **1 vowel letter followed by no consonants**
- Vowel sound? **/i/**
- Syllable? **li**

### Second Syllable

- The syllable type is vowel-r.
  - The pattern is 1 vowel letter followed by the consonant *r*.
  - The gesture for a vowel-r syllable is the middle finger crossed over the index finger.
- In this word the *a-r* vowel spelling occurs in an accented syllable; therefore, the vowel *a* is pronounced with its long sound, /air/.
- Syllable? **brar**

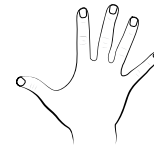
### Third Syllable

- When the vowel letter *i* ends a syllable, before another vowel in a suffix, the syllable is pronounced with a long e sound.
- The vowel sound is /ē/.
- Syllable? **i**

**Note:** When adding a vowel suffix, such as *-an*, to the word *library*, drop the *y*, add *i*, and then add the suffix *-an* (*library-i-an*). The new word is librarian.

li|brar|i|an 

li|brar|i|an



li|brar|i|an



li|brar|i|an



Fourth Syllable

- Syllable type and gesture? **closed** How do you know? **1 vowel letter followed 1 or more consonants**
- Vowel sound? /ă/
- Syllable? **an**

What's the word? **librarian**

Let's read a sentence using the word librarian: *While researching for my project, I asked the librarian to help me find a few books.*

(Display rural.)

Look at this word.

- First, I will underline the vowel letters that spell the vowel sounds.
- What are the vowel letters? **u and a**
  - How many vowel sounds? **2** How many syllables? **2**
- Look at the consonants between the vowel sounds.
  - How many consonants are between the vowel sounds? **1**
  - (Refer to the word ra|ven on the Syllable Division Rules poster.)  
**Most often, we divide after the vowel letter, so where should I draw a line? after the vowel letter u**

**Note:** When the consonant *r* is followed by another vowel letter, the /r/ sound is captured by the vowel sound after the *r*. For this reason, the vowel letter before the consonant *r* is not affected and, in an open syllable, is pronounced with its long sound.

Help me decode each syllable and then read the word.

First Syllable

- Syllable type and gesture? **open** How do you know? **1 vowel letter followed by no consonants**
- Vowel sound? /ū/
- Syllable? **ru**

Second Syllable

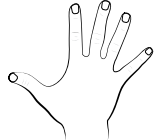
- Syllable type and gesture? **closed** How do you know? **1 vowel letter followed by 1 or more consonants**
- The vowel sound is pronounced with the schwa sound /ə/ (/ÿ/).
- Syllable? **ral**

li|brar|li|an 

rural

rural

ru|ral

ru|ral 

ru|ral



What's the word? **rural**

Let's read a sentence using the word rural: *We left the city to find a rural area with lots of land.*

Now let's read each of the Weekly Words together. We will decode each word by syllables and then read the word.

(Display Weekly Words.)

1. cir	cu	late		circulate
2. dis	trib	ute		distribute
3. li	brar	i	an	librarian
4. ru	ral			rural

## Response to Reading



2 min

### ESSENTIAL QUESTION

Today you gained background knowledge on the topic of the week—*Kentucky pack horse librarians*. Over the next 4 days, you will read an article about how this program worked in the rural mountains of Kentucky. Based on what you learn from your reading, you'll also be able to answer this Essential Question:

- *Based on information in the article about the job of pack horse librarian, what can you infer about the people who chose to serve their communities in this way?* (RI.5.1, RI.5.3)



## DAY 2



3 min

## Warm Up

**GUESS THE PATTERN**

To warm up today, you will “Guess the Pattern” for a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to guess this pattern. Once you have guessed the pattern, write a brief description of it on your whiteboard.

Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

**Answer Key**

The pattern is: **words with the inflectional ending -ed.**

Follow-up question: **What are some different sounds the inflectional ending -ed has in these words? /t/, /ed/, and /d/**

When reading or spelling words with -ed, remember these 3 things:

- The suffix -ed can be pronounced 3 different ways—/ed/, /d/, and /t/.
- When a word ends in e, drop the e before adding -ed.
- When a 1-syllable word has 1 vowel letter followed by 1 consonant (a closed syllable), double the final consonant before adding -ed. This is called the 1-1-1 Rule.

Let’s read aloud these words with the inflectional ending -ed. Ready? Begin. **jumped, splashed, taped, twisted, diced, spilled, crashed, roped**



jumped	diced
splashed	spilled
taped	crashed
twisted	roped

## Word Work



8 min

**SORT WORDS**

Today we are practicing how to read words with the vowel team syllable pattern.

Before we begin, let’s review the vowel team syllable pattern. Vowel team syllable words have 2 or more letters side by side that are pronounced as 1 vowel sound.

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team is 2 fingers together. Practice the gesture with me. **vowel team**

Watch me identify if a word follows the vowel team pattern.

(Display foil.)

- I find the vowel letter or letters by pointing to them. (Point to the vowel letters.) There are 2 vowel letters—*o-i*—side by side.
- This syllable follows the vowel team syllable pattern and the gesture looks like this. (Gesture and say “Vowel team.”)
- The vowel sound is /oi/.
- The syllable is *foil*.
- I sort this syllable under the vowel team column.

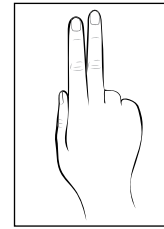
(Display flute.)

Let’s sort the next syllable together. I’ll answer and gesture with you.

- Look at this syllable. What do I do first? **Find the vowels.**
  - Yes, let’s pretend to touch the vowel letter or letters. (Students should use 2 fingers in the shape of a V to point toward the vowels in the word displayed on the presentation slide.)
- How many vowel letters? **2**
- Vowel team or not vowel team? **not vowel team**
  - Yes, we know this is not a vowel team syllable between the vowel letters are not side by side.
- The word has 1 vowel letter, 1 consonant, and an e at the end. Syllable type and gesture? **silent-e**
- Vowel sound? /ū/
- Word? **flute**
- Where do we sort this syllable? **the silent-e syllable column**



Now it’s your turn. Turn to page 38 in your Student Workbook. Identify if each syllable follows the closed, silent-e, open, or vowel team syllable pattern. Then say the vowel sound and read the word. Finally, write the word in the correct column.



foil



foil



flute





flute



### Routine for Word Sorts:

- Find the vowel or vowels.
- How many vowel letters?
- If there is more than 1 vowel letter, are they side by side?
- Syllable type and gesture?
- Say the vowel sound and read the syllable.
- Where does this word go?

**Answer Key**

Closed 	Silent-e 	Open 	Vowel Team 
crop	flute	fly	foil
shock	shine	go	heat
lunch	tape	we	blue

- |          |          |
|----------|----------|
| 1. crop  | 6. tape  |
| 2. shine | 7. shock |
| 3. fly   | 8. blue  |
| 4. heat  | 9. lunch |
| 5. go    | 10. we   |

**Reading**



10 min

**READING FOR ACCURACY**

Before you read the text in your workbook, let's practice reading the Weekly Words.

(Display the Weekly Words grid.) Prompt students by saying "Word?" at each box.

circulate	distribute	librarian	rural
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Now let's practice reading words that follow the vowel team syllable pattern. As you read each word, hold up the vowel team gesture.

(Display the Vowel Team Syllable Word grid.) Prompt students by saying "Word?" at each box.

beach	snail	green	coast
spoon	teach	glow	sweep
coin	throat	sail	stray
flaw	cheek	goes	bright

 **Teacher Tip**

**Vowel Teams**

In the **95 Phonics Core Program**®, vowel teams are divided into 2 categories: *predictable* and *unpredictable*.

Vowel teams readers can easily determine how to pronounce are called *predictable vowel teams*. **Note:** For vowel teams that stand for the same sound (such as *ai/ay*, *oi/oy*, and *au/aw*), the vowel team used depends on the sound’s placement within a syllable. For example, the vowel teams *ai*, *oi*, and *au* usually are not found at the end of a syllable—usually they are followed by a consonant. However, the vowel teams *ay*, *oy*, and *aw* are often found at the end of a syllable.

Vowel Teams	Keywords
ai	ma <u>il</u>
ay	ha <u>y</u>
oi	o <u>il</u>
oy	bo <u>y</u>
igh	ni <u>ght</u>
oa	o <u>at</u>

Vowel Teams	Keywords
ee	ee <u>l</u>
oe	to <u>e</u>
au	sa <u>uce</u>
aw	str <u>aw</u>

In contrast, we call other vowel teams *unpredictable* because there are at least 2 common ways to pronounce them. Instruct students to try pronouncing an unknown word with the more common pronunciation first (as represented in the first keyword of each keyword pair in the charts below). If that doesn’t make a word they know, they should try the alternate pronunciation.

Vowel Teams	Keywords
ie	ch <u>ief</u> /t <u>ie</u>
ow	sn <u>ow</u> / <u>ow</u> l
ea	ea <u>gle</u> /br <u>ea</u> d

Vowel Teams	Keywords
oo	mo <u>on</u> /bo <u>ok</u>
ou	ho <u>use</u> /to <u>uch</u>
ew	me <u>w</u> /sc <u>rew</u>

During the Read & Annotate activity, students will identify vowel team syllable words in this week’s reading passage. It is important to monitor the students during this task to clarify and correct some common mistakes. **Note:** Single-syllable vowel team words are highlighted gray in the Teacher Copy of the Passage.

Some words appear to follow the vowel team syllable pattern—2 or more letters side by side that are pronounced as 1 vowel sound; however, these words are vowel-r words and should *not* be highlighted. For example, the word *their* appears to follow a vowel team pattern because its vowel letters *e-i* are side by side. However, *e-i* is not a common vowel team spelling, and the vowel pair is followed by the consonant *r*. For this reason, the word their is considered an irregular high-frequency word and should not be underlined as a pattern word.

Here are a few more examples from this week’s text:

- **Irregular high-frequency words:** *through, built, would, could, though, brought*
- **Vowel-r syllable words that may appear to be vowel team words:** *early, our, their*

Also, although the following words have or appear to have a vowel team syllable, the students will be instructed to only underline 1-syllable words at this time.

- **Multisyllable words:** *followed, people, without, cities, communities, Roosevelt, organization, Administration, doing, guidebooks*

**READ & ANNOTATE**

Today you will read an article about the Kentucky pack horse librarians from the 1930s. The purpose for your reading today is to annotate while you read. Let's review.

(Display Annotation Key.)

When readers annotate, they make notes about their thinking as they read. Annotation can include marking a star next to an important idea in the text, putting a question mark next to something that makes you stop and wonder, writing a C next to text when you have a connection to an idea, or underlining words you don't know and want to look up later. Sometimes readers will even write small notes in the margins of the text to document their thoughts.

When we read today, we will focus on identifying 3 things—words with the vowel team syllable pattern, important ideas, and unknown words. First, we will *scan* paragraph 1 and highlight any 1-syllable words that follow the vowel team syllable pattern. After that, we will read the paragraph. During this time, we will mark a star next to each important idea and underline any words we do not know.

Before we begin, let's review the vowel team syllable pattern. (Refer to the 6 Syllable Types poster.)

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**



Turn to page 35 in your Student Workbook and have a highlighter ready. Let's read and annotate part of the article together.

(Display "Kentucky's Pack Horse Librarians.")

First, I will scan the text to identify any 1-syllable words that follow the vowel team syllable pattern. When I see a vowel team syllable word, I will make the vowel team gesture and read the word. Watch what I do and highlight the vowel team syllable words with me.

**Annotation Key**

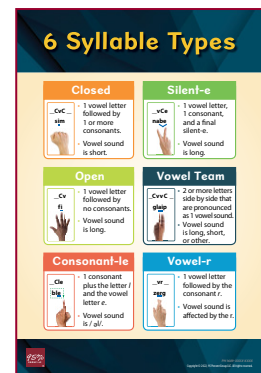
This is an important idea.

I have a question about this.

I made a connection.

I can't decode this word.

I don't know the meaning of this word.





As you conduct this activity, you will notice the text from the article is *not* in bold font because you are not reading the text at this time. Scan the text by dragging your finger or a pointer under the words, stopping at vowel team syllable words.

*Kentucky's Pack Horse Librarians*

The **Great** Depression that followed the 1929 stock market crash was a time when many people went without—without **food**, money, or homes.

- **Think Aloud:** The word Great has 2 letters side by side that spell 1 vowel sound: its *e-a* spells the /ā/ sound. (This is an uncommon sound for the *e-a* spelling.) I will highlight the word. I gesture using the vowel team gesture and read the word Great.

The words followed and without include vowel teams, but both are 2-syllable words, so we will not highlight them. Today's pattern words have just 1 syllable.

The word food has 2 letters side by side that spell 1 vowel sound: its *o-o* spells the /ū/ sound. So, I will highlight the word. I gesture using the vowel team gesture and read the word food.

Continue using the established process to finish identifying 1-syllable vowel team words in the next few sentences of this paragraph:

*Times were hard in big cities, small **towns**, and rural communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the WPA, people got jobs doing all kinds of things. Some built **schools**, hospitals, and **roads**, while others painted murals in post offices and wrote guidebooks. Some even delivered library **books** on horseback.*

**Note:** The words *their*, *through*, and *built* are not considered vowel team words because of their irregular vowel spellings.

**Now you will continue by scanning the next paragraph and highlighting 1-syllable vowel team words. Stop after line 30. Don't forget to make the vowel team gesture and read the word before you highlight it.**

I will give you 2 minutes, and then we will check your work together. There are 6 vowel team pattern words in this section. See if you can identify all 6.

(Display paragraph with the highlighted words.)

Let's read the highlighted words in this paragraph as you check your work. If you did not have a chance to finish highlighting, then highlight the additional words as we read them aloud. (Read aloud only the words at this time, not the entire text of the paragraph.)


### Answer Key

In 1936, the WPA established a **new** work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute **books** and magazines to small rural communities tucked into the mountains of eastern Kentucky. The people in this region lived especially hard lives during the Depression. They had **few schools** and no libraries, and their homes were old and outdated. People didn't have electricity or telephones, and they used horses and horse-**drawn** wagons instead of cars. The founders of the Pack Horse Library Project **aimed** to connect the people of rural eastern Kentucky to ideas and events happening around the world by bringing them a variety of reading materials.

**Note:** If students point out the e-y in *they* as a possible vowel team spelling, tell them this spelling of the long a sound is very rare and, therefore, considered irregular.


Now I will read the first paragraph aloud and mark a star next to each important idea and underline any words whose meanings or pronunciations I'm unsure of. Follow along with me as I annotate.

*The Great Depression that followed the 1929 stock market crash was a time when many people went without—without food, money, or homes.*

 **Think Aloud:** I will mark a star next to the first sentence. This sentence is an important idea because it gives me a glimpse into what life was like during the Great Depression.

I am also going to underline Great Depression because I don't know much about that event in history. If the article doesn't go into more detail, this is something I can research on my own. I can ask a librarian to help me find a book on this topic.

*Times were hard in big cities, small towns, and rural communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the WPA, people got jobs doing all kinds of things.*

 **Think Aloud:** I am going to underline the word rural because I am unsure what rural means. This is a Weekly Word, so we will study the meaning of this word later in the lesson.

I will also mark a star next to the sentences that state, “People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work ...” This is an important idea because it tells about a way the president helped Americans during the Great Depression.

Now you will read the rest of the article, stopping to make a star by each important idea and underline words you do not know. If you finish reading before the time is up, reread the article and highlight any 1-syllable vowel team words you can identify. (Students should not focus on highlighting pattern words until *after* they have read and annotated the article. **Option:** Highlighting the vowel team syllable words can be an application task assigned during a literacy station or used as a support activity during small group instruction.)



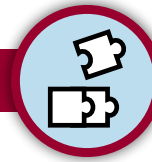
### Teacher Tip

Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

1. During whole-group reading time, pull together a small group of students (5 or fewer) who require extra support. Instead of having them read and annotate the entire article, use the process modeled above to read aloud the next paragraph. Continue the same process, reading the article paragraph by paragraph. As you do this, use the gradual release model: Have students read a paragraph or a few sentences by themselves, and then have them pause to share Think Alouds about how to annotate the section. If Think Alouds seem lacking, coach students on what to annotate. Continue this process until time is up. **Note:** The small group may not read the entire article, and this is okay. **The goal is quality over quantity**—strive for accurate reading and practice with supportive annotation.
2. As students read in the whole-group setting, kneel next to specific students and take anecdotal notes about reading habits, strategies, and needs for support.

**Listen for opportunities to provide corrective and/or positive feedback.**

Consistently providing feedback fosters proud, confident readers.

**Morphology**

7 min

**DEFINE**

Now we will use morpheme meanings to define the Weekly Words from the article.



Turn to page 38 in your Student Workbook. We will work together to identify the morphemes in the Weekly Words. Then we will use the meanings of the morphemes to write a definition for each word.

**CIRCULATE**

(Display sentence.) Read this sentence aloud with me.

*The magician will circulate around the children's birthday party.*

The underlined word in this sentence is circulate. What's the word? **circulate**

The first morpheme in this word is *circ*.

- *Circ* is a Latin root meaning "circle" or "ring."
  - Write *circ* in the first box under the word circulate.
- Repeat after me. The Latin root *circ* means "circle" or "ring." **The Latin root *circ* means "circle" or "ring."**

What's the suffix in this word? **-ate**

- The suffix *-ate* means "to cause or make."
- Write *-ate* in the empty box beside *circ*.
- Repeat after me. The suffix *-ate* means "to cause or make." **The suffix *-ate* means "to cause or make."**

What is the word? **circulate**

Using what I know about the meanings of the morphemes, watch as I build a definition for the word circulate.

- *Circ* means "circle" or "ring."
- The suffix *-ate* means "to cause or make."

Using the meanings of these 2 morphemes, I think the definition for the word circulate is "to make a circle."

**Note:** For this activity, the words are divided by morphemes, not syllables.

The magician will circulate around the children's birthday party.



circulate		
circ	ul	ate
circle, ring	to cause or make	

Now I will reread the sentence so that I can confirm or correct my definition.

- *The magician will circulate around the children's birthday party.*
- A context clue for the meaning of circulate is the word "around."
- I know that when you move around something, you walk in a *circle*.
- Based on the meanings of the morphemes and the context clues, I know the correct definition for the word circulate is "to make a circle." If you need to edit your definition, do that now.

## DISTRIBUTE

(Display sentence.) Read this sentence aloud with me.

*The teacher will distribute the students into assigned groups.*

The underlined word in this sentence is distribute. What's the word? **distribute**

What is the first morpheme in this word? **dis**

- The prefix *dis-* means "not" or "apart."
  - Write *dis-* in the first box under the word distribute.
- Repeat after me.
  - The prefix *dis-* means "not" or "apart." **The prefix *dis-* means "not" or "apart."**

The last part of this word is *tribute*.

- *Tribute* comes from a Latin word meaning "to pay or assign."
  - Write *tribute* in the empty box next to *dis-*.
- Repeat after me.
  - *Tribute* means "to pay or assign." ***Tribute* means "to pay or assign."**

What is the word? **distribute**

Using what you know about the meanings of the morphemes, try building a definition for the word distribute.

- Write your definition for distribute in your workbook. (Monitor students as they write their definition for the word, providing support as needed.)

Before having students check their definition, give them a chance to share ideas with a partner, or ask a few students to share aloud with the class.

The magician will circulate around the children's birthday party.



circulate		
circ	ul	ate
circle, ring	to cause or make	
to make a circle		

The teacher will distribute the students into assigned groups.

distribute	
dis	tribute
not, apart	to pay or assign



Now I will reread the sentence so that you can confirm or correct your definition.

- *The teacher will distribute the students into assigned groups.*
- Some context clues for the meaning of distribute include the words “assigned groups.”
- When a teacher assigns students to more than 1 group, it is so the groups can work apart from each other.
- The correct definition for the word distribute is “to assign apart (from others).” If you need to edit your definition, do that now.

The teacher will distribute the students into **assigned groups**



distribute	
dis	tribute
not, apart	to pay or assign
to assign apart (from others)	

## Response to Reading



2 min

Sometimes authors don't directly tell readers every detail of a story. In these cases, readers must use information from the text, along with what they know from their own lives, to form a more complete understanding of the story. When readers do this, they are **inferring**. There is a gesture we can use when we are inferring. (Model the gesture pictured in the right margin.) This gesture indicates we are combining what the author says with our own background knowledge, to help us “read between the lines,” or understand the text on a deeper level.

This week, we are going to use a graphic organizer called a **4-Step Inferring Table**. This chart will help you explain and evaluate an inference you have made.

### Inferring



(Display 4-Step Inferring Table.)

Step 1	Step 2
<p>The inference I made was _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Clues from the text that helped me make the inference are _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Step 3	Step 4
<p>This is what I already knew about the topic: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Inferring helped me understand what I was reading because _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>



Turn to page 39 in your Student Workbook to find your own copy of the 4-Step Inferring Table. Today you will fill out Step 1 of this table by making an inference based on text I will read aloud to you from the article “Kentucky Pack Horse Librarians.” As I read, notice what the text says about the job requirements of a pack horse librarian. Then use your background knowledge to help you infer what personality traits someone would need in order to become a good pack horse librarian. (RI.5.1)

(Display Paragraph 4 from “Kentucky’s Pack Horse Librarians.”)

Now listen and think as I read aloud this paragraph.

*Pack horse librarians, who were almost always women, came from the mountain communities they worked in. Their faces were familiar, and as a result, they were welcomed by most people. The librarians were paid \$28.00 a month—not a lot of money—but it was a good wage during the Depression. They had to provide their own horses, so many rented the horses from local farmers for 50 cents a week. Their days began early, at the small county library, where they chose reading materials and packed them into saddlebags.*

(Display prompt.)

Here is your prompt: What can you infer about the personality traits of a pack horse librarian? Write your inference in Step 1 of the table in your workbook. We’ll complete Steps 2 through 4 later in the week.

**Answer Key** (answers vary)

**Possible responses for Step 1:**

The inference I made was that pack horse librarians were...

- hard-working
- known by others
- friendly
- resourceful
- tough
- intelligent
- brave

## DAY 3

## Warm Up



3 min

**WORD CHAIN**

Today we will warm up with a word chain. Get your personal whiteboard and dry erase marker ready. In this word chain, you will listen to each word and change 1 sound in the word to make a new word. Ready? Let's begin.

**Note:** Remind students to write each new word under the previously spelled word, so that all 4 words are listed vertically by the end of the task.

The first word is flat.

- Word? **flat**
- How do we spell it? **f-l-a-t** Write it.

Change flat to flash.

- Which sound changes? **The /t/ sound changes to /sh/.**
- How do we spell the new word? **f-l-a-s-h**

Write the word flash under flat.

Next, change flash to slash.

- Which sound changes? **Change /f/ to /s/.**
- How do we spell the new word? **s-l-a-s-h**

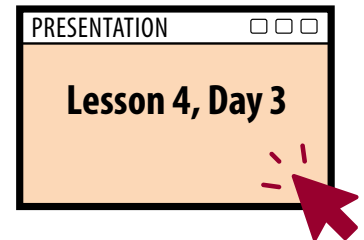
Write the word slash under flash.

Finally, change slash to slate.

- Which sound changes? **Change /ă/ to /ā/.**
- How do we spell the new word? **s-l-a-t-e**

Write the word slate under slash.

Let's read all 4 words. Ready? Begin. **flat, flash, slash, slate**



flat
flash
slash
slate



10 min

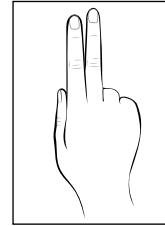
**Word Work**

**SOUND-SPELLING MAPPING**

Now we're going to practice spelling words that follow the vowel team syllable pattern. Before we begin, let's review the vowel team syllable pattern.

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for a vowel team syllable is 2 fingers together. Practice the gesture with me. **vowel team**



Watch how I use the sound-spelling boxes. I will write the letters that spell each sound in the boxes. Each box holds only 1 sound. All the words we spell today will have a long vowel sound spelled with 1 of these vowel team patterns.

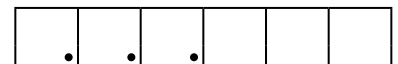
(Display the Vowel Sounds and Vowel Team Patterns chart. Keep the chart displayed throughout the following activity.)

Vowel Sounds	Vowel Team Patterns
Long a	ai ay
Long e	ea ee
Long i	igh
Long o	oa

The word is teeth.

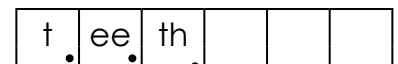
First, I figure out how many boxes I need.

- I finger-stretch and say the sounds—/t/ /ē/ /th/.
- There are 3 sounds, so I need 3 boxes. I tap and place a dot in the bottom right corner for each sound I hear—/t/ /ē/ /th/.



Now I write the letters that spell each sound. Remember, each box holds only 1 sound.

- The first sound in the word is /t/. I write the letter *t* in the first box.
- The vowel sound is /ē/. The long e sound in this word is spelled with the vowel team *e-e*. I write the vowel letters *e-e* together in the second box because, even though a vowel team is spelled with 2 or more letters, it is pronounced as 1 sound.
- The last sound is /th/. I write the letters *t-h* in the third box.
  - There are 2 or more letters (point to the vowel letters *ee*) side by side that are pronounced as 1 vowel sound, so this word follows the vowel team syllable pattern. (Gesture and say "Vowel team.")
- The word is teeth.



Now it's your turn.



Turn to page 40 in your Student Workbook. In your workbook you will see more sound-spelling boxes. Let's spell more words with the vowel team syllable pattern. Remember, each box holds only 1 sound.

Find the set of sound-spelling boxes next to the number 1. This is where you will spell your first word.

The word is croak. Word? **croak**

First, we will figure out how many boxes we need.

- Finger-stretch and say the sounds with me. /k/ /r/ /ō/ /k/
- How many sounds? **4**
- How many boxes do we need? **4** Say the sounds again and place a dot in 1 box for each sound in the word. /k/ /r/ /ō/ /k/

•	•	•	•		
---	---	---	---	--	--



Now we will write the letters that spell each sound. Remember, each box holds only 1 sound.

- What is the first sound? /k/ Which letter spells this sound? **c** Which box? **first box**
- Next sound? /r/ Which letter? **r** Which box? **second box**
- Next sound? /ō/ Which of the vowel team patterns displayed can spell the long o sound? **o-a** Which box or boxes? **third box**
- Last sound? /k/ Which letter? **k** Which box? **fourth box**
  - Why do we spell the /k/ sound with the letter *k* instead of the consonant digraph *c-k*? **The vowel sound is long.**
  - Remember, the /k/ sound is only spelled with a *c-k* when it *immediately* follows a short vowel. Otherwise, it's spelled with a *k*.
- Syllable type and gesture? **vowel team** How do we know? **2 or more letters side by side that are pronounced as 1 vowel sound**
- Word? **croak**

c	r	oa	k		
---	---	----	---	--	--

The next word is snail. Word? **snail**

First, we will figure out how many boxes we need.

- Finger-stretch and say the sounds with me. /s/ /n/ /ā/ /l/
- How many sounds? **4**
- How many boxes do we need? **4** Say the sounds again and place a dot in 1 box for each sound in the word. /s/ /n/ /ā/ /l/

•	•	•	•		
---	---	---	---	--	--

Now we will write the letters that spell each sound. Remember, each box holds only 1 sound.

- What is the first sound? /s/ Which letter spells this sound? **s** Which box? **first box**
- Second sound? /n/ Which letter? **n** Which box? **second box**
- Next sound? /ā/ Which vowel team pattern displayed can spell the long a sound? **a-i** Which box or boxes? **third box**
- Last sound? /l/ Letter? **l** Which box? **fourth**
- Syllable type and gesture? **vowel team** How do we know? **2 or more letters side by side that are pronounced as 1 vowel sound**
- Word? **snail**

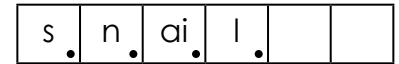
Now it's your turn. Here are the steps:

1. I will say a word and you'll repeat it.
2. Finger-stretch the sounds and place a dot in the bottom right corner of each box you'll need.
3. Write the letters. Remember that each sound gets its own box.
4. Say the syllable type.
5. Read the word to yourself.

### Answer Key

Words to Dictate	Correct Answers in Student Workbook
1. croak	c . r . oa . k .
2. snail	s . n . ai . l .
3. spray	s . p . r . ay .
4. flights	f . l . igh . t . s .
5. dream	d . r . ea . m .

**Note:** The vowel team pattern *ai* is most often found in the middle of a syllable or word, whereas *ay* is most often found at the end.



### Routine for Sound-Spelling Mapping

- Finger-stretch the sounds.
  - How many sounds?
  - How many boxes?
  - Dot boxes in workbook.
- Sound? Write the letter. (Repeat for each sound.)
- Syllable type and gesture?
- Word?



## Reading



8 min

**WEEKLY WORDS IN CONTEXT**

Today we are going to reread a portion of the article “Kentucky’s Pack Horse Librarians.”

(Display “Kentucky’s Pack Horse Librarians.”)



Turn to page 35 in your Student Workbook. Put your finger on the title of the article and read the title with me (line 15).

**Kentucky’s Pack Horse Librarians**

Now put your finger on paragraph 2. As I read, I’m going to pause at 1 of the Weekly Words. I’ll model how to define its morphemes. Then I’ll model how to define the whole word, based on its morpheme meanings and context clues from the article.

*In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute books and magazines to small rural communities tucked into the mountains of eastern Kentucky.*

**Think Aloud:** I am going to underline the word rural because it is from the Weekly Words list.

- First, I will give you the meanings of the morphemes in the word rural.
  - The first morpheme in this word is *rur*. *Rur* is a Latin root meaning “countryside, farm.”
  - The last morpheme is *-al*. The definition for the suffix *-al* is “related to, like.”
- Using what I know about the meanings of the morphemes along with “small . . . communities” (line 19) and “mountains” (line 20), I can determine the definition for rural.
  - The word rural means “related to the countryside or a farm.”

rural	
rur	al
countryside, farm	related to, like
related to the countryside or a farm	



Now I will identify a synonym or short phrase that I can insert into the sentence, in place of the word rural. I want to maintain the sentence's original meaning, so I need to make sure the synonym or short phrase makes sense in that context.

- Because the word *countryside* is in the definition, I am going to see if the word *country* makes sense in the context of the sentence.
  - Listen as I reread the sentence, inserting *country* in place of rural: *As part of this program, librarians rode on horseback to distribute books and magazines to small country communities tucked into the mountains of eastern Kentucky. Does this word make sense in this sentence? yes*
- Let's reread these lines aloud together and replace rural with *country*. (Reread lines 15-20 chorally.)

In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute books and magazines to small rural communities tucked into the mountains of eastern Kentucky.

country



Now it's your turn. Beginning at line 20, finish reading paragraphs 2 and 3 to learn more about pack horse libraries. There is 1 Weekly Word in this section we have not defined—librarian. Using the meanings of its morphemes and the context clues from the sentences, write a definition for this Weekly Word and identify a synonym.

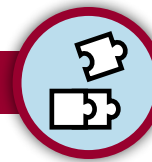
Follow these steps:

1. Read lines 20-40.
2. Pause and underline the Weekly Word. The word is librarian.
3. Write a definition for this word in the table on page 40 of your workbook.
4. Identify a synonym or short phrase that could replace the Weekly Word.
5. As I modeled for you, write the synonym or phrase in the margin, with a line connecting it to the Weekly Word.
6. Reread the paragraph with its replacement synonym or phrase.
7. Determine if the sentence still makes sense. If not, adjust the synonym or phrase until it fits the context of the sentence.

In a few minutes, I will ask volunteers to share the synonyms or phrases they chose.

**Answer Key**

librarian		
libr	ary	ian
book	relating to, place where, or quality	one who has a certain skill or art
one who has skill relating to books		
Synonym: (answers vary) curator, book specialist		

**Morphology**

7 min

**DEFINE**

Today you will review the meanings of the Weekly Words by identifying a synonym for each one. Remember synonyms are words that have the same meaning or similar meanings. (RI.5.4, L.5.5c)



Turn to page 41 in your Student Workbook. Here are the steps:

1. Read each sentence and look at the Weekly Word that is underlined.
2. Choose the word from the Word Bank that is the best synonym for that Weekly Word.
3. Use the synonym to replace the Weekly Word in the sentence. Then reread the sentence to make sure it still makes sense. If it does not, then try a different word.
4. Once you have found the best synonym to replace the Weekly Word, write the synonym in the box next to the sentence and cross it out inside the Word Bank.
5. You will use each word only once. There are 2 words that you will not use.

## Answer Key

Sentences	Synonyms
1. The <u>librarian</u> found the overdue book at the circulation desk.	<b>keeper of books</b>
2. Make ten copies of the invitation and <u>distribute</u> them to your friends.	<b>give</b>
3. We are used to living in a <u>rural</u> community, away from the noise of the city.	<b>farm</b>
4. Every heartbeat helps <u>circulate</u> blood through the body.	<b>flow</b>

Word Bank	
flow	advertise
pleasant	keeper of books
farm	give

## Response to Reading



2 min

In this week's article, the author provides information about the Pack Horse Library Project and describes the terrain that riders contended with during their daily commute.



Turn to page 41 in your Student Workbook. Create a mental image and describe what you picture when you hear the word *rugged* used in the following text. Listen as I read aloud paragraph 5 (lines 53-66). (RI.5.4, L.5.4a)

*There were very few roads in the mountains, and none were paved. The carriers took rugged mountain paths, cutting through the woods and riding over rocky, muddy ground. They often used creek beds as roads because they were flat and easy to follow. When a path took them up or down a steep hillside, riders got off their horses to keep the animals from slipping and falling. When the hills were too steep, carriers tied up their horses and continued by foot. Rain, snow, and sleet made the trips more difficult, but like mail carriers, the horseback librarians didn't let the weather stop them. They traveled between 50 and 80 miles a week.*

(Display sentence stem.)

Now write about your mental image. Use the sentence stem in your Student Workbook to jumpstart your response.

**Sentence stem:**

When I hear the word rugged, I imagine \_\_\_\_\_ .

**Answer Key** (answers vary)

**Possible student answer:**

When I hear the word rugged, I imagine rough land with steep hills on which it would be difficult to walk or ride horses.

## DAY 4

## Warm Up



3 min

**GUESS THE PATTERN**

To warm up today, you will “Guess the Pattern” for a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to guess this pattern. Once you have guessed the pattern, write a brief description of it on your whiteboard.

Ready? (Display the word list and set the timer for 2 minutes.) **Begin.**

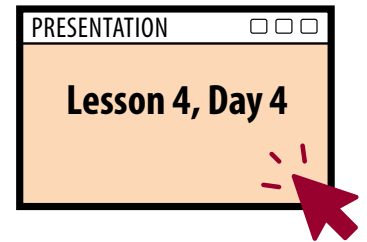
**Answer Key**

The pattern is: **words with the prefix *trans-*.**

Follow-up question: **Where do you find the prefix in a word? **at the beginning of a word****

Remember, a prefix is a word part that changes the meaning of a word. The prefix *trans-* means “across” or “beyond.”

Let’s read aloud these words with the prefix *trans-*. Ready? Begin.  
**translate, transfix, transcript, transit, transpire, transplant, transfuse, transpose**



translate	transpire
transfix	transplant
transcript	transfuse
transit	transpose

## Word Work



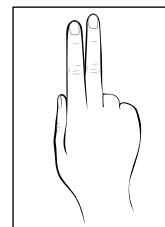
10 min

**SOUND-SPELLING MAPPING**

Now we’re going to practice spelling words that follow the vowel team syllable pattern. Before we begin, let’s review the vowel team syllable pattern.

The vowel team syllable pattern has (say it with me): **2 or more letters side by side that are pronounced as 1 vowel sound.**

The gesture for the vowel team syllable is 2 fingers together. Practice the gesture with me. **vowel team**



(Display the Vowel Team Patterns chart. Keep the chart displayed throughout the following activity.)



Turn to page 42 in your Student Workbook. Find the sound-spelling boxes next to number 1. Let's do the first word together. Remember, each box holds only 1 sound. Each word we spell today will be spelled with 1 of these vowel team patterns.

The word is *broil*. Word? **broil**

First, we figure out how many boxes we need.

- Finger-stretch and say the sounds with me. **/b/ /r/ /oi/ /l/**
- How many sounds? **4**
- How many boxes do we need? **4** Say the sounds again and place a dot in 1 box for each sound in the word. **/b/ /r/ /oi/ /l/**

Now we will write the letters that spell each sound. Remember, each box holds only 1 sound.

- What is the first sound? **/b/** Which letter? **b** Which box? **first box**
- Second sound? **/r/** Which letter? **r** Which box? **second box**
- Third sound? **/oi/** Which vowel team pattern displayed can spell the **/oi/** vowel sound in the *middle* of a word? **o-i** Which box or boxes? **third box**
- Last sound? **/l/** Letter? **l** Which box? **fourth box**
- Syllable type and gesture? **vowel team** How do we know? **2 or more letters side by side that are pronounced as 1 vowel sound**
- Word? **broil**

Now it's your turn. Here are the steps:

1. I will say a word, and you'll repeat it.
2. Finger-stretch the sounds and place a dot in the bottom right corner of the boxes you'll need.
3. Write the letters. Remember that each sound gets its own box.
4. Say the syllable type.
5. Read the word to yourself.

Vowel Team Patterns	
ai	ay
oi	oy
ea	
igh	
oe	



•	•	•	•		
---	---	---	---	--	--

**Note:** The vowel team patterns *ai* and *oi* are most often found in middle of a syllable or word, whereas, *ay*, *oy*, and *oe* are most often found at the end.

b	r	oi	l		
---	---	----	---	--	--



## Answer Key

Words to Dictate	Correct Answers in Student Workbook
1. broil	b . r . oi . l .
2. sighed	s . igh . ed .
3. trait	t . r . ai . t .
4. woes	w . oe . s .
5. eat	ea . t .
6. coy	c . oy .
7. leash	l . ea . sh .
8. tray	t . r . ay .

 Routine for Sound-Spelling Mapping

- Finger-stretch the sounds.
  - How many sounds?
  - How many boxes?
  - Dot boxes in workbook.
- Sound? Write the letter. (Repeat for each sound.)
- Syllable type and gesture?
- If a silent-e syllable, mark a V connecting the vowel letters.
- Word?

## Reading



8 min

Earlier this week, we discussed the inferring strategy and how good readers use it to understand details of a text that are not explicitly stated by an author. Inferring is often called “reading between the lines,” which is figurative language for what readers do in order to comprehend more about a text than what is written on the page.

Today you will continue to infer as you read, “Kentucky’s Pack Horse *Librarians*.” Remember, inferring involves using your own knowledge and experiences, along with the text, to gain a deeper understanding of something not stated in the text.

What gesture did we learn to use when inferring? **Put your index finger to your forehead, like you’re thinking of something.**

## Inferring





Turn to page 35 in your Student Workbook and point to paragraph 4 (line 41.) Today you will reread this paragraph to identify words and phrases that support the inference you made in Step 1 of the 4-Step Inferring Table. Remember, your inference was about personality traits a pack horse librarian would have needed in order to do the job well. Highlight the words and phrases as you come to them.

Then turn to page 39 and complete Step 2 of the 4-Step Inferring Table by recording the clues that helped you make your inference. (RL.5.1)

(Display 4-Step Inferring Table. This version of the table includes a model response for Step 1.)

Step 1	Step 2
<p>The inference I made was <b>pack horse librarians were brave women who cared about their communities.</b></p>	<p>Clues from the text that helped me make the inference are _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
Step 3	Step 4
<p>This is what I already knew about the topic: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Inferring helped me understand what I was reading because _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

**Answer Key** (answers vary)

**Possible responses for Step 2**

Clues from the text that helped me make the inference are . . .

- They came from the communities they worked in.
- They were welcomed by most people.
- They were paid a good wage for their work.
- They had to provide their own horses.
- Many rented the horses they used.
- Their days began early.
- They chose books to distribute.

**Teacher Tip**

Differentiation during whole-group reading time is key to building proficient readers. Here are a couple ideas:

1. Pull together a small group of students (5 or fewer) who require extra support. Ask students to whisper read the article to themselves. Lean in close to 1 student at a time. Ask the student to increase his or her reading volume slightly, while reading a short portion of the text. Listen and provide corrective feedback, if needed. Be sure to spend time with each student in the group.
2. As students read in the whole-group setting, kneel next to specific students and take anecdotal notes about reading habits, strategies, and needs for support.

**Listen for opportunities to provide corrective and/or positive feedback.**

Consistently providing feedback fosters proud, confident readers.

**Morphology**

7 min

**WORD CONSTRUCTION WITH MORPHEME CARDS**

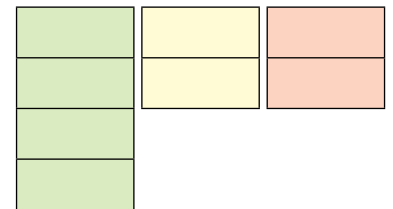
**Note:** Students will use their morpheme cards and morphology mat. Word Construction is most efficient and engaging when students are working in collaborative groups of 2-to-3 students. Manage materials by having each group share 1 set of morpheme cards and 1 morphology mat. Make 1 student responsible for preparing the green prefix cards, another for preparing the red suffix cards, and another for preparing the yellow root cards. Then have students begin building words with the cards. This is when the academic conversation gets exciting! As students construct new words, have them discuss how to decode and define the words.

**Today we will construct more words using prefixes, suffixes, and Latin roots. Remember, a root is a part of a word that has meaning but must be combined with 1 or more affixes to form a word. By changing the prefixes and suffixes attached to a Latin root, the meaning of the word will change.**

To help you construct words, you will need the following materials:

- 4 green prefix cards
- 2 yellow root cards
- 2 red suffix cards
- morphology mat

**We will use a morphology mat and colored morpheme cards to construct different words by changing the affixes attached to Latin roots.**



Remember, the color of a card helps you remember where to place a morpheme in a word.

- **Green cards** are for **prefixes**, which are found at the beginning of a word.
- **Red cards** are for **suffixes**, which are found at the end of a word.
- **Yellow cards** are for **roots**, which are the foundation of every word you will build.

Before we start constructing words, let’s prepare the morpheme cards by labeling them with the prefixes, suffixes, and roots we will use.

(Display labeled morpheme cards.)

- The prefixes we will use are *at-*, *con-*, *dis-*, and *ob-*. Label the green cards with these prefixes.
- Next, label the red cards with the suffixes: *-ment* and *-ous*.
- Finally, label the yellow cards with the Latin roots: *tain*, *tin/tinu*.
  - Even though these Latin roots have multiple spellings, they all have the same meaning—“to hold.”

Let’s construct the first word together. (Students should manipulate their cards with you during your model of the first word.)

- **Begin by placing the yellow root card *tinu* (/tĭn-ŭ/)** in the second rectangle.
  - The Latin root *tinu* means “to hold.”
- Next, I am going to choose a green prefix card to add to the root *tinu*.
  - Place the green prefix card *con-* on the mat, in the rectangle *before* the root *tinu*.
  - The prefix *con-* means “together, with.”
  - Add the vowel *e* at the end of *tinu*. When the root *tinu* occurs at the end of a word, the *e* is added because the vowel *u* rarely occurs at the end of English words.
- The word is *continue*. Say it with me. **continue**
- *Continue* means “to hold together.”
- Read this sentence using the word *continue* with me. **The rain will continue all weekend.**
- I write the word *continue* on the first line of the table.

at	tain	ment
con	tin tinu	ous
dis		
ob		



con	tinu		

<b>tain/tin/tinu</b>
continue

- Now I am going to choose a red suffix card to add to the mat *after* the root *tinu*.
  - I place the red suffix card *-ous* on the mat.
  - The suffix *-ous* means “characterized by.”
  - Because the root *tinu* is no longer at the end of the word, I will delete the *e* before adding the suffix *-ous*. You can choose to cross off the vowel letter *e* or erase it from your yellow card.
- What’s the new word? **continuous**
  - *Continuous* means “characterized by holding together.”
  - Read this sentence using the word *continuous* with me. *The continuous sound from the refrigerator kept me up all night.*
- Finally, I write the word *continuous* under the word *continue* in the table.



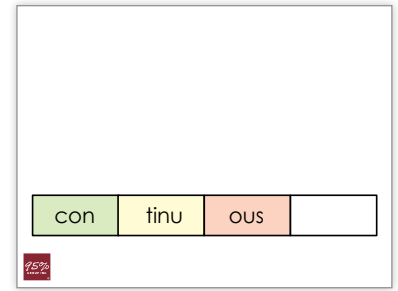
Now it’s your turn to construct more words. Turn to page 42 in your Student Workbook. You will see the words we just built using the root *tinu*. Construct 2 more words using the root *tain/tin/tinu*. Record your words in the table located in your workbook. To construct your words, follow these steps:

1. Place 1 of the root cards in a center rectangle on your mat.
2. Next, try adding green prefix and/or red suffix cards to the mat, next to the root, until you have built a word.
3. Record your words in the correct column in your workbook.
4. Repeat these steps until you have constructed the number of words needed to complete the table in your workbook.

Give students 2 minutes to build 2 more words before introducing the new routine below.

### Answer Key

tain/tin/tinu
continue
continuous
<b>Possible words:</b> attain, attainment, contain, containment, continuation, discontinue, discontinuous, obtain



tain/tin/tinu
continue
continuous

**Note:** Some words students build may not be “real” words. The objective for this task is to have students manipulate the morphemes to build words that can be decoded and defined, even if they are not “real” words. As you monitor students’ work, you can coach them on combinations to try.

Now let's define 1 of the words you may have constructed.

- Did anyone construct the word *attain*?

I will model how to define the word *attain*. Follow along by completing the table in your workbook on page 42. We will use the Morphology Key to help us.

- The word we are defining is *attain*. Spell the word aloud as you write *attain* in the box labeled "Word." **a-t-t-a-i-n**

Now let's use the Morphology Key to look up the morphemes.

- The prefix is *at-*. Find the prefix *at-* on your Morphology Key. Show me a thumbs up once you have identified its meaning.
  - What is the meaning of *at-*? **to, toward, in, or near**
- The Latin root is *tain*. Find the Latin root *tain* on your Morphology Key. Show me a thumbs up once you have identified the meaning of *tain*.
  - What is the meaning of *tain*? **to hold**

Using the meaning of the morphemes, the definition of the word *attain* is "to hold near."

- Write the definition for *attain*—"to hold near"—in the box labeled "Definition."
  - When you *attain* something, you get near to it or you reach it.
- Finally, we will write a sentence using the word *attain*. Here is an example: *If you work hard, you can attain your goal.*
- Create your own sentence using the word *attain*. Write it in the box labeled "Sentence."

Word: <b>attain</b>	Definition: <b>to hold near</b>
Sentence: (answers vary)	

If time permits, allow student volunteers to share their sentences.

## Response to Reading



2 min

Today we will continue our work with the inferring strategy.



Turn to page 39 in your Student Workbook and complete Step 3 in the 4-Step Inferring Table by telling what background knowledge helped you make the inference you wrote in Step 1. Look back at Steps 1 and 2 before beginning to write. (RI.5.3)

(Display the 4-Step Inferring Table. This version of the table includes model responses for Steps 1 and 2.)

Step 1	Step 2
<p>The inference I made was <b>pack horse librarians were brave women who cared about their communities.</b></p>	<p>Clues from the text that helped me make the inference are <b>they “rented horses from local farmers” to ride while doing their job, they “came from the mountain communities they worked in,” and “they were welcomed by most people.”</b></p>
Step 3	Step 4
<p>This is what I already knew about the topic: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Inferring helped me understand what I was reading because _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

### Answer Key (answers vary)

#### Possible responses for Step 3:

This is what I already knew about the topic:

- Librarians help people check out books.
- Pack horse librarians worked during the Great Depression.
- Parts of Kentucky are still very wild and mountainous.
- In the 1930s, people in rural Kentucky were without electricity, telephones, or roads.
- Pack horse librarians helped people in their communities keep with news from around the world.



## DAY 5

## Warm Up



3 min

**FOLLOW THE PATTERN**

To warm up today, you will “Follow the Pattern” of a list of words. Get your personal whiteboard and dry erase marker ready. I will display a list of words that follow a common pattern. You will need to use your word study knowledge to write at least 3 more words that follow this pattern.

**Ready?** (Display the pattern description and word list and then set the timer for 2 minutes.) **Begin.**

**Answer Key** (answers vary)

After students have finished, have them trade whiteboards with a partner and read their partners' words.

**Let's review.** What is a long vowel silent-e syllable? **1 vowel letter, 1 consonant, and an e at the end**

What type of vowel sound is found in a silent-e syllable word? **a long vowel sound**



The pattern is single syllable words with the long i silent-e syllable pattern.

bike	ripe
kite	slide

## Word Work



5 min



On page 43 of your Student Workbook, there are some lines for writing sentences. I'll tell you a sentence. You'll repeat it. Then you'll write it, and we'll check it together.

**First sentence:** Teams need to distribute the books before the crowd spreads out.

Repeat it with me. **Teams need to distribute the books before the crowd spreads out.** Now write it.

(Display sentence.)

**Now let's check it.** Look at this sentence. Place a dot under each letter and punctuation mark if you got it right. Correct it, if needed.

**Second sentence:** The seeds will circulate, grow, and bloom in her garden. Repeat it with me. **The seeds will circulate, grow, and bloom in her garden.** Now write it. (Repeat the correction procedure above.)

**Note:** Although there is a designated space in the **Student Workbook** for Sentence Dictation, you may choose to have students write the sentences on a half sheet of paper. Then you can collect the sentences as a method for monitoring progress.

## Reading



10 min

Today while rereading “Kentucky’s Pack Horse *Librarians*,” you are going to focus on synthesizing, or pulling together, all the knowledge you have about the Pack Horse Library Project. Think about the Essential Question for this lesson—*Based on information in the article about the job of pack horse librarian, what can you infer about the people who chose to serve their communities in this way?*



Turn to page 35 in your Student Workbook. As you read, continue to reflect on your inference about the personality traits of pack horse librarians and think about whether information from the article as a whole adds support for this inference. Also, think about the Weekly Words and how they connect to important ideas in the article.

Ready? Begin reading.

## Weekly Words

circulate  
distribute

librarian  
rural

## Morphology



7 min

### MORPHEME MANIPULATION

To practice spelling, decoding, and defining previously learned morphemes, we will build words in a chain.



Turn to page 44 of your Student Workbook. Here are the steps:

1. I will dictate 1 word from the Weekly Word list, and you will write it in the top left box.
2. We will review the meaning for each morpheme and then the definition for the word. You will follow along and complete the empty spots in the table located in your workbook. You can use your Morphology Key to help you.
3. Next, we will change 1 morpheme in the word to build a new word with a new meaning.
4. We will continue this process until we have 4 words in the chain.

Let’s begin. The first word is *circulate*. Word? **circulate**

- What is the Latin root? **circ** Spell it. **c-i-r-c** Write it in the top left box.
  - What is its meaning? **circle, ring** Write the meaning for *circ* in the white empty box to the right of the shaded box.

- To support a smoother pronunciation of the word, write the connecting vowel letter *u* and the consonant *l* next to the root *circ*.
- The last morpheme in this word is the suffix *-ate*. Spell it. **a-t-e** Write it at the end to finish spelling the word in the top left box.
  - The meaning for the suffix *-ate* is already written in your workbook. What’s the meaning? **to cause or make**
- The definition for the word *circulate* is “to make a circle.”
  - The definition for the word *circulate* is in your workbook but 2 keywords are missing. What keywords do you need to write to complete the definition? **make and circle**
- Here is an example of the word *circulate* in a sentence: *The teacher will circulate around the classroom, helping students as they work.*

Words	Meanings of Morphemes		Definitions of Words
circulate		<b>circ:</b> circle, ring	to <b>make</b> a <b>circle</b>
		<b>ate:</b> to cause or make	

Add the prefix *re-* to the word *circulate*. What’s the new word?

**recirculate**

- What is the prefix? **re-** Spell it. **r-e** Write it.
  - What’s the meaning for the prefix *re-*? **again, back** Write the meaning in the box to the right of where you just wrote *re-*.
- What is the Latin root? **circ** Spell it. **c-i-r-c** Write it.
- Add the connecting vowel letter *u* and the consonant *l* next to *circ*.
- What is the suffix? **-ate** Spell it. **a-t-e** Write it.
- Because *circulate* means “to make a circle,” what does *recirculate* mean? **to make a circle again**
  - Write the missing word to complete the definition for *recirculate*.
- Here is an example of the word *recirculate* in a sentence: *The tank will clean the water and recirculate it throughout the system.*

Words	Meanings of Morphemes		Definitions of Words
circulate			to <b>make</b> a <b>circle</b>
<b>recirculate</b>	<b>re:</b> again, back	<b>circ:</b> circle, ring	to make a circle <b>again</b>
		<b>ate:</b> to cause or make	

Change the word recirculate to reformulate.

- What morpheme changes? **The Latin root *circ* changes to *form*.**
- What is the new Latin root? ***form*** Spell it. **f-o-r-m** Write it.
  - The meaning of the Latin root *form* is “to shape or mold.” Write the meaning of *form* under where you wrote the meaning for *circ*.
- Add the connecting vowel letter *u* and the consonant *l* next to *form*.
- What is the suffix? **-ate** Spell it. **a-t-e** Write it.
- The definition for the word reformulate is “to cause to shape or mold again.”
  - The definition for the word reformulate is in your workbook but 2 keywords are missing. What keywords do you need to write to complete the definition? **shape and again**
- Here is an example of the word reformulate in a sentence: *The company plans to reformulate the packaging so the material is recyclable.*

Words	Meanings of Morphemes		Definitions of Words
circulate			to <u>make</u> a <u>circle</u>
recirculate	re: again, back	circ: circle, ring	to make a circle <u>again</u>
reformulate		form: to shape or mold	to cause to <u>shape</u> or mold <u>again</u>

Delete *ulate* from the end of reformulate. What's the new word? **reform**

- What is the prefix? **re-** Spell it. **r-e** Write it.
- What's the Latin root? **form** Spell it. **f-o-r-m** Write it.
- Using what you know about the meaning of the morphemes *re-* and *form*, what does *reform* mean? **to shape or mold back**
  - Write the missing words that complete the definition for reform.
- Here is an example of the word reform in a sentence: *In order to protect farming, we need to reform some laws.*

Words	Meanings of Morphemes			Definitions of Words
circulate	re: again, back	circ: circle, ring	ate: to cause or make	to <u>make</u> a <u>circle</u>
recirculate				to make a circle <u>again</u>
reformulate		form: to shape or mold		to cause to <u>shape</u> or mold <u>again</u>
reform				to <u>shape</u> or <u>mold back</u>

Let's read the 4 words together, starting at the top. **circulate, recirculate, reformulate, reform**

**Response to Reading**



5 min



Turn to page 39 in your Student Workbook and complete step 4 in the 4-Step Inferring Table. Look back at steps 1, 2, and 3 before beginning to write. (RI.5.3)

(Display the 4-Step Inferring Table. This version of the table includes model responses for Steps 1, 2, and 3.)

Step 1	Step 2
The inference I made was <b>pack horse librarians were brave women who cared about their communities.</b>	Clues from the text that helped me make the inference are <b>they "rented horses from local farmers" to ride while doing their job, they "came from the mountain communities they worked in," and "they were welcomed by most people."</b>
Step 3	Step 4
This is what I already knew about the topic: <b>Pack horse librarians lived in rural Kentucky, which, in the 1930s, was an isolated region with mountains and no electricity, telephones, or roads.</b>	Inferring helped me understand what I was reading because _____ _____ _____

**Answer Key** (answers vary)**Possible response for Step 4:**

Inferring helped me understand what I was reading because it made me better able to connect to who the pack horse librarians were as people and appreciate the risks they took and the services they provided.

If time permits, allow students to share their 4-Step Inferring Table responses.

**Spelling + Match the Meaning****5 min**

Turn to page 45 in your Student Workbook. Write your name at the top of page 45, carefully tear the page out, then put your workbook away.

This week, we practiced reading and writing 1-syllable vowel team words. Now it's time for a spelling test.

I will dictate 6 words that follow the vowel team syllable pattern. You will write the words next to the appropriate number in your workbook. Let's begin.

1. playing
2. coin
3. boats
4. showed
5. training
6. seed

Now I will dictate each Weekly Word and you will complete the word by filling in the blank with a correctly spelled morpheme or letter combination. After you have completed all the words, you will match each one to its definition by writing the definition's letter next to the word.

Words to Dictate	Letter	Definitions
7. <u>ci</u> rculate	c	a. related to the countryside or a farm
8. di <u>stribu</u> te	e	b. one who has skill relating to books
9. libr <u>ari</u> an	b	c. to make a circle
10. <u>ru</u> ral	a	d. act of keeping up (at something hard)
		e. to assign apart (from others)
		f. action of pulling (in) with



Passage

# KENTUCKY'S PACK HORSE LIBRARIANS



1 The Great Depression that followed the 1929 stock market crash was a time when many people went without—without food, money, or homes. Times were hard in big cities, small towns, and rural communities. People had lost their jobs. President Franklin Roosevelt wanted to help as many people as possible find work, so he started an organization called the Works Progress Administration, or WPA. Through the WPA, people got jobs doing all kinds of things. Some built schools, hospitals, and roads, while others painted murals in post offices and wrote guidebooks. Some even delivered library books on horseback.

15 In 1936, the WPA established a new work program called the Pack Horse Library Project. As part of this program, librarians rode on horseback to distribute books and magazines to small rural communities tucked into the mountains of eastern Kentucky. The people in this region lived especially hard lives during the Depression. They had few schools and no libraries, and their homes were old and outdated. People didn't have electricity or telephones, and they used horses and horse-drawn wagons instead of cars. The founders of the Pack Horse Library Project aimed to connect

the people of rural eastern Kentucky to ideas and events happening around the world by bringing them a variety of reading materials.

Here's how the program worked: A small library was set up in each mountain county. Books and magazines were donated to the library by churches, colleges, and larger libraries. Each library had one librarian who monitored the books and kept them organized. Five or six pack horse librarians, or carriers, would bring the materials to drop off points in the mountains. A drop off point might be a church, a one-room school, or a home.

Pack horse librarians, who were almost always women, came from the mountain communities they worked in. Their faces were familiar, and as a result, they were welcomed by most people. The librarians were paid \$28.00 a month—not a lot of money—but it was a good wage during the Depression. They had to provide their

own horses, so many rented horses from local farmers for 50 cents a week. Their days began  
 50 early, at the small county library, where they chose reading materials and packed them into saddlebags.

There were very few roads in the mountains, and none were paved. The carriers took rugged  
 55 mountain paths, cutting through the woods and riding over rocky, muddy ground. They often used creek beds as roads because they were flat and easy to follow. When a path took them up or down a steep hillside, riders got off their  
 60 horses to keep the animals from slipping and falling. When the hills were too steep, carriers tied up their horses and continued by foot. Rain, snow, and sleet made the trips more difficult, but like mail carriers, the horseback librarians  
 65 didn't let the weather stop them. They traveled between 50 and 80 miles a week.

For people living in the eastern Kentucky mountains, the most exciting days of the month were the days the "book woman" visited.

70 Young and old crowded around the book woman, eager to see what she had brought. She handed out picture books, novels, and poetry. Magazines like *Popular Mechanics*, *Women's Home Companion*, and *National Geographic*  
 75 were especially popular. The book women also distributed reading materials to one-room schoolhouses where the books and magazines would circulate through all the students in the school room.

80 The pack horse librarians had many stops to make, but they didn't hurry. Connecting with the people on their rural routes was part of the



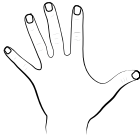

job. People liked to chat with the librarians and ask questions, such as how to care for a sick  
 85 child. Librarians often took the time to read aloud to an injured worker, an elderly person, or a child, who couldn't go to school. They also brought badly needed medicines and delivered news about other mountain families. Sometimes  
 90 a carrier was asked to contact a doctor or a midwife.

Although the pack horse libraries received many book and magazine donations, they always needed more reading materials. Librarians  
 95 were constantly repairing the materials to make them last as long as possible. They passed out bookmarks made out of old Christmas cards so people would not dog-ear the pages in books. Nevertheless, the materials eventually became  
 100 so worn they could no longer be repaired. Hardworking librarians clipped pictures and articles from the tattered pages and used them to make scrapbooks, which were distributed with the books and magazines.

105 All WPA programs were cut back in 1942 as the United States got ready for war. In 1943, money for the Pack Horse Library Project stopped altogether, and the program ended. The communities in rural eastern Kentucky no  
 110 longer had access to reading materials; however, this was only temporary. After county roads were improved, bookmobiles began to appear in the mountain communities. The pack horse librarians continued to deliver more than  
 115 books and magazines. They brought new ideas, information about hundreds of topics, and a love of reading to the people of Kentucky.

**DAY 1**

**Sort Words**

Words	Closed 	Silent-e 	Open 	Vowel Team 
1. rebe				
2. zoin				
3. cha				
4. thone	blath			woal
5. trox				
6. floud				
7. kib				
8. ni				
9. vaze				
10. tra				



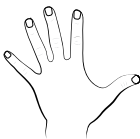

**Building Background**

List words or phrases you think could describe the pack horse librarians and their job. Also, list other things you observe in the photographs displayed.

A large spiral-bound notebook graphic with ten horizontal lines for writing.

## DAY 2

## Sort Words

Words	Closed 	Silent-e 	Open 	Vowel Team 
1. crop				
2. shine				
3. fly				
4. heat				
5. go				
6. tape				
7. shock				
8. blue				
9. lunch				
10. we				

## Define

circulate	
	ul
circle, ring	to cause or make
<b>Definition:</b>	

distribute	
not, apart	to pay or assign
<b>Definition:</b>	

### Response to Reading

Step 1	Step 2
<p>The inference I made was _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Clues from the text that helped me make the inference are _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Step 3	Step 4
<p>This is what I already knew about the topic: _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Inferring helped me understand what I was reading because _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## DAY 3

## Sound-Spelling Mapping

1. 

--	--	--	--	--	--

2. 

--	--	--	--	--	--

3. 

--	--	--	--	--	--

4. 

--	--	--	--	--	--

5. 

--	--	--	--	--	--

## Weekly Words in Context

<b>librarian</b>		
libr	ary	ian
book	relating to, place where, or quality	one who has a certain skill or art
<b>Definition:</b>		
<b>Synonym:</b>		

### Define

**Directions:** 1) Read the sentence.  
 2) Choose the synonym from the Word Bank that best replaces the underlined word in the sentence. 3) Reread the sentence with the synonym in place of the underlined word.  
 4) Cross off the word you used.  
 Each word in the Word Bank will be used only once.

Word Bank	
flow	advertise
pleasant	keeper of books
farm	give

Sentences	Synonyms
1. The <u>librarian</u> found the overdue book at the circulation desk.	
2. Make ten copies of the invitation and <u>distribute</u> them to your friends.	
3. We are used to living in a <u>rural</u> community, away from the noise of the city.	
4. Every heartbeat helps <u>circulate</u> blood through the body.	

### Response to Reading

What do you imagine when you hear the word rugged in paragraph 5 of this week's article?

*When I hear the word rugged, I imagine...*

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## DAY 4

## Sound-Spelling Mapping

1. 

--	--	--	--	--	--

2. 

--	--	--	--	--	--

3. 

--	--	--	--	--	--

4. 

--	--	--	--	--	--

5. 

--	--	--	--	--	--

6. 

--	--	--	--	--	--

7. 

--	--	--	--	--	--

8. 

--	--	--	--	--	--

## Word Construction

tain/tin/tinu
continue
continuous

<b>Word:</b>	<b>Definition:</b>
<b>Sentence:</b>	



**DAY 5**

**Sentence Dictation**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Morpheme Manipulation

Definitions of Words	to _____ a _____		to make a circle _____		to cause to _____ or _____ mold _____		to _____ or _____	
Meanings of Morphemes			<b>ate:</b> to cause or make					
Words								

### Spelling + Match the Meaning

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_

7. _____ ulate	
8. dis _____	
9. librar _____	
10. _____ al	

a. related to the countryside or a farm
b. one who has skill relating to books
c. to make a circle
d. act of keeping up (at something hard)
e. to assign apart (from others)
f. action of pulling (in) with

