2

Theme

THEME 2: Celebrating Traditions
CELEBRATING TRADITIONS

Selections

1 The Keeping Quilt
2 Grandma’s Records
3 The Talking Cloth
4 Dancing Rainbows
Today we are going to learn about family members. Who are some of the people in your family? Have students name various family members. Help them with the English pronunciation of each.

We are going to sing about a family. Listen as I sing. Display the song “My Whole Family” and sing it aloud to the tune of “On Top of Old Smokey.” Then have students sing the song with you.

Write grandmother, sister, brother, father, mother, and I on index cards. Tie string to each index card to make name tags to be worn around the neck. Have six students wear the name tags and stand in front of the group. Have the students sing the song again, letting the student who is “I” pretend that he or she is introducing the others in the song. Once students are comfortable with the song, let each person wearing a name tag sing his or her line. For example, “I” sings the first, second, and last lines; “grandmother” sings the third line; and “sister” sings the fourth.
Get Set to Read

Quilts, pages 158–159

SAY: We have talked about members of a family. Now let’s look at Anthology pages 158–159. Read the title and the first paragraph with me. What is a quilt? Now look at the photograph on page 159. What are the boys and girls holding up? What are some of the designs on the quilt?

Have students look at the small items illustrated on Anthology page 158. Ask them what is in the illustrations. Then read the second paragraph with students. ASK: What do some families use their quilts for?

The Keeping Quilt

Segment 1, pages 160–169

Lead students on a picture walk, using these prompts.

Pages 162–163: How are the people in these illustrations dressed? Do you think these people might live at the present time? How can you tell?

Pages 164–165: Which person in the pictures do you think is Anna? What is different about the way she is dressed? What color is her babushka?

Pages 166–167: What are the people in these pictures doing? Describe some of the patterns that you see.

Pages 168–169: What are the people in the picture celebrating?

Compound Words

Show or draw a picture of a dog and a picture of a house. SAY: This dog needs a house. We call a house for a dog a doghouse. Doghouse is a compound word, one word made from two words. Write the word doghouse on chart paper or the board, and place each picture under the corresponding smaller word. Do the same with cookbook, tablecloth.

Show or draw pictures of a bed, a room, a tooth, a brush, a farm, and a house. Review the words. SAY: These words can also be combined to form compound words. How would you put these words together? Have students work in pairs to come up with bedroom, toothbrush and farmhouse. Write the compound words on the board. Students may also enjoy analyzing words with parts that have very different meanings, such as butterfly.
Family Foods

Read the first paragraph on Anthology page 168: On Friday nights Anna’s mother would say the prayers that started the Sabbath. The family ate challah and chicken soup.

**ASK** What foods did the family eat on Friday night? (You may need to explain that challah is bread.) What are some foods that you might eat with your family on Friday night? Write the foods students name in a chart like the one shown. Add a column for each kind of food as it is named.

<table>
<thead>
<tr>
<th>Kinds of Food</th>
<th>Soup</th>
<th>Macaroni</th>
<th>Pizza</th>
<th>Fish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Koji</td>
<td>Selena</td>
<td>Alexis</td>
<td>Martin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Carlos</td>
<td>Tawana</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kim</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Chart It**

**ASK** What is your favorite kind of food? Choose one from the chart. As students respond, have them record their names in the appropriate column of the chart. As names are recorded, say sentences such as the following: Koji likes chicken soup. Selena likes macaroni.

**Multi-Level Response**

**Beginning/Preproduction**

**ASK** What is your favorite food?

**Early Production/Speech Emergent**

**ASK** How many students like tacos? macaroni? Do more students like pizza or tacos? How do you know?

**Intermediate/Advanced**

With students, write a short summary of the information in the chart: The family in the story ate chicken soup on Friday nights. We like to eat different kinds of foods. Two students like macaroni best. Most students like pizza best.
The Keeping Quilt

Segment 2, pages 170–179

Lead students on a picture walk, using these prompts.

Page 173: What is the family celebrating in this picture?

Pages 174–175: Describe one of the children on page 174. What do you think is happening in the picture on page 175?

Pages 178–179: In which of these two pictures are the people sad? In which picture are the people happy? How can you tell?

Common Nouns

Write these sentences on the board: The quilt on the table belongs to the girl. The table is in the kitchen. Ask students to name the persons, places, and things in these sentences. Underline the nouns. Then point out that these words are called common nouns, which name any person, place, or thing. Point out that common nouns do not begin with capital letters.

Practice by showing students pictures from the Anthology selection or pictures that you have in the classroom. Have them identify the persons, places, and things. Point out that common nouns answer the questions Who is this? or What is this?

Skill Objective

Students identify common nouns, and classify nouns as persons, places, or things.

Academic Language

• common nouns

Materials

• index cards
• chart paper

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Point out several things in the classroom. Ask What is this?

Early Production/Speech Emergent

Have students choose pictures in the story. Have them work in pairs to find pictures of persons, places, and things, answering the questions What is this? Who is this? Have students write the words with small letters.

Intermediate/Advanced

Give students index cards with common nouns from the story written on them. Have students classify the nouns as Person, Place, or Thing, Then have them record the nouns on chart paper.
**Family Traditions and Celebrations**

Read aloud the first sentence on Anthology page 173: *On Anna’s ninety-eighth birthday, the cake was a kulich, a rich cake with raisins and candied fruit in it.*

SAY: This family has a special cake to celebrate a birthday. In the story, the family has special food on Friday night and at weddings. What kinds of celebrations do you know about? Do you eat special food at some of them? What kind of foods do people eat at a wedding?

Write the celebrations students mention in a chart like the one shown.

<table>
<thead>
<tr>
<th>Celebration</th>
<th>Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birthday</td>
<td>cake</td>
</tr>
<tr>
<td>Wedding</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Cinco de Mayo</td>
<td></td>
</tr>
</tbody>
</table>

**Make up a Sentence**

Have students use the foods listed in the chart from Day 2. As students respond, record their answers on the chart. Then have students make up a sentence about one line on the chart, such as, *We eat turkey at Thanksgiving.*

**Vocabulary**

- birthday, wedding, Thanksgiving, cake, cookies, raisins, turkey

**Materials**

- Anthology
- chart paper
- Picture-Word Cards
  - birthday cake, raisins, wedding

(See Master ELL 2–3.)

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 2–1.

Display “Outdoor Fun” and read it with students, using the motions from Day 1. Write the following four words on the board: climbing, hiking, swimming, biking. Then say: *Find the word climbing in the poem. Show what climbing means.* Continue with each word. Have partners make word flashcards of the four words. One partner acts out a word. In response, the partner holds up the flashcard that names the action.

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Celebration Food**

<table>
<thead>
<tr>
<th>Birthday</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wedding</td>
<td></td>
</tr>
<tr>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>Cinco de Mayo</td>
<td></td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - ASK What is your favorite celebration?

- **Early Production/Speech Emergent**
  - ASK What do people eat at a birthday celebration?

- **Intermediate/Advanced**
  - SAY Describe a meal you might eat at Thanksgiving.
Word Families

Write these words on the board: cloud, cloudy, cloudiness. Have students look at the words and find what is the same in each of them. **SAY** If you look at these words, you will see that you can find one word that is the same in all of them. What is the word?

**Underline cloud.** Explain that cloud is the root word. Tell students that just as people in families are related and usually have the same name, words can belong to families and share a name, the root word. **SAY** This is how these words are related. This group of words is a family, a word family.

**Skill Objective**

Students understand and identify words that belong to the same word families.

**Academic Language**

- word family
- root word

**Beginning/Preproduction**

Give students some families of words: friend, friendship, friendly, friendliness and warm, warmly, warmth. Have partners underline the root words.

**Early Production/Speech Emergent**

Have students make cards with words from different word families such as friend, friendship, friendly, friendliness; warm, warmly, warmth; care, careful, carefully. Have students group them in the correct families and find the root word for each one.

**Intermediate/Advanced**

Give students cards with root words and cards with prefixes and suffixes. Have them use the cards as visual aids to form word families with as many words as possible.

**Leveled Reader**

Celebrating Traditions

*The Family Table*

by Penina Adelman

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Sewing Words

Read the third and fourth sentences on Anthology page 167: They cut out animals and flowers from the scraps of clothing. Anna kept the needles threaded and handed them to the ladies as they needed them.

**SAY** Today we will learn words for sewing. If possible, have available cloth scraps, scissors, a needle, and thread. (If you do not have these supplies, model the actions.) **SAY** First, we cut the cloth. Write this step on a sentence strip and model how to cut the cloth. Post the sentence strip on a chart.

Then write each of the following steps on sentence strips and demonstrate them for the class. Next, we put the thread through the needle. Then, we knot the thread. Finally, we sew.

**Follow the Steps** Have some students take a few stitches in the fabric while you supervise. Read the steps aloud with the students. Once students are comfortable with the steps, have each one read a sentence.

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**Materials**
- Anthology
- sentence strips
- cloth scraps
- scissors
- a needle
- thread
- Picture-Word Cards scissors, needle and thread
  (See Master ELL 2–3.)

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**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 2–1.

Have each student draw a picture of his or her family. Help students find the word family in the song. Have them copy it as a title for the picture. Then have students label each member of the family. Say: *Share the picture of your family by saying “I have a mother, I have two sisters; I have one brother.”* Let each student take a turn describing his or her family by completing the cloze sentence *I have _____.*
Comprehension Questions for the Anthology Selection

1. Look at Anthology pages 168–169. What is the celebration? What does Anna have over her head? What is it called? (Anna’s wedding; a canopy; a huppa)

2. Who is telling this story? Do you think it is a true story? Why? How does the author feel about the quilt? How do you know? (The author, Patricia Polacco, is telling the story. Yes. The author says that it is about her family. She loves the quilt. We know because of the way she describes it.)

3. Do you have a favorite family or neighborhood celebration? Tell about it. (Answers will vary.)

Common Nouns

Flashcard Game Form student groups of 3 or 4. Give each student an index card with a common noun written on side A, and the words person, place, or thing written on side B. Each student takes turns showing and saying aloud the word on side A. The first student to call person, place, or thing correctly takes the card. Side B faces the student holding the card so that he or she can check the answer. Give students 10 to 12 minutes to play.
**Vocabulary**
quilt, baby, child, teenager, adult

**Materials**
- Anthology
- chart paper
- drawing paper
- markers
- index cards
- photos of people of different ages

**Beginner/Preproduction**
See Master ELL 2–1.

Write mother, father, and grandmother on the board. Explain that people use different names for dad. Say: In the song, it says “this is my dad.” What other names have you heard for “dad?” List student responses under the word dad. Lead the group in singing the song, substituting the different names for dad. Repeat the activity with substitutions for the other names.

**Language Development 20–25 Minutes**

**Life Stages**

Read aloud the first sentence on Anthology page 170: When my Grandma Carle was born, Anna wrapped her daughter in the quilt to welcome her warmly into the world. **SAY** Anna wrapped the baby in the quilt. When you were first born, you were a baby. Copy the Sequence of Events chart on this page onto chart paper. Introduce the words baby, child, teenager, and adult.

**Sequence of Events**

First, I am a baby. Have students draw a baby in the first box on their paper. If possible, have them copy and repeat the sentence aloud. Show students photographs to help them differentiate among child, teenager, and adult as they draw each step. Complete the boxes with the following: Next, I am a child. Then I am a teenager. Finally, I am an adult.

**Multi-Level Response**

- **Beginning/Preproduction**
  ASK: Who is older, a baby or a teenager?

- **Early Production/Speech Emergent**
  Distribute four index cards with the words baby, child, teenager, adult on them. Have students put the life stages in order and share with the group.

- **Intermediate/Advanced**
  **SAY**: Describe the differences between a teenager and an adult.

**Theme 2: Celebrating Traditions**

**Theme 2/Selection 1: The Keeping Quilt**
Compound Sentences with \textit{and} and \textit{but}

\textbf{Explain} to students that they can improve their writing by combining two simple sentences into one compound sentence, using the joining words \textit{and} or \textit{but}. Remind them that a simple sentence expresses one complete idea. When they make a compound sentence, they show how their two simple sentences are alike or different. If the ideas are alike, they can use \textit{and} to join the sentences. If the ideas are different, they can use \textit{but}.

\textbf{Write} these two sentences on the board: \textit{The author’s children are grown up. They are ready to start families of their own.} \textbf{Ask} What word could join these two sentences? Have several students tell you how they would combine the two sentences. Then write on the board: \textit{The author’s children are grown up, and they are ready to start families of their own.}

\textbf{Write} these two sentences on the board: \textit{María loves her new quilt. Her cousin Ana doesn’t like it.} \textbf{Ask} What word could join these sentences? Who will give me a new sentence? Then write on the board: \textit{María loves her new quilt, but her cousin Ana doesn’t like it.}

\subsection*{MULTI-LEVEL PRACTICE}

\textbf{Beginning/Preproduction}

Write on the board two sentences such as these: \textit{Apples are my favorite fruit. My brother likes pears better.} Have students work in pairs to combine the two sentences.

\textbf{Early Production/Speech Emergent}

Write on the board several short, choppy sentences such as these: \textit{Sheila likes ice cream. María likes cake. Andrés plays soccer. Michael swims.} Have students work in groups to combine these sets of sentences.

\textbf{Intermediate/Advanced}

Give students a paragraph full of simple sentences. Have them work in pairs to rewrite the paragraph, combining the sentences that can be combined, using \textit{and} or \textit{but}. When they finish, bring them together as a group, and discuss the compound sentences they wrote.
People in Shows

SAY Many people can be in shows. Some sing, talk, or act funny. Display photographs of clowns, musicians, and actors. Write clown, actor, musician on the board. Have students identify the photographs.

Compare what clowns and actors do to a musician’s job. SAY Let’s read a poem about people in shows. Listen and watch as I read.

Read the poem “It’s Showtime!” using motions such as playing an instrument. Then have students read the poem with you. Have them do the motions as well.

Once students are familiar with the poem, have them point to the corresponding person when the name is said in the poem.

Vocabulary
laugh, clown, actor, play, listen, song, musician, singer

Materials
• photographs of clown, musician, actor
• chart paper
• Picture-Word Cards clown, actor, singer (See Master ELL 2-6.)

Technology
Get Set for Reading
CD-ROM Grandma’s Records

Education Place
www.eduplace.com Grandma’s Records

Audio CD
Grandma’s Records Audio CD for Celebrating Traditions
Get Set to Read
Salsa Music, pages 188–189

Say We have talked about different people in shows. Now let’s look at Anthology pages 188–189. Read the title and the first paragraph with me. What does the word salsa mean? What is a theater? Now look at the pictures on pages 188 and 189. Describe the musical instruments.

Grandma’s Records
Segment 1, pages 192–199

Lead students on a picture walk, using these prompts.

Pages 192–193 Who is the boy on page 192? Who is the woman on page 193? Describe what she is doing.

Pages 194–195 Why is the woman on page 194 holding her hand over her heart? What do you think the boy is doing with the pen and paper? What is he doing on page 195?

Pages 196–197 What is the boy drawing on page 196? What do the pictures represent? Can you name the things in the picture? What do you think the boy and his grandmother are talking about on page 197? Why?

Pages 198–199: Who are the people on pages 198 and 199? What are they doing? What is the boy holding in his hands?

Plurals

Show students several classroom objects, such as a book, chalk, a pencil.

Ask What do you see? Then hold up two or more of the same objects. Ask students to name them. Point out the difference between the singular and plural forms. Tell students that most nouns form the plural by adding s. Write on the board nouns that end in –es in the plural, such as watch and lunch. Ask students to give you the plural forms. Then write baby and family on the board. Ask students how to form the plural of these words. Point out that they must change the y to i before adding –es. Write the plurals of each of these words on the board. Make two columns on the board, with Singular on one side and Plural on the other. Ask several students to place the words from this lesson in the correct column.
Our Jobs

Read the last sentence on Anthology page 207 with students: And as I work, Grandma’s special song surrounds me. SAY When he grew up, Eric became an artist. His job is drawing pictures in storybooks.

Direct students’ attention to the illustration. ASK What do you want to be when you grow up? What job would you like to have? Record student responses on a chart similar to the one below.

When I Get Older

<table>
<thead>
<tr>
<th>Job</th>
<th>What I Do</th>
<th>Where I Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Draw pictures</td>
<td>Studio</td>
</tr>
<tr>
<td>Firefighter</td>
<td>Put out fires</td>
<td>Fire station</td>
</tr>
<tr>
<td>Doctor</td>
<td>Help people</td>
<td>Hospital</td>
</tr>
</tbody>
</table>

Divide students into three groups. Assign each group one column from the chart. Demonstrate how to make a sentence from the chart, such as, An artist paints pictures. A firefighter puts out fires. A doctor works in a hospital. Have each group say sentences using the information from their column. Record their sentences on chart paper entitled When I Get Older.

Mismatched partition error
Grandma’s Records
Segment 2, pages 200–207

Lead students on a picture walk, using these prompts.

Pages 200–201 What instruments are the musicians playing? Name them.
Pages 202–203 Where is the scene in the picture taking place? What is the
man doing? What is Eric looking at in the picture?
Pages 204–205 What is the man in the picture on page 204 talking about
with Eric? What are Eric and his grandma doing on page 205?
Pages 206–207 What is Eric bringing his grandma on page 206? Where is Eric
in the picture on page 207? What does he do in this place?

Proper Nouns

Review common nouns. Ask several students to say their first names. Write
their names on the board in one column. SAY These are the names of special
persons. They are called proper nouns. Write above the names Proper Nouns.
Have students name a place, for example, their city and state. Write this on the
board in the column. Then write in the column, Valentine’s Day. ASK What is
Valentine’s Day? Elicit from students that it is a holiday, which is a thing. Then
make a second column, labeled Common Nouns. ASK What is the common
noun for each of the proper nouns on the board? What is different about the
common and proper nouns? Explain that the common nouns begin with a
small letter and the proper nouns with a capital letter.
Days of the Week

Read the first sentence on Anthology page 192 with students: Every year, right after the last day of school, I’d pack a suitcase with my cool summer clothes, my favorite toys, and a sketchbook.

**Ask** On what day of the week does our school year end? Write the response on the board. Use a calendar if necessary. **Ask** How many days are there in a week? **Name the days of the week.** Elicit from students the days of the week. Write the words on large index cards. Point out that each day begins with a capital letter.

**Display** a large calendar. Have students use it to put the index cards with the days of the week in order. Once displayed in order, say each day of the week and have students repeat it after you. Keep the calendar in your classroom. Each day, mark off the date. **Ask** What day of the week is it today?

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**Ask** What day of the week is it today?

**Early Production/Speech Emergent**

**Ask** What day will it be tomorrow? On what days of the week do you come to school?

**Intermediate/Advanced**

With students, make a weekly list of activities Eric might do during the summer. Have them find information in the story for the list.
Dictionary Guide Words

Distribute dictionaries and ask students to open to a certain page. You may want to use the page that defines the word sing. Remind students that words in a dictionary are arranged in alphabetical order. Then direct their attention to the guide words at the top of the page.

Explain the use of guide words by pointing out the first and last word of each page. SAY The guide words tell you the first word and the last word on the page. ASK What are the guide words on this page? Write the words on the board; for example, silvery and sink. SAY Find the word sing on this page. Why is it on this page?

Skill Objective
Students recognize dictionary guide words and understand how to use them.

Academic Language
• guide word
• alphabetical order

Language Transfer Support
Be aware that some of your students’ primary languages may use a different alphabetical system. Emphasize practice of the English alphabet and correct alphabetical order. Use personalized alphabet charts for reference.

Leveled Reader
Celebrating Traditions
Grandfather’s Mask by Veronica Freeman Ellis
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

Selection 2: Grandma’s Records Day 3
**Hobbies**

Read Anthology page 196 aloud: *If it was too hot to go outside I’d spend hours looking through all of Grandma’s album covers. I’d pick out my favorites and make sketches of the art.* Write the following sentences on the board: *A hobby is something fun you like to do in your spare time.* Use the sentences to review the definition of **hobby**.

**SAY** Eric’s hobby is sketching. My hobby is (writing). What kinds of hobbies do you enjoy? Write the hobbies in a chart like the one shown.

<table>
<thead>
<tr>
<th>Favorite Hobbies</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sketching</td>
<td>Writing</td>
<td>Stickers</td>
<td>Gardening</td>
</tr>
<tr>
<td>Eric</td>
<td>Ms. García</td>
<td>Rosa</td>
<td>Mai</td>
</tr>
<tr>
<td>Rene</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASK** What is your favorite hobby? As students respond, have them record their names in the appropriate column of the chart. Comment on what students have recorded. **SAY** Eric likes sketching. Mai likes gardening. Ms. García likes writing.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What is Eric’s favorite hobby? Show it on the chart.

**Early Production/Speech Emergent**

**ASK** How many students like collecting stickers? Which hobby do the most students like? Do more students like gardening or writing?

**Intermediate/Advanced**

Have students write a short summary of the chart information: *In the story, Eric’s hobby is sketching album covers. In our class two students like collecting drawings. Most students like collecting stickers.*
Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

Define: album covers
An album cover is a sleeve for a record that is usually decorated with art or photographs. It helps protect the record from damage.

Model: She placed her hand over her heart.
Demonstrate how Eric's Grandma touches her heart. Point out the illustration on Anthology page 194.

Restate: Eric grew up
Eric became older.

Comprehension Questions for the Anthology Selection
1. Look at Anthology page 193. Does Grandma like to dance? Why? How do you know? (Yes. She loves music, and she looks happy.)
2. Who is telling the story? Do you think it is a true story? Why? Where does the story take place? (Eric Velasquez is narrating the story. Yes. Answers may vary. In New York City.)
3. Tell about a favorite hobby or an activity that you enjoy. (Answers will vary.)

Proper Nouns
Flashcard Game Form groups of 3 or 4 students. Give each group a set of index cards with common nouns and proper nouns written on them. Have students sort the cards into common nouns and proper nouns. Discuss the characteristics of each category and how students knew which ones were common or proper. Have students give more examples of each group. Give students a few sentences written with all small letters. Have them rewrite the sentences, applying the rules they have just discussed.
Cities

Read Anthology page 200 with students: *The theater was all the way up in the Bronx. We took the subway there, and Grandma was nervous during the whole ride.*

**SAY** The Bronx is in New York City. Today we are going to talk about what it’s like to live in a city. Tell what you know about different cities.

**Have students describe what they know about cities. Write their responses on the board. Review each of their responses by saying a sentence such as the ones that follow. SAY Cities have tall buildings. Many cities have subways people can ride.**

**City Life** Ask students to draw examples of city life on drawing paper. They might draw pictures of people riding a subway or going to a show. Have students write a description of the activity under the drawing. Display finished drawings on a bulletin board.
Correcting Run-On Sentences

**Remind** students that a sentence expresses one complete idea. Tell them that some writers make the mistake of writing two or more sentences as one sentence. Write examples on the board, such as, *Grandma and I dance together, we like listening to music, I have a great hobby, I like to sketch album covers.*

Read the run-on sentences out loud, without breath groups for punctuation, and ask students what they notice. **SAY** *These are called run-on sentences.*

**Prompt** students to correct the sentences by telling you where one sentence should stop, and the other begin. Remind them that each sentence begins with a capital letter and ends with a punctuation mark. Write the corrected sentences on the board: *Grandma and I dance together. We like listening to music. I have a great hobby. I like to sketch album covers.*

**Skill Objective**
Students identify and correct run-on sentences.

**Academic Language**
- *sentence*
- *complete idea*
- *run-on sentence*

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write on the board a run-on sentence, such as, *Eric likes listening to music, he dances with his grandma.* Have students tell you what the two sentences are. Then have a student write the two sentences on the board with the correct punctuation and capitalization.

**Early Production/Speech Emergent**
Have students read run-on sentences written on the board. Encourage several students to go to the board to correct them. Ask the rest of the group whether they agree, and why or why not.

**Intermediate/Advanced**
Have partners write sentences summarizing the story they have just read. Then have the partners work with another pair to check one another’s sentences. Ask them to pay special attention to run-on sentences. Help students correct them, and discuss how they know they are run-on sentences.
Continents and Countries

**SAY** Land areas on Earth are divided into continents. There are seven continents. We live in North America.

Display a globe or a map of the world. Write the words Africa, North America, South America, Antarctica, Europe, Australia, and Asia on the board. Have students go to the map or globe to locate the seven continents.

**ASK** What country do we live in? The United States is a country. It is on the continent of North America. Point this out on the map. **SAY** In the story, Aunt Phoebe visited Ghana. Ghana is a country. It is on the continent of Africa. Point this out on the map. You may wish to have students locate the countries and continents their families came from.

**Sing It Out** **SAY** Now we are going to sing about the seven continents. Listen as I sing. Sing “Seven Continents” aloud to the tune of “Happy Birthday to You.” Then have students sing the song with you, substituting a different continent with each verse. Once students are familiar with the song, have them point to the continent on the map when its name is sung.

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - **ASK** What is the name of the continent that you live on?

- **Early Production/Speech Emergent**
  - **ASK** What continent would you like to visit and why?

- **Intermediate/Advanced**
  - **ASK** Which continent is the largest? The smallest?
Get Set to Read

Handmade Cloth from Ghana, pages 214–215

SAY We have talked about continents. Now let’s look at Anthology pages 214–215. Read the title and the first two sentences with me. On what continent is Ghana? In what part of that continent is Ghana? Now look at the map on page 215. Point to Ghana. Look at the photograph on page 215. What does it show? What are some of the symbols you see?

The Talking Cloth

Segment 1, pages 216–223

Lead students on a picture walk, using these prompts.

Pages 218–219: How many people are in the family in the picture on page 218? Look at the woman on page 219. She is Aunt Phoebe. Describe what she is wearing. What do you think is hanging on the wall?

Page 221: Amber’s father is looking at something in this picture. What is it? What do you think is in it?

Pages 222–223: What is Aunt Phoebe holding? Describe the cloth. Describe the floor in the picture.

Contractions with ‘s, n’t, ’re, ’ll

Write this sentence on the board: When Amber wears her talking cloth, she knows that she’s an Ashanti princess. Underline the word she’s. Explain that she’s is a contraction, a shortened form of the two words she and is. Point out the apostrophe. Explain that the apostrophe takes the place of the letter i in is.

Write on the board: Her brother didn’t have his own cloth yet. ASK What is the contraction in this sentence? What two words does it replace? Underline didn’t and write the words did and not on the board. ASK What letter does the apostrophe take the place of? Give students other words that are contractions, such as we’re, we’ll, and so forth. Ask them what the two words in each are and what letter the apostrophe replaces.
Colors and Their Meaning

Read the first paragraph on page 223: Aunt Phoebe smiles and takes a cloth from the top of the basket. She unfolds it with a flourish—a long magic carpet. It runs like a white river across the floor. **ASK** What color is the cloth?

**Materials**
- Anthology
- Picture-Word Cards
- Stop light
  *(See Master ELL 2–9.)*

**Vocabulary**
- Flourish, magic carpet

**Beginning/Preproduction**
See Master ELL 2–7.

On separate cards, have students write one through seven (do not use numerals) and the continent names. Together with students, read the number word and the continent on each index card. Display “Seven Continents.” On a sentence strip write: **Number ____ continent is _____.** Tape it over line three of the song. Have a student choose two index cards to complete line three. Then sing the song. Repeat with different students and cards.

**Draw with Colors**
**ASK** What other colors have meaning? Students may share their experiences in the United States or what colors mean in their own cultures. Write their responses on the board. Working in pairs, have students illustrate some of the color meanings. Display their work.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**ASK** What color traffic light tells drivers to stop their cars?

**Early Production/Speech Emergent**
**ASK** What do drivers do when they see brake lights on a car ahead of them?

**Intermediate/Advanced**
**SAY** Explain the meaning of the color words in the drawing you did.
LITERATURE FOCUS 10–20 MINUTES

The Talking Cloth
Segment 2, pages 224–229

Lead students on a picture walk, using these prompts.

Pages 224–225: What color is the largest cloth on page 224? What color are the symbols on the cloth? Tell what you think the symbols mean. Look at the symbols on page 225. Tell what you think one of them means.

Pages 226–227: Amber’s little brother Fred has cloths around him. Describe the symbols. What do you think they mean?

Pages 228–229: Where do you think the family is in the picture on page 200? Is Amber happy or sad in the picture on page 201? How can you tell?

SKILL FOCUS: GRAMMAR 15–20 MINUTES

Singular and Plural Nouns

Remind students that nouns are words that identify persons, places, or things. Draw a two-column chart on the board. Label one side Singular Nouns (one) and the other side Plural Nouns (more than one). Point out people or objects in the classroom, and ask students to identify them. Write the nouns they give you in the appropriate column. You might elicit words such as girl, desks, books, class, watches, clock. Point out that you have used both columns. Ask what is different about each column. Guide students in saying that plural nouns end in s or -es. Tell students that most plurals end in s, but that a singular noun that ends in s, x, ch, or sh forms the plural by adding -es.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Show pictures of different objects, and have students identify them orally. Emphasize the sound of the plural s or -es when they refer to plural nouns, and have students imitate you.

Early Production/Speech Emergent
Give partners a list of regular plural words, and have them underline the s or -es ending in color. Have partners write the singular form of the word.

Intermediate/Advanced
Send students on a search around the room to record things that are plural. Give students five to ten minutes for the search, during which they record these plural words.
Symbols

Read the first sentence of paragraph three on Anthology page 225: Aunt Phoebe tells the meaning of some symbols on her cloth.

SAY: Find the symbols on page 225. Point to the symbols. How many symbols are there?

Display the Picture-Word Cards and pictures of other common street signs students see in your community. SAY: These signs are symbols that tell drivers what to do. What street signs do you know? What do they tell drivers to do?

Have students describe or demonstrate anything they know about what each symbol stands for. Take students for a walk in the neighborhood around your school, or look through magazines or books together. Have them find and identify signs and what they stand for.

Once students are familiar with the signs, have pairs of students pantomime driving cars and obeying signs you have placed around the room.

Vocabulary
symbols

Materials
• Anthology
• pictures of symbols on signs
• Picture-Word Cards
  stop sign, yield sign, crosswalk sign
(See Master ELL 2–9.)

IF NEEDED . . .

Beginning/Preproduction
See Master ELL 2–7.
Display “Seven Continents” and sing it with students. Using the continent name index cards from Day 2, ask students to repeat each word several times and match it to map. SAY: Find the word Asia in the song. Point to Asia on the map. Continue with the other continent names. Sing the song again, having students raise the card when you sing the word.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Distribute copies of the Picture-Word Cards. Have students color one or all of them.

Early Production/Speech Emergent
ASK: Which sign tells drivers to stop their cars? Which sign tells drivers to watch for people crossing the street?

Intermediate/Advanced
Have students write a short summary of what they saw on the neighborhood walk or in the magazines or books, similar to We looked for symbols in the neighborhood. First, we saw a flashing light. It stood for “school zone.” Then we. . . .

THEME 2: Celebrating Traditions
Rhyming Words

Explain to students that you want them to listen to how some words sound.

Say: Listen to what I say next. I want you to pay attention to the sound of these words. Listen for words that sound the same, that is, words that rhyme. I will read two lines at a time. I want you to listen for two words that rhyme, such as red and bed.

Recite a common rhyme, reading two verses at a time, such as the following:

Humpty Dumpty sat on a wall.
Humpty Dumpty had a great fall.
All the king’s horses and all the king’s men
Couldn’t put Humpty together again.

Have students raise their hands when they can tell you the two words that rhyme. Help them if they do not hear the rhymes at the beginning. Then read the other two verses in the same way.

Practice this activity with several short poems or rhymes that students are familiar with.

Skill Objective
Students identify words that rhyme.

Academic Language
- rhyme
- rhyming word

Leveled Reader
Celebrating Traditions
Rug Weavers
by Lee S. Justice
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Feelings

Read the first paragraph on Anthology page 228: I smile, thinking of it. This cloth means joy.

Ask: How did Amber feel? How do you know? Have students name other feelings they are familiar with. Write each feeling on a chart like the one shown.

Then write the following cloze sentence on the board: When I feel ____, I show it by ____.

Demonstrate how to complete the sentence with the first entry from the chart (When I feel joy, I show it by smiling.)

Let pairs of students copy the cloze sentence, choose one feeling from the chart, and complete the sentence. Encourage them to illustrate the sentence. Have pairs display their pictures and read the sentences aloud.

### Vocabulary
- feelings, smile, joy, frown

### Materials
- Anthology
- Picture-Word Cards
  - smile, frown
  - (See Master ELL 2–9.)

### IF NEEDED...

**Beginning/Preproduction**
See Master ELL 2–7.

Write the first and third lines in the song on sentence strips. Pair students, and give each pair a sentence strip. Say: We are going to read the words to our song. When you hear the line that is on your sentence strip, stand and hold it over your head. With the group, read each line and have students hold the matching line over their heads. Ask: Whose line has the word Earth in it? Whose line has the number one?

Show how you look when you feel joy. Do you show joy by smiling or frowning? Which feeling do you show by frowning? How does watching a good baseball game make you feel?

Have students write a short summary of the information in the chart, similar to the following: Today we talked about feelings. We can show that we feel joy by smiling.

### MULTI-LEVEL RESPONSE

- **Beginning/Preproduction**
  - Say: Show how you look when you feel joy.

- **Early Production/Speech Emergent**
  - Ask: Do you show joy by smiling or frowning? Which feeling do you show by frowning? How does watching a good baseball game make you feel?

- **Intermediate/Advanced**
  - Have students write a short summary of the information in the chart, similar to the following: Today we talked about feelings. We can show that we feel joy by smiling.
Selection Review

**Strategies for Comprehensible Input**  Use the Selection Summary and suggested strategies to support student comprehension.

- **Restate:** Once
  In the past, At one time, A long time ago

- **Explain:** symbols stand for ideas
  A symbol looks like one thing, but it tells about something else. For example, blue is a color, but it stands for, or takes the place of, love.

- **Model:** Amber feels like a princess.
  Point out the illustration on Anthology page 227. Demonstrate how a princess might act: confident, happy, and proud in a good way.

**Comprehension Questions for the Anthology Selection**

1. Have students use the illustrations in the selection to do a group retelling of the story.

2. Does Aunt Phoebe give enough details when she explains how the colors are symbols on the adinkra cloth? Explain your answer. **What are the details?**
   (Answers may vary. Possible answers: Yes. She says that the cloth talks, and then she explains the symbol of each color. White means joy, gold means riches, blue means love, and red is for sad times.)

3. Do you have a favorite family or neighborhood custom? **Tell about it.**
   (Answers will vary.)

**Singular and Plural Nouns**

**Board Game**  Write a list of four singular nouns in the center of the board. Divide students into two teams. Have one student from each team come to the board and write the plural form of the nouns on either side of the center list. Give them one minute. The team that spells all plural forms correctly (adding **s** or **-es**) wins a point. Write a new list until everybody has had a turn.
**Parts of the Body**

Read the third paragraph on Anthology page 227 with students. *She wraps the adinkra three times around my waist, then across one shoulder—and still it drags on the ground.*

**SAY** Aunt Phoebe wrapped the cloth around Amber’s waist. Point to your waist. Then Aunt Phoebe put the cloth across one shoulder. Point to your shoulders.

Have students stand in a circle. Teach students the Hokey Pokey by saying a line, doing the motions, and having students repeat it. Begin with body parts students are familiar with, and then introduce *shoulder, wrist, finger,* or ones whose English names students don’t know.

**Hokey Pokey**

You put your right foot in  
You put your right foot out  
You put your right foot in  
And you shake it all about.  
You do the hokey pokey  
And you turn yourself around.  
That’s what it’s all about!

**Vocabulary**

wrap, waist, shoulder, wrist, finger, elbow, Hokey Pokey

**Materials**

- Anthology
- Picture-Word Cards
  shoulder, wrist, elbow  
  (See Master ELL 2–9.)
Writing Complete Sentences

Write a complete sentence on the board, such as: *Amber makes a talking cloth for herself.* Point out the *subject,* and underline it with colored chalk. Point out the *predicate,* and underline it with a different color. Circle the capital letter at the beginning of the sentence and the punctuation mark at the end. Stress the fact that the sentence expresses a complete idea. Have students give you other examples of complete sentences. Write the sentences on the board, and have students point out and mark the same elements you did.

Write on the board examples of sentence fragments, such as *wants her own talking cloth, her Aunt Phoebe, The girl in the story, teaches her about symbols.* Have students find fragments that go together and tell them to you in sentences. Write the new sentences on the board.

Write other sentence fragments on the board, and have several students go to the board and add to them make complete sentences. Have students explain why they are adding each element. Have the rest of the class agree or disagree, explaining their reasoning.

Language Experience Activity  Show pictures from *The Talking Cloth,* and ask students to say some complete sentences about the story, based on the pictures. Write the sentences on chart paper as students say them. Work with students to correct the sentences that are not complete, adding on and explaining what is missing, or saying why sentences are not complete.

Skill Objective
Students improve their writing by writing complete sentences.

Academic Language
• sentence
• sentence fragment
• subject

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Give students a series of simple sentence fragments such as, *raining today, sick yesterday, reads a story.* Help students identify what is needed to correct each: capitals, subjects, verbs, and punctuation.

Early Production/Speech Emergent
Give students a few sentence fragments about *The Talking Cloth.* Have them use information from the story to rewrite the fragments, turning them into complete sentences.

Intermediate/Advanced
Have students summarize the story, using complete sentences. Encourage them to use the illustrations in the selection to remind them of important events.
Today we are going to talk about the weather. What can you tell me about today’s weather? Have students describe or demonstrate what they know about weather.

Display the poem “Weather Changes” and read it aloud. As you read, pantomime the second line in each couplet. Then have students read and pantomime the poem with you.

Display the calendar you used for Day 3 of Grandma’s Records. At the end of each day, record that day’s weather on the calendar in the way shown here.

Divide students into three groups. Assign each group one couplet from the poem. Give them butcher paper to illustrate their couplet. Then reread the poem, saying the first line of the couplet and letting that group pantomime that activity. Review the words rainy, windy, sunny, and cloudy.

What’s the Weather? Have students act out their favorite part of the poem.

BEGINNING/ PREPRODUCTION
Have students act out their favorite part of the poem.

EARLY PRODUCTION/ SPEECH EMERGENT
**ASK** On what day was the weather cloudy? How many days had rainy weather? What is your favorite weather?

INTERMEDIATE/ ADVANCED
Have students write a short summary of one week’s weather: We recorded the weather for one week. At first, it was sunny.
Get Set to Read

Native American Dance, pages 234–235

SAY Today we will talk about Native American Dance. Let's look at Anthology pages 234–235. Read the title and the first paragraph with me. How do Native American children learn their culture's dances? Now look at all of the photographs on these two pages. How are the people dressed? Why do you think they are dressed this way? Read the second paragraph with students. ASK What are the meanings of some of the dances?

Dancing Rainbows

Segment 1, pages 237–245

Lead students on a picture walk, using these prompts.

Pages 238–239: The photo on page 238 shows Curt and his grandpa, Andy. What do you think grandpa is holding? Describe how both people are dressed. What are they doing on page 239?

Pages 240–241: Do you think Curt and his grandpa are good friends? Why? Look at the drum on page 241. What picture is on the drum? Why do you think it is there?

Pages 242–243: What do the dancers have on their beads? Why might they be wearing these items? Describe the horno, or oven, on page 243.

Pages 244–245: What do you think Andy is doing?

Skill Objective

Students form plural of words ending in ch, sh, x, and s.

Academic Language

- singular
- plural

Plurals with ch, sh, x, s

Show students pictures or real objects, such as bench, dress, box, dish, fox. Write the singular and plural forms for the words on the board. ASK How do the plural forms end? Underline the endings. Explain that because these words end in ch, sh, x, and s in the singular, you added -es to make them plural. Say the words, emphasizing the final sounds. Provide more examples, and call on students to change the singular form to the plural form. Have students say all of the words with you.

Draw a two-column chart on the board. Label one side Singular Nouns (one) and the other side Plural Nouns (more than one). Write words ending in ch, sh, x, and s, such as the ones listed above, on the board. Have students write the plural on the chart.
Farm Crops

Read the first two sentences in the second paragraph on Anthology page 239:
"Curt’s ancestors were farmers. They grew corn, beans, and squash."

Display the Picture-Word Cards of corn, beans, and squash or display real vegetables for students to see and touch. Name each food and write it on the board. SAY What other kinds of foods are grown on farms?

Write the foods students mention in a chart like the one shown. Add a column for each type of food named.

Choose Your Favorites Call on each student. ASK Which of these foods do you like? Choose one from the chart. As students respond, have them record their names in the appropriate column. Give students time to record their names. SAY Luis likes corn. Yi likes squash.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
ASK What is your favorite food grown on farms?

EARLY PRODUCTION/ SPEECH EMERGENT
ASK What kind of food is Alberto’s favorite? Do more students like beans or squash? How do you know?

INTERMEDIATE/ ADVANCED
Have students write a short summary of the information in the chart, similar to the following: Today we talked about foods that are grown on farms. In our class, three students like corn, and so forth.
**Dancing Rainbows**

**Segment 2, pages 246–255**

Lead students on a picture walk, using these prompts.

**Pages 246–247:** Describe the face paint in the pictures on page 246. What are the men doing on page 247? Would you like to do this? Why?

**Pages 250–251:** Do the children dance well? Why do you think this?

**Pages 252–253:** What kind of dance are Curt and Andy doing here? Why do you think they would choose such a bird?

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**Special Plural Nouns**

**Draw** a chart on the board showing the following singular and plural nouns: baby/babies, city/cities, country/countries. **ASK** What is the rule for forming the plural of these nouns? How do the letters change? **SAY** Singular nouns ending with a consonant + y change the y to i and add -es to make the plural. Write some words such as sky and family on the board for students to change.

**Explain** that there are some words that do not follow any of these rules and that they have special plural forms. Write on the board in a column the words man, woman, child, tooth, foot, mouse. Then write the plural forms: men, women, children, teeth, feet, mice. Finally, write nouns whose plural form is the same in the singular and plural: deer/deer, sheep/sheep. **Model** the plural form orally, and practice using the words in sentences.
Musical Instruments

Read aloud the first paragraph on Anthology page 247: **BOOM! BOOM!**

**BOOM!** The drummers move through the crowd.

**SAY** Find the drums in the picture on page 247. How do the men play the drums? What other musical instruments do you know about?

Have students describe and demonstrate musical instruments. Write the name of each instrument in the outer circles of a web on the board.

- **piano**
- **drum**
- **violin**
- **guitar**
- **trumpet**

**JOIN THE BAND**

Have students name an instrument. **ASK** What sound does it make? How do you play it? What does it look like? Have students draw the instrument or pantomime how it is played. Give them time to respond. **SAY** A drum goes “Boom! Boom!” I can beat a drum. A drum is round and flat.

**BEGINNING/PREPRODUCTION**

**SAY** Show how you would play a drum. Make the sound of a drum.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** Which instrument is the loudest? Which is the smallest? What does a drum look like?

**INTERMEDIATE/ADVANCED**

**ASK** What instrument would you like to play? Why? If I handed each of you a trumpet, how would you play it? What would it sound like in our classroom?
Dictionary: Definitions

**Choose** a dictionary entry with more than one definition, such as *age* or *watch*, for example, or use the partial entry shown.

**dance** *verb* 1. To move with rhythmic steps and motions, usually in time to music. 2. To skip about or bob up and down: *Moonlight danced on the ocean.* *noun* 1. A set of rhythmic steps and motions, usually performed to music: *Tewa children learn their dances when they are very young.* 2. A gathering at which people dance. *My brother went to the school dance.* 3. One round or turn of dancing: *May I have this dance?*

*dance* (däns) *verb* danced, dancing  *noun*, plural *dances*

**Explain** the different parts of the definition. Present a sentence in which the word defined is used, for example: *Tewa children dance for special feasts.* Have students look at the definition and decide which one applies. Discuss how they knew which one was the appropriate definition.

**Skill Objective**
Students recognize and understand how to use dictionary definitions.

**Academic Language**
- dictionary entry
- definition

**Language Transfer Support**
Be aware that some of your students’ primary languages may use a different alphabetical system. Emphasize practice of the alphabet as well as alphabetical order.

**Leveled Reader**
*Celebrating Traditions*  
*Parade in Valencia* by Anne Miranda  
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Baking

Read the first two sentences on Anthology page 243: The smell of baking bread welcomes Curt and Andy home from the dance. For Feast Day, Curt’s mom and relatives all help bake over seventy loaves of bread in the horno, an oven for baking bread, cakes, and cookies.

Ask: What kinds of foods did Curt’s mom bake in the oven? What other kinds of foods are baked in an oven? Think about foods you might have seen in a bakery.

Record student responses on the board.

Using grocery and bakery ads, have groups of four students make collages of baked goods. Then have each group write four sentences about their collage following this sentence pattern: _____ is baked in an oven. Encourage students to share their collages and read one sentence they wrote.

Vocabulary
loaves, bread, cakes, cookies, oven, kitchen

Materials
• Anthology
• grocery and bakery ads
• scissors
• glue
• markers

Beginning/Preproduction
See Master ELL 2–10.

Write blows, fall, and roars on the board. Have students say each word several times. Ask: Find the word blows in the poem. Show what blows means. Continue with each word. Have student pairs make flashcards of the three verbs. Then have partners take turns reading each word and acting it out.

Make a Collage
Using grocery and bakery ads, have groups of four students make collages of baked goods. Then have each group write four sentences about their collage following this sentence pattern: _____ is baked in an oven. Encourage students to share their collages and read one sentence they wrote.

Beginning/Preproduction
Ask: What is your favorite kind of baked goods?

Early Production/Speech Emergent
SAY: Name one food baked in an oven. Look at the list on the board. Which food is your favorite? When do you like to eat it?

Intermediate/Advanced
SAY: Imagine that you have walked into a kitchen. The oven was just opened. What do you smell? What do you see? What do you feel? What will you taste?
Dancing Rainbows

Strategies for Comprehensible Input

Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** Feast Day
This is a special holiday that all of the people celebrate every year.

**Restate:** respect for the earth
love and care for the land on which they grow crops

**Model:** Tewa children learn to dance when they can walk.
Demonstrate a very young child walking and then dancing.

Comprehension Questions for the Anthology Selection

1. Look at the illustration on Anthology page 249. Does Andy enjoy doing the dance? How can you tell? (Yes. He is smiling and looks confident.)

2. What is the main topic of this selection? State the main idea. Does the author use supporting details? What are some of these details? (Tewas and their dances; the importance of the dances. Suggested answers: Dances are prayers for curing the sick, for giving thanks for crops, and dances are also fun.)

3. Do you have a favorite family or neighborhood celebration? Tell about it. (Answers will vary.)

Special Plural Nouns

**Special Picture Clues** Have pairs of students work together to create their own special picture clues for the special plural forms. Students can draw a foot, a man, a woman, a tooth, a mouse, and so on. Then have them exchange their clues with another pair of students who will then write both the singular and plural forms. Chart the singular and plural forms of these special nouns and post them in the room and on the Word Wall.
Vocabulary
swoop, soar, land, circle, rest, eagle, birds, robin, feathers

Materials
• Anthology

IF NEEDED...

Beginning/Preproduction
See Master ELL 2–10.
Divide students into three groups. Assign each group one couplet from the poem. Have them copy the couplet on butcher paper. Then have them draw a picture to illustrate the weather in their couplet. Display the three pictures and have a choral reading of the poem, with each group reading its two lines.

Languages Development 20–25 Minutes

Birds and What They Do

Read the first two sentences in the second paragraph on Anthology page 252:
Curt and his brothers do the Eagle Dance. They swoop, soar, land, circle, and rest.

**ASK** What kind of bird is Curt pretending to be? How does an eagle move? Today we are going to learn about birds. What birds do you know?

Have students describe or demonstrate birds they know. List on the board the birds they mention. Choose two birds students are most familiar with. Draw a Venn diagram to compare and contrast the two birds.

**Add to the Diagram**

**ASK** Where does an eagle live? What does a robin look like? Record responses in the diagram. **SAY** An eagle is big. A robin is small. Both have feathers.

**Multi-Level Response**

**Beginning/Preproduction**
**ASK** Where does an eagle live? Where does a robin live?

**Early Production/Speech Emergent**
**ASK** What bird is big and lives in the mountains? How would you move like an eagle?

**Intermediate/Advanced**
With students, write a paragraph that summarizes the information in the Venn diagram.
Audience

Write and say the word *audience*. Ask students what the word means. Then review the usual meaning of audience as people watching and listening to a performance or a speech. **SAY** The word *audience* has a different meaning, which is related to writing. When you write, you need to think about who will be reading your writing. These people are your audience.

Show students different examples of pieces of writing for different audiences, such as children’s books, young adults’ fiction, a technical manual, a newspaper article, a magazine article. Discuss the length of the writing and different elements, such as illustrations, diagrams, and vocabulary. **SAY** When you write, think about who will read your writing. Think about what they know about your subject. Use words your audience will understand.

Distribute samples of different kinds of greeting cards, and have students work in groups to decide what the intended audience might be. Then discuss how they can tell whether they are for an adult, a child, a formal or informal occasion, and so on. Discuss how a letter or card would change according to the audience. Model writing a card for a friend, the principal, your mom. Write samples on the board. Have students decide whom they will write a card for, and have them design and write their own cards.

**Skill Objective**

Students learn to write for a specific audience.

**Academic Language**

- audience

**Materials**

- greeting cards

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have students think of someone for whom they could make a birthday card: a parent, another relative, or a friend. Have them fold a piece of paper in half, and write a simple one-line or two-line verse on the inside. Then have them draw an illustration on the outside of their card.

**Early Production/Speech Emergent**

Have students form groups to write an invitation to a party. Have them decide who will be invited. For example, if the party is for children, the invitation should sound that way. Have them share their invitations with other groups.

**Intermediate/Advanced**

Have students work in groups to design a card welcoming a new student to their class. Have them write a short greeting and illustrate the card.

**SELECTION 4:** Dancing Rainbows  DAY 5