Theme 4: Animal Habitats
Selections

1 Nights of the Pufflings
2 Seal Surfer
3 Two Days in May
Today we are going to talk about the four seasons and when they occur. What do you know about the four seasons? Point out that autumn and fall are two words for the same season.

Display the poem “Seasons.” 

Listen and watch as I read this poem about the four seasons. As you read the poem aloud use motions such as hands as falling leaves, arms as bird wings, fanning in the heat of summer, and shivering in winter.

Read the poem again, having students repeat each line. Then read it with students, and have them do the motions with you. Ask: What do you see in fall? How do you feel in summer?

Help students locate the names of the months within the poem and record them in a chart as shown. Use a calendar to fill in the other months.

Seasons

It’s September. The leaves come down from trees that are short and tall. It must be fall!

It’s December. The cold wind makes me shiver — brr! It must be winter!

It’s March. I see birds flying and hear them sing. It must be spring!

It’s June. Here comes the band. I see the drummer. It must be summer!

Label and color the pictures fall, winter, spring, or summer.

Divide students into four groups, assign each a season, and have them paint and label murals of the season.

MULTI-LEVEL RESPONSE

ASK What happens to leaves in the fall?

ASK What month is it right now? What season is it?

ASK When does the weather change from warm to hot? Hot to cool?
Get Set to Read

Explore Iceland, pages 16–17

SAY We have talked about the four seasons and when they occur. Now let’s look at Anthology pages 16–17. Read the title and the first paragraph with me. Where is Iceland? Is there a lot of ice there? How many seasons are there in Iceland? How long does the sun shine in June?

Read the second paragraph with students. ASK Where do most people in Iceland live? Why do they know the ocean well?

Nights of the Pufflings

Segment 1, pages 18–25

Lead students on a picture walk, using these prompts.

Pages 20–21: Look at the pictures on page 20. What do you think the children are doing? What do you think the girl in the picture at the bottom is doing? Look at the bird on page 21. Describe this bird.

Page 22: The birds in this picture are called puffins. Where do you think they are in this picture?

Page 23: What is the girl Halla doing? Do you think she is having fun? How do you know?

Pages 24–25: Describe the wings of the puffin on page 24. What is the boy on page 24 doing? What do you think the puffin on page 25 has in its mouth? Why do you think it has this in its mouth?

Syllabication and Review

Write on the board examples of compound words, words with double consonants, and words beginning with vowels. For example, write weekends, village, over.

Practice the rule for syllabication for each group. Give students cards with different words. Have them identify the syllables and fold or mark the card where the syllables divide. Have students explain the way they divided words.
Signs of the Seasons

Have students find Anthology page 23. **SAY** Look at the picture of Halla. What is the weather like in summer? Then read the first sentence on page 23: *In the summer, while Halla splashes in the cold ocean water, the puffins also splash.* Review the chart from Day 1. **SAY** Halla swims in the summer. Ask students what they know about the weather for each season. Help them identify other signs of each season. Record their responses on a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Season</th>
<th>Signs of the Season</th>
<th>What Happens</th>
</tr>
</thead>
<tbody>
<tr>
<td>spring</td>
<td>warmer weather</td>
<td>flowers bloom</td>
</tr>
<tr>
<td></td>
<td>new leaves on trees</td>
<td>baseball</td>
</tr>
<tr>
<td>summer</td>
<td>hot weather</td>
<td>swimming</td>
</tr>
<tr>
<td></td>
<td>not much rain</td>
<td>barbecues</td>
</tr>
</tbody>
</table>

**Make Season Mobiles**

Go back to each season on the chart and help students identify activities they do during that season. Divide students into four groups and assign each group a season. Provide old magazines and catalogs. Have each group cut out pictures that show signs and activities of the season. Mount them on tagboard or cardboard and hang them from hangers to make season mobiles.
**LITERATURE FOCUS**

**Nights of the Pufflings**

**Segment 2, pages 26–33**

**Page 27:** What are the children doing? Is it day or night? How do you know?

**Page 28:** What is on both sides of the village? What is in front of the village?

**Page 29:** Why does the child in the photo at the bottom have a flashlight?

**Page 30:** What do you think the children will do with the puffling?

**Page 31:** Where do the children put the pufflings at night? What are they doing on page 31? Will the pufflings be safe? How do you know?

**Page 32:** What has Halla done on page 32? Where is the puffling? Do you think it is very cold in the village? How do you know?

**SKILL FOCUS: GRAMMAR**

**The Verb be**

**Write** sentences on the board, using the different forms of the verb *be* in the present tense. For example, you might write sentences such as the following: *The puffling is ready to fly. The children are happy. We are friends of the pufflings.*

Continue with sentences that have other subjects. **Underline** the verbs, and explain to students that these are all variations of the same verb *be*. Explain that the verb *be* does not show action. It tells what someone is or was. Have students give their own examples using the different forms. Point out pictures from *Nights of the Pufflings* or some other story to help students come up with sentences.

**Write** the same sentences, using the past form of the verb. Prompt students to explain what the difference is. Use words such as *yesterday, last week, last month*, to clarify the idea of past time.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Show pictures of people, objects, and animals, and ask for sentences with the verb *be*. Write the sentences on the board, and have students underline the verb.

**Early Production/Speech Emergent**

Give students sentences with a choice of two forms of the verb *be*. Have them circle the correct form, then have them say whether the verb is present or past time.

**Intermediate/Advanced**

Have students write a paragraph in past time about a favorite story with four sentences that use the verb *be*. Have pairs change partner’s sentences to past time.

**Language Transfer Support**

Some languages, such as Spanish, have two different verbs for the verb *be*. When practicing this skill, explain that English only has one verb to express what someone or something is or was.
Characteristics of Birds

Read aloud the first sentence on Anthology page 26: All summer long the adult puffins fish and tend to their feathers. SAY All birds have feathers. What colors are the puffins' feathers in the picture on page 26? What do you think “tend to their feathers” means?

Take students to a location where they can see birds, or have them look out a window. ASK Do you see feathers on the birds? What else do you notice about the birds?

Draw a bird, such as a crow, and label it, or use the Picture-Word Card of the crow and label it. Then have students describe or demonstrate what they notice about the birds they see. Elicit from students that a bird has feathers, wings, two feet, two eyes, a beak, and that it chirps, caws, or sings. Record their observations on chart paper. Ask students whether they have seen a robin or a sparrow. Then display the Picture-Word Cards.

Write the following sentence on the board: A bird has ___. Demonstrate how to complete the sentence by using a word or phrase from the chart paper: A bird has wings. Let each student copy the sentence, choose a characteristic from the chart, and complete the sentence. Then have each student read his or her sentence aloud.

Vocabulary
puffins, feathers, wings, beak, chirps, caws, fur

Materials
• Anthology
• chart paper
• Picture-Word Cards
crow, robin, sparrow
(See Master ELL 4–3.)

Write Sentences
Write the following sentence on the board: A bird has ___. Demonstrate how to complete the sentence by using a word or phrase from the chart paper: A bird has wings. Let each student copy the sentence, choose a characteristic from the chart, and complete the sentence. Then have each student read his or her sentence aloud.

IF NEEDED...
Beginning/Preproduction
See Master ELL 4–1.

Write the poem on sentence strips. Give each student one sentence strip. Say: I’m going to read the poem. Listen as I read. When you hear the line that you have, stand up and read it aloud. Read each line, having students hold the appropriate line and repeat it. Then have a student reread the first line and find the student who has the line about fall. Have students pair up and read their lines in sequence.

Early Production/Speech Emergent
ASK Does a bird have feathers or fur? What sounds does a bird make? How can you tell that an animal you see is a bird?

Intermediate/Advanced
With students, write a short summary of the bird-watching experience, similar to the following: Today we sat outside and looked for birds. We saw three birds. One bird was big and black. Two birds were small and brown. All of the birds had wings, feathers, two feet, a beak, and made chirping noises.
Dictionary: Parts of Speech

Discuss parts of speech, naming each and giving a brief explanation of their purpose. Remind students that dictionary entries list the part of speech of every word next to the entry. Focus on nouns and verbs.

Write on the board sentences using words that could be more than one part of speech: The plant is tall. I will plant these seeds. Underline the word plant in each sentence. Do a Think Aloud, verbalizing how you know that one word is a noun and the other is a verb. SAY I know that every sentence must have a subject and a verb. In the first sentence, the verb is is, so plant must be the subject. This subject is a noun. In the second sentence I see the helping verb will. The main verb must be the word that follows: plant. Show students a dictionary entry for plant, pointing out the parts of speech you have just worked with.

Write other examples on the board. Encourage students to follow the same process to identify the parts of speech of particular words.
Large Numbers

Read with students the first two sentences on Anthology page 30: *For two weeks all the children of Heimaey sleep late in the day so they can stay out at night. They rescue thousands of pufflings.*

**ASK** How many pufflings did the children rescue? Today we are going to talk about large numbers. Write 1,000 and thousand on the board.

**ASK** What other large numbers do you know? Record student responses.

With students, count by tens to 100. Then, count by hundreds to 1,000. Show students that all numbers in the hundreds have three digits. Then count by thousands to 10,000. Show students how numbers in the thousands have four or five digits.

Let groups of students play a number game. Each student rolls a number cube or draws a number card from 1 to 9 and writes the numeral on grid paper followed by one zero. Each student reads his or her numbers. Have them repeat by rolling a number and writing it with two zeroes, then three zeroes, and finally four zeroes.

**BEGINNING/PREPRODUCTION**

See Master ELL 4–1.

Display “Seasons” and a twelve-month calendar. Read the poem with students. Write September, March, June, December on the board. Ask students to say each word several times. Then say: Find the word September in the poem. Find the word September on the calendar. Repeat with each word. Have partners make flashcards of the twelve months. Partners take turns drawing a card, reading it, and finding it on a calendar.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

**ASK** Which is more, one hundred or one thousand?

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** Which was higher—the first number you rolled or the last? How can you tell?

**INTERMEDIATE/ADVANCED**

Have groups of students answer this question: How many hundreds are in one thousand?
Selection Review

**Selection Summary**

Restate: on a high cliff by the sea
on a very tall hill beside the ocean

Model: The village is not a safe place for the pufflings.

Explain: They take the boxes to the sea.
They carry the boxes to the ocean and put the pufflings in the water.

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**Comprehension Questions for the Anthology Selection**

1. Look at page 20 in your Anthology. Where is the island where Halla and her friends live? What is the name of the island? (in Iceland; Heimaey Island)

2. What is the difference between fact and opinion? Look back into the story and find two facts. Make up an opinion that you have about the story. (Answers will vary.)

3. Think about an animal that you think needs to be saved. Tell what you would do to save it. (Answers will vary.)

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**The Verb be**

**To Be or Not to Be**

Give students opportunities to practice the different forms of the verb *be*, both in the present and past tense, orally and in writing. Then give students sentences, leaving the form of the verb *be* blank, such as: *My brother ___ three years old. Yesterday ___ Monday. The girls ___ late this morning.*

Have students copy and complete these sentences. Later, have partners check one another’s responses. Encourage students to explain to one another why they think a certain form is the correct one.
Read with students the last sentence on Anthology page 27: *By ten o’clock the streets of Heimaey are alive with roaming children.* **SAY**

*Today we will practice telling time. What time does school start? Write student responses on the board in two ways, such as 8:00 and *eight o’clock*. Create a Class Schedule similar to the one shown.*

<table>
<thead>
<tr>
<th>Class Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
</tr>
<tr>
<td>8:10</td>
</tr>
<tr>
<td>8:30</td>
</tr>
<tr>
<td>10:00</td>
</tr>
<tr>
<td>11:00</td>
</tr>
<tr>
<td>12:00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Arrive at school</td>
</tr>
<tr>
<td>8:10</td>
<td>Breakfast</td>
</tr>
<tr>
<td>8:30</td>
<td>Reading</td>
</tr>
<tr>
<td>10:00</td>
<td>Language Arts</td>
</tr>
<tr>
<td>11:00</td>
<td>Science</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
</tr>
</tbody>
</table>

**Read the class schedule. If necessary, show the times on a clock face.**

**A Time Game**

Write the following times on separate index cards: 6:00, *six o’clock*, 9:00, *nine o’clock*, 2:00, *two o’clock*, 5:30, *five-thirty*, 11:30, *eleven-thirty*, 12:30, *twelve-thirty*. Shuffle the cards and distribute them to students. Then have students with the same time cards match up. Let partners read their times aloud and say what they do that time. Repeat. Students may wish to work independently with the cards to play a matching game.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ask** What time do you come to school?

**Early Production/Speech Emergent**

**ask** What two ways can you write 4:00? What is your favorite school activity?

**Intermediate/Advanced**

**say** Make a schedule for Saturday.
Choosing What’s Important

Explain to students that when they take notes as they read, they need to decide what is important to write down and what is not. Tell them that it is not necessary to take notes on everything, but that there are hints that can help them to focus on what they need.

Show students several examples of books with subheadings or subtitles. Read several of the subheadings with students, describing how this helps prepare the reader for important ideas.

Point out the use of italics and boldfacing. SAY: These special letters tell us when something is new or important. How are these letters different? Yes, these are darker (or at an angle).

Show students examples of visual information. Make sure that they know the words map, picture, photograph, drawing, chart. Mention and explain the word caption.

Point out other subheadings, special letters, and visual information and ask students what they are. Allow students to look at several different books so that they can compare the use of these features.

Skill Focus: Writing

Skill Objective
Students improve note-taking skills by finding the most important information.

Academic Language
• subheading
• subtitle
• caption

Language Transfer Support
Students whose primary language uses another alphabet may have difficulty seeing differences in type, such as italics and boldfacing. If you notice that students are having problems, use a computer to help them become familiar with different type faces by showing several examples of the same paragraph in different fonts.

Beginning/Preproduction
Work with students as a group. Guide them in identifying subheadings and use of visual information, including pictures, maps, and captions.

Early Production/Speech Emergent
Have students work in small groups. Ask them to identify subheadings and visual information, including pictures, maps, and captions in at least two books.

Intermediate/Advanced
Have partners identify subheadings and visual information, including pictures, maps, and captions in several different books. Encourage students to talk about the differences among the books. Then have them take notes on a page of material in one of the books.
Today we are going to talk about the ocean. Have you ever been to the ocean or seen pictures or movies of it? What did it sound like? What did it feel like? What do you know about the ocean?

Have students describe or demonstrate what they know about the ocean. Introduce appropriate vocabulary as necessary.

Now let's read a poem called "In the Ocean." Listen and watch as I read.

Display the poem "In the Ocean" and read it aloud. As you read, use appropriate motions, such as moving your arms like waves crashing on rocks, splashing and playing in surf, diving, and swimming like a fish.

Have students read the poem with you. Have them do the motions.

Show pictures related to the ocean. Guide students in identifying the pictures. Then seat students in a circle. Play a game in which students pass around a picture while music is playing. When the music stops, ask the student holding the picture to tell what he or she knows about it.

**Musical Pictures**

Show pictures related to the ocean. Guide students in identifying the pictures. Then seat students in a circle. Play a game in which students pass around a picture while music is playing. When the music stops, ask the student holding the picture to tell what he or she knows about it.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

SAY Show how children splash in the surf. Show how fish swim.

**Early Production/Speech Emergent**

ASK What do fish do in the ocean? Would you rather be a fish or a seal? Why?

**Intermediate/Advanced**

SAY Imagine you are in a boat on the ocean. What do you see? What do you hear? What do you smell?
Get Set to Read

At the Seashore, pages 44–45

**SAY** We have talked about the ocean, swimming, and some of the animals in the ocean. Now let’s look at Anthology pages 44–45. Read the title and the first paragraph with me. What is the seashore? What is fun about the seashore? What is the sun like? the waves? What is it like on a windy day? Read the second paragraph with students. **SAY** Look at the photographs on these pages. What do you see? What do you think a quay is?

**Seal Surfer**

**Segment 1, pages 46–55**

Lead students on a picture walk, using these prompts.

**Pages 48–49:** What is Ben looking at? How many animals do you see on page 49? What kind of animals are they? Are they both the same age? How do you know?

**Pages 50–52:** Where is the seal in this picture? Why do you think there are bubbles around the seal?

**Pages 52–53:** What is looking at Ben’s grandfather? Where is the light coming from that is all around the seal? Describe the seal.

**Pages 54–55:** What is the seal doing on page 54? Do you think the wheelchair on page 55 is Ben’s or his grandfather’s? Why do you think so?

**Skill Focus: Structural Analysis**

**Word Endings**

Write on the board a sentence such as *The seal surprised Ben by swimming close to him.* Ask students what the base words are for *surprised* and *swimming*. Remind them that *-ed* at the end of a verb usually means that the verb is in the past. Adding *-ing* usually means that the verb is in the present and that an action is continuing to happen. **ASK** What happened to the final *e* in *surprise*? What happened to the final *m* in *swimming*? **Show** similar examples: *write*, *remove*, *prepare*, and have students infer the rule for adding *-ing*. Next, show examples of adding *-ed* to other verbs: *explore*, *remove*, *prepare*. **Write** on the board: *Ben hurried along the shore looking for the seal*. Ask what the base word is for *burried*. **ASK** What happened to the *y*? Elicit that the *y* changed to *i* before the *-ed*. Point out other verbs such as *worry, bury*.
Ocean Animals

Read aloud the last two sentences on Anthology page 49: “Quick, Granddad,” whispered Ben. “Let’s get some fish for the seals.” SAY Many kinds of animals live in the ocean. Some are animals, such as seals, whales, and dolphins. Others are fish with fins or shells.

Make two webs on the board. Write an animal characteristic such as, Ocean Animals with Fins and Ocean Animals with Shells in the center of each.

SAY, Name ocean animals that have fins. Name ocean animals that have shells. Help students complete each category. When students have named a few, share with them the Picture-Word Cards of various sea animals.

After completing the webs, have students say sentences that follow the pattern ___ is an ocean animal with ___. For example, A crab is an ocean animal with a shell.
PreTeach

Literature Focus 10–20 Minutes

Seal Surfer
Segment 2, pages 56–63

Pages 56–57: Do you think the seal wants to be with Ben? Why?
Pages 58–59: What do you think is happening in this picture?
Pages 60–61: How do you think Ben got back to the surface of the water?
Pages 62–63: What do Ben and his friends see in the water? Is Ben happy? How do you know? If he is happy, why?

ReTeach

Skill Focus: Grammar 15–20 Minutes

Helping Verbs

Write sentences on the board, using has or have and another verb. For example: The plane has landed already. Read the sentence aloud, and have students pantomime the action word. Ask a student to underline the action word they have just demonstrated (landed). Present more examples with other sentences. Then draw students’ attention to have and has. Explain that have and has are also verbs, but in this case they are helping verbs and are used with another main verb to show the past. Draw a chart showing the use of have with the pronouns I, you, we, they, and the use of has with he, she, it. Make sure students understand the relationship between pronouns and singular and plural nouns.

Language Transfer Support

Many languages do not have any tense corresponding to the English present perfect. If students experience difficulty, show them how the tense is used by contrasting it with the simple present and simple past, by emphasizing time words that distinguish the tenses, and by presenting time lines.

Multi-Level Practice

Beginning/Preproduction

SAY Ben has surfed with the seal for a long time. Write the sentence on the board. Have students pantomime the action word. Underline the entire verb in the sentence. Ask What is have doing in this sentence? Prompt students to say “Helping.”

Early Production/Speech Emergent

Make two cards with the word have or has printed on them. Write sentences on the board, leaving the space for the helping verb blank. Have students go to the board and pick the card with the correct helping verb, and hold it up to the blank.

Intermediate/Advanced

Write sentences on sentence strips, using have or has as helping verbs. Cut up the strips. Do the same with several sentences, and mix them up. Pair up students, and give them the mixed up cards. Have them put them in order to recreate the original sentences.
Ocean Sports

Read the first paragraph on Anthology page 56 with students: As spring warmed into summer, Ben went every Saturday to Surf School. He was a strong swimmer, and after much practice he and the other new surfers were ready to catch some waves.

**SAY** What two sports did Ben do? There are many water sports. What other sports do you know about? What do you think “ready to catch some waves” means?

Write the types of sports students mention on the board. Help students identify any special equipment people need for each sport.

<table>
<thead>
<tr>
<th>Sport</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>surfing</td>
<td>surfboard</td>
</tr>
<tr>
<td>water skiing</td>
<td>skis</td>
</tr>
<tr>
<td>sailing</td>
<td>sailboat</td>
</tr>
</tbody>
</table>

Have each student choose the sport he or she thinks would be fun to try. Then, using construction paper and crayons, have them each draw themselves participating in the sport. At the bottom of the picture have them write a few sentences telling what they are doing and where; for example, I am surfing. I ride on a surfboard in the ocean.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

**ASK** What would you need to go surfing?

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What sport uses a sailboat? What sport uses a surfboard? Which of these two sports do you think would be easier? Why?

**INTERMEDIATE/ADVANCED**

As a group, have students write about a water sport they do or would like to do.
Dictionary: More Multiple-Meaning Words

Review the features of a dictionary entry, which includes the base word, its part of speech, its pronunciation, and one or more definitions. Remind students that some words have more than one meaning. Write the word watch on the board. Explain that the word watch has more than one meaning. Show them a picture of a watch, and a face with big, exaggerated eyes (to emphasize the meaning of watch as a verb). Make sure students know that a watch is different from a clock.

SAY I will say a sentence. I want you to show me which picture shows you the meaning I am using. Look at your watch. What time is it? Have students explain what words helped as clues. SAY Watch out! A car is coming! Discuss context clues. Have students look through the story Seal Surfer for any words with multiple meanings. Some examples are seal, spring, and coat. Have students look up these words in the dictionary and find the multiple meanings.

Skill Objective
Students identify and use in sentences words that have multiple meanings.

Academic Language
• definition
• multiple-meaning word

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Use a picture dictionary. Review alphabetical order. Choose a word with multiple meanings (in this case it will show multiple pictures). For example, use: watch, nail, roll, ring. Say a sentence, and have students show you the picture. Say another sentence using a different picture for the same word.

Early Production/Speech Emergent
Give partners cards with a word printed on them, and a sentence using that word. For example: watch—He lost his watch. grade—I will grade your papers. point—The pencil point is sharp. Have students arrange the words in alphabetical order and find them in a dictionary. Have students use the sentence to decide on the meaning of the word as it is used.

Intermediate/Advanced
Give students sentences with multiple-meaning words underlined. For example: He lost his watch. I will grade your papers. The pencil point is sharp. Have students find the words in the dictionary, and select one definition for each. Make sure students use the same dictionary, so that they can pair up to discuss the definitions.

Leveled Reader
Animal Habitats
Henry’s New Friend by Giovani Decarlo
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Harbor Words

Read with students the first paragraph on Anthology page 53: Granddad stared into the water. A whiskery face stared back at him like a reflection in the moonlit mirror of the harbor.

Direct students’ attention to the picture of the harbor on pages 52 and 53.

Help students identify things found in a harbor, such as lighthouse, boats, water, wall, rocks, ladder, stairs, pier, dock. Write student responses on the board. Let students describe or draw other things they may have seen in a harbor or harbor picture.

Have students make a mural of a harbor area. Be sure they include items from the list on the board. When the mural is complete, hang it in the room. Have students write words from the list onto self-sticking notes. Have them place the notes on the mural to label the things found in a harbor.
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** seal
a sea animal with fur, that has a face similar to a dog’s

**Model:** swooped
Demonstrate the seal swooping under Ben’s surfboard.

**Show:** It knocked him off his surfboard.
Call students’ attention to the illustration on Anthology pages 58–59 to demonstrate what the seal did to Ben.

Comprehension Questions for the Anthology Selection

1. **Look at page 53 in your Anthology. Read the second sentence on this page. The author compares the face of the seal with something. What is this comparison?** (He compares it to a reflection in the moonlit mirror of the harbor. The harbor is like a mirror with the moon shining on it.)

2. **Retell the story to a partner. Use the pictures to help you. Tell what happens in the beginning, the middle, and the end of the story. Then listen as your partner retells another story to you.** (Answers will vary.)

3. **Think of an animal that you have seen or would like to see. Describe a game you would play with this animal.** (Answers will vary.)

Helping Verbs

**Have or Has?** Have students write have and has on two different index cards. Show them sentences on sentence strips, leaving the helping verb out. Have students raise the card that correctly completes the sentence. Divide the students into groups of three, and have them do the same activity in the small group. Write the correct answer on the back of the sentence strip for them to check.
Fishing Words

Read aloud the first sentence on Anthology page 62: As the evenings grew lighter toward the start of summer, Ben began fishing from the quay, as his granddad had done before him.

SAY: Today we are going to talk about the steps you follow when you fish. What do you know about fishing? Have students describe or demonstrate what they know about fishing. Elicit from students that there are steps to follow when fishing. With students’ input, put on the board a sequence-of-events chart similar to the one shown. Have students fill in as many steps as they can.

Language Development 20–25 Minutes

MULTI-LEVEL RESPONSE

Beginning/Preproduction

ASK: What should you do first if you go fishing?

Early Production/Speech Emergent

ASK: What do you put on the hook? What do you do after you reel in the fish?

Intermediate/Advanced

ASK: What would happen if you forgot to bait the hook? What are some things you could do while you are waiting for the fish to bite?
Using Exact Verbs

**Explain** that there are verbs that express an action in a general way, and that there are verbs that express the same action in a more specific, detailed way. Emphasise that when students write anything, but especially when they write a poem, they should use exact verbs. The verbs should help the reader to understand exactly what the writer means.

**Write** on the board examples of sentences with general verbs, such as *Luis happily talks about baseball with his best friend after school every day.* **ASK** What is the verb in this sentence? Can you think of another word that would be more exact? **SUBSTITUTE** other verbs for *talk,* such as *chatter, gossip, discuss.* Be sure to make necessary alterations in the original sentence when you use the verb *discuss.* **Write** on the board similar examples with other verbs, such as *look.* Write a sentence using the verb *look.* Then demonstrate *glance, stare, peep.* Say the sentence using these verbs. Have students demonstrate the meaning.

**Language Experience Activity** With students, write a story using general verbs. You might have them write a story about a little boy who talks a lot. Then help students rewrite the story using the more specific verbs they learned. Afterward, have them read the story aloud. Talk about how much more interesting the story is with specific verbs and why.

**Skill Objective**
Students improve their writing by using exact verbs.

**Academic Language**
- exact verb

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write on the board some very physical specific verbs, such as *skip, hop, jump; laugh, giggle, chuckle, grin; run, sprint, gallop, trot, dash.* Have students pantomime the actions. Play Simon Says.

**Early Production/Speech Emergent**
Write on the board: *skip, hop, jump; laugh, giggle, chuckle, grin; run, sprint, gallop, trot, dash.* Have students pantomime them. Then give each student a card with one of the verbs on it. One student with a card pantomimes the verb. The others guess the verb. Students who guess correctly get the card and pantomime their word.

**Intermediate/Advanced**
Write on the board: *skip, hop, jump; laugh, giggle, chuckle, grin; run, sprint, gallop, trot, dash.* Have students pantomime them. Have partners write a sentence in each set. Remind students how to find more specific verbs in a thesaurus.
Today we are going to talk about one place where wild animals live—the woods. In the woods there are many trees and plants and animals. What do you know about the woods?

Record student responses in a chart similar to the one shown.

Now let’s sing a song about two animals who live in the woods. Listen and watch as I sing. Display the song “In the Woods” and sing it to the tune of “Eensy Weensy Spider.” As you sing, use appropriate motions, such as a two fingered bunny, cupping ear for “hear,” and others to fit the lyrics.

Have students sing the song with you, using the motions.

Once students are familiar with the song, have some of them act out portraying the deer and the bunny.

**Vocabulary**
- woods
- deer
- treat
- streams
- rocks
- bush

**Materials**
- Picture-Word Cards
  - deer, bunny, stream, rocks, bush

(See Master ELL 4–9.)

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### In the Woods

**Deep in the woods**
There lived a little deer.
Out came a bunny
And said “Did you hear?
There’s a big bush full of
Something good to eat.
And if you’re hungry,
I’ll race you to the treat.”

Draw your favorite treat on the bush. Label the treat.

<table>
<thead>
<tr>
<th>Animals</th>
<th>Plants</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>deer</td>
<td>trees</td>
<td>rocks</td>
</tr>
<tr>
<td>birds</td>
<td></td>
<td>streams</td>
</tr>
</tbody>
</table>

### Act It Out

Once students are familiar with the song, have some of them act out portraying the deer and the bunny.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Where do the deer and the bunny live?

**Early Production/Speech Emergent**

**SAY** Name an animal that lives in the woods.

**Intermediate/Advanced**

**SAY** Change the kinds of animals in the song. Then sing your new song.
Get Set to Read

Deer, pages 70–71

SAY We have talked about where wild animals live. Now let’s look at anthology pages 70–71. Read the title and the first paragraph with me. What do deer need in order to live? What is the only continent where deer do not live? Read the rest of the Get Set to Read with students. ASK Why do deer wander around in many places? Why do some deer even go into towns?

Two Days in May

Segment 1, pages 72–83

Lead students on a picture walk, using these prompts.

Page 73: What do the girl and her mother see in the yard? Do you think the girl and her mother live in the city or the country? How can you tell?

Pages 74–75: What are the deer doing? Do they seem to be afraid of the people outside the fence? Why?

Pages 76–77: Why all of these people standing near the deer?

Pages 82–83: Who do you think the man is who is talking to everyone? Why do you think he is in the neighborhood? Do you think there is still plenty of food left for the deer? How can you tell?

Prefixes un-, re-

SUFFIXES -ful, -ly, -er

Write on the board sentences such as The neighbors were unhappy when they thought about the deer. They wanted to relocate the animals. Underline the words unhappy and relocate. Ask students what the base words are, and then what the two base words mean. Point out the prefixes un- and re-. Review the meaning of prefix, and remind students that prefixes come at the beginning of base words and change the meaning. Point out that un- means “not” and re- means “again.” Have students give the meaning of the words with prefixes. Use the same procedure for suffixes. Remind students that suffixes come at the end of a word. Write: The neighbors were careful. They treated the deer carefully. Point out that -ful means “full of” and -ly means “in this way.” Write: The worker was very busy. Point the meaning of -er as “one who.”
Neighborhood Animals

Read aloud the last sentence on Anthology page 74: *Pigeons and squirrels were almost the only birds or animals we ever saw in our neighborhood.*

**SAY** Today we will talk about animals that we see in a neighborhood. In the story, what animals did Sonia usually see in her neighborhood? What animals do you see in your neighborhood? Describe them.

Record student responses on the board. Have each student make a tally chart similar to the one shown.

<table>
<thead>
<tr>
<th>Animals I See</th>
<th>by Kim Matsunami</th>
</tr>
</thead>
<tbody>
<tr>
<td>birds</td>
<td>Ⅳ</td>
</tr>
<tr>
<td>squirrels</td>
<td></td>
</tr>
<tr>
<td>butterflies</td>
<td>Ⅰ</td>
</tr>
</tbody>
</table>

**Bird Watch** If possible, choose an observation spot at a window in your classroom. Have students spend about 5 minutes each day for one week observing animals in the neighborhood and recording their numbers on tally sheets. At the end of the week, have students total their sheets.

**MULTI-LEVEL RESPONSE**

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
<th>Early Production/Speech Emergent</th>
<th>Intermediate/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASK</strong> How many squirrels did you see?</td>
<td><strong>ASK</strong> How many birds did you see? Which animal did you see the most of?</td>
<td>With students, write a short description of the animals seen during the week.</td>
</tr>
</tbody>
</table>
Two Days in May
Segment 2, pages 84–93

Lead students on a picture walk, using these prompts.

Page 84: Do deer like vegetables? How do you know?
Page 86: What is the woman holding? Is she offering some to the animal control officer? Do you think he cares about the deer? Explain your answer.
Pages 88–89: What do the people have with them? Why?
Pages 90–91: Why do you think the man with the orange truck is with the people? Do you think he brings good news? How do you know?
Page 92: Where is the girl sitting? What might she be thinking about?

Irregular Verbs

Review regular verbs. Show pictures and ask questions, using the past. Point out the -ed ending. Start a chart showing present and past time. Explain that some verbs do not add -ed to make the past. Select common irregular verbs such as eat, go, write. Write: I eat breakfast every morning. Do you eat breakfast, too? What do you eat for breakfast? Students will probably give you one- or two-word answers, such as milk, eggs. Then write: This morning I ate eggs for breakfast. Have students identify the verb, and discuss how it changed in past time. Do the same with go and write.

Skill Objective
Students identify and use common irregular verbs.

Academic Language
• past time
• regular verb
• irregular verb

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Say I ate eggs for breakfast. What did you eat? Continue the prompt until each student has had a chance to respond. Use other irregular verbs. Chant the sentences and have students clap their hands in rhythm as they listen.

Early Production/Speech Emergent
Give students cards with sentences containing the present and past of verbs such as eat, go, and write. Have pairs match both forms. Have students write their own sentences in present and past time with one of the verbs.

Intermediate/Advanced
Have student pairs write a paragraph in the present, using irregular verbs such as eat, go, and write. Then have pairs exchange paragraphs. Have them rewrite these sentences in the past.
**Describing Deer**

**Vocabulary**
- underneath, white-tailed deer, hoof, hooves

**Materials**
- Anthology
- chart paper
- self-sticking notes
- drawing of a deer

**Pre-teach**

- **Language Development**
  - **20–25 Minutes**

- **Pre-teach**
  - Read aloud the last sentence in the fourth paragraph on Anthology page 85: *The tails are white underneath, which means the animals are white-tailed deer.*

- **Say**
  - Today we are going to talk about deer. Look at the picture on page 84. Describe the deer.

Have students describe or demonstrate what they notice about the deer in the picture. Record their observations on chart paper. Elicit from students that a deer has a furry coat; big, dark eyes; soft ears that can turn left and right; four legs; and feet called hooves.

**Pin the Tail on the Deer**
- Draw and label a deer (or use the Picture-Word Card from Day 1), using self-stick notes for labels. Then have students play Pin the Tail on the Deer.

**Multi-Level Response**

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
<th>Early Production/Speech Emergent</th>
<th>Intermediate/Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ask</strong> What is the word for the feet of a deer?</td>
<td><strong>Ask</strong> What is the difference between a dog and a deer?</td>
<td><strong>Ask</strong> What would you do if you saw a deer outside the classroom window? How would you know it was a deer?</td>
</tr>
</tbody>
</table>
Dictionary: Base Words and Inflected Forms

Review the features of a dictionary. Remind students that a dictionary entry usually includes the base word, part of speech, pronunciation, one or more definitions, and the different endings for nouns, verbs, adjectives, and adverbs.

Write on the board sentences with words such as gasped, nervous, and gentle. For example, you might write: The people gasped when they saw the deer. The deer were nervous and gentle. Have students look in a dictionary for these three words. Remind them to look for the base word for each one.

Discuss each word. For example, have students tell you the base word for gasped. Ask them what was added to gasp to make this form. Remind them that the ending -ed means that gasped is a verb and that it is in past time. Review -ing as a verb ending, and ask them to make up a sentence using gasping. Point out the meaning of gasp. Then show them that gasp can also be a noun.

Follow a similar procedure for nervous and gentle. Have students look up these words and tell you how they can be changed from adjectives to adverbs.

Skill Objective
Students identify and use the inflected forms of words in dictionary entries.

Academic Language
- base word
- ending
- dictionary entry

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write on the board words students are already familiar with, and have them underline some basic inflections, such as -ing and plural or verb endings -s, -es. Use words from story books or from Two Days in May, such as woods, stranded, hushed, and humming.

Early Production/Speech Emergent
Play a memory game. Make cards with base words, and cards with base words plus an inflection. Students put the cards face down. They start turning pairs of cards, and reading the words. If the cards are a base word and a match of an inflected form of that word, they keep the pair. Students must remember where the inflected forms are.

Intermediate/Advanced
Give partners uninflected words from the story. Have students use a dictionary to find out what kind of inflections can be added to these words. Have them use one inflected form of each word to write sentences about the story. Discuss their findings. Have students explain how a word changes by adding endings.

Leveled Reader
Animal Habitats
Elephant Rescue by Yoko Mia Hirano
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Garden Vegetables

Read with students the second and third sentences on page 73: I looked down at the small garden I had planted behind our apartment building. Five animals were grazing on the new lettuce in my garden!

*SAY* Today we are going to talk about vegetables growing in a garden. What do you know about how vegetables grow in a garden? Have students describe or demonstrate what they know about a vegetable garden. Elicit from students that most vegetables grow in three ways: underground, on a vine, as a plant. Make a table on chart paper that is similar to the one shown.

<table>
<thead>
<tr>
<th>How Vegetables Grow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Underground</td>
</tr>
<tr>
<td>onion</td>
</tr>
<tr>
<td>potato</td>
</tr>
</tbody>
</table>

Display the “Our Favorite Vegetables” chart made on Day 3 of The Mysterious Giant of Barletta. Using the vegetables from that chart, work with students to place each vegetable in the new chart. If possible, show pictures of the vegetables as they are growing in a garden.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*SAY* Name one vegetable that grows underground.

**Early Production/Speech Emergent**

*SAY* Name a vegetable that grows on a vine. Where does a potato grow?

**Intermediate/Advanced**

Working with students, plan a garden with tall vegetables in the back and shorter vegetables in the front. Let students illustrate the garden and then describe it.
Selection Review

Strategies for Comprehensible Input

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

**Explain:**
- garden
  - In some cities, neighbors get together to use empty space for a community garden.

**Restate:**
- animal control officer
  - person who takes care of lost or hurt animals in a city or town
- wildlife rescue worker
  - person who rescues lost or hurt animals and finds them a new home

Comprehension Questions for the Anthology Selection

1. Turn to Anthology pages 90-91. Who is Carl Jackson? Why is he in the neighborhood? Why does he have a truck? (from the wildlife rescue operation; to get the deer; to take the deer to a safe place)
2. Do you think it was a correct judgment to have Mr. Jackson take the deer to another place? Why? (Answers may vary. Possible answer: Yes. The deer were not safe in the city. They would be safe in another place, such as the woods.)
3. The neighbors cared about the deer and did not want them to be harmed. Tell about a time when you helped or wanted to help a lost animal or person.

Irregular Verbs

**Bingo Game**

Give each student a bingo card with an irregular verb in past time and a pronoun subject written on it, such as *She went, I saw, They did,* and so forth. Call out verbs in the present by pulling out cards from a box or bag. If a student has the past form on the card, he or she crosses it out, and writes the present form in the same square. The winner takes a turn calling out the verbs, while the rest of the class starts a new bingo. Students can make a new card, or exchange it with another student who sits nearby.
Laws and Rules

Read aloud the second paragraph on Anthology page 78: “Luis, I, too, think the deer are really beautiful, but we both know they can’t stay here,” whispered Mr. Donovan. “They could be hit by a car. They belong in the woods, not in the city. I think we’d better call the animal control officers.”

In the story, the city has laws about wild animals. Laws are rules that protect people or animals. The animal control officers follow the laws and handle hurt or lost animals. Our school has its own rules. What do you know about the rules in our school?

Have students describe or tell school rules. Write their responses on the board with the title, “Our School Rules.”

Our School Rules

Do not run in the hall.
Raise your hand before answering.
Wash your hands before lunch.

Act Out the Rules

Have groups of students act out each rule that you have written on the board.

Vocabulary

laws, rules, animal control officers

Materials

• Anthology
• chart paper

BEGINNING/PREPRODUCTION

See Master ELL 4–7.

Display “In the Woods” and sing it together. Then have students name other animals they know, such as the animals they learned about in Raising Dragons. Write student responses on index cards. Let volunteers select two cards and substitute those animals for the deer and the bunny in the song. Then sing the song about the new animals.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Name one school rule. Is it a good one? Why?

Early Production/Speech Emergent

ASK Why shouldn’t you run in the hall? When you are getting ready for lunch, what should you do?

Intermediate/Advanced

ASK What would happen if no one raised his or her hand before answering a question?
Varying Sentence Types

**Explain** to students that good writers use a variety of kinds of sentences in their writing. Tell them that this variety makes their work more interesting to an audience. **Review** the definition of a sentence and the four kinds of sentences. Write examples on the board, pointing out the correct punctuation at the end.

**Write** a short paragraph on the board that contains all declarative sentences, such as *The neighbors were surprised when they saw the deer in the garden. Everyone liked the deer very much. They did not want them to be in the garden. They were afraid the deer would be harmed.*

**Work** with students to improve the paragraph; for example, *What a surprise it was to the neighbors when they saw deer in the garden! They all liked the deer very much. But they said to one another, “Why do you think they are here? How can we get them to leave without hurting them?”* Write all of the suggestions that students give on the board. Have them vote for the ones that make the writing most interesting.

**Language Transfer Support**
Spanish uses inverted question marks and exclamation marks at the beginning of sentences and regular ones at the end of a sentence. If students do this in their English sentences, remind them that English sentences only use these marks at the end of sentences.