ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Smart Solutions

Selections

1  Pepita Talks Twice
2  Poppa’s New Pants
3  Ramona Quimby, Age 8
**Meals**

**Today we are going to talk about meals. Most people eat three meals each day, one in the morning, one in the middle of the day, and one in the evening. What are the names of the three meals?**

**Have students describe what they know about the three meals.**

**Now let’s read a poem about meals. Listen as I read.**

Display the poem “What Would You Like to Eat?” and read it aloud. Then have students read the poem with you. Once students are familiar with the poem, make a chart on the board similar to the one shown.

**What Would You Like to Eat?**

What would you like for breakfast, for breakfast?
I’ll beg for an egg, for an egg!

What would you like for lunch, for lunch?
Cheese, if you please, if you please!

What would you like for dinner, for dinner?
Rice would be nice, would be nice!

**Write the foods mentioned in the poem on the chart. Ask several students to name other foods they like to eat at each meal. Have them add the foods to the chart.**

**SAY.** Today we are going to talk about meals. Most people eat three meals each day, one in the morning, one in the middle of the day, and one in the evening. What are the names of the three meals? Have students describe what they know about the three meals.

**SAY.** Now let’s read a poem about meals. Listen as I read. Display the poem “What Would You Like to Eat?” and read it aloud. Then have students read the poem with you. Once students are familiar with the poem, make a chart on the board similar to the one shown.

**Breakfast**
- orange juice
- cereal

**Lunch**
- cheese
- carrot sticks

**Dinner**
- rice
- spinach
- chicken
Get Set to Read

Spanish Words, pages 302–303

SAY We have talked about meals and different foods. Now let’s look at Anthology pages 302–303. Read the title and the paragraph with me. What languages does the girl speak in the story you will read? What are some words used in English that come from Spanish?

Have students look at the illustrations on these two pages. SAY Name some of the animals and things shown on this page. What is the language for the words for these animals and things?

Pepita Talks Twice

Segment 1, pages 304–315

Lead students on a picture walk, using these prompts.

Page 307: The girl on this page is called Pepita. Do you think she is in a hurry? How do you know?
Page 309: What kind of a store do you see in this picture? What is the man holding in his hand? Does he work in the store? How can you tell?
Page 311: What is Pepita doing in this picture? Do you think the women are looking for Pepita so that she will speak for them? How do you know?
Page 313: What meal are Pepita and her brother eating? What do you think they are eating? Is Pepita happy? How do you know?
Page 315: Does Pepita’s dog love her? How can you tell? Is she angry with her dog? How can you tell?

VCCCV Pattern

Review the VCCV pattern with students, and remind them how they can use the dictionary to help them figure out how to divide words into syllables. Write the following words on the board: simple, English, complain. Count the syllables in these words by clapping or tapping them out. Next, present the VCCCV pattern, and explain how this pattern will help them break the words. Write the VCCCV pattern above the three words. Underline the VCCCV pattern, and show students how to divide each word between the cluster or digraph and the other consonant, and how this will help them decode the word. Do the same, using several other words from the story, such as: grumble, exploded, mumbled, birthday.
**Stores and Shops**

Read the first sentence on Anthology page 308 with students: *Pepita raced by the grocery store that belonged to Mr. Hobbs, but not fast enough.* Then point out the picture of the store on page 309.

**ASK** What is a grocery store for? What can you buy there? What was in the poem on Day 1 that you can buy at a grocery store? What other kinds of stores do you know about? If possible, show items, such as a bottle of water. **ASK** Where would you buy this? Write the stores students mention in a chart like the one shown. Add a column for each store named.

<table>
<thead>
<tr>
<th>Grocery Store</th>
<th>Bakery</th>
<th>Hardware Store</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>bread</td>
<td>tools</td>
</tr>
<tr>
<td>spinach</td>
<td>cake</td>
<td>keys</td>
</tr>
<tr>
<td></td>
<td>cookies</td>
<td></td>
</tr>
</tbody>
</table>

Have students look at the chart. **ASK** What can I buy at each store? As students respond, record their answers. **SAY** You can buy apples in a grocery store. You can buy tools at a hardware store.

**Poster Makers** Divide students into groups so that each group is assigned one store from the chart. Using butcher paper, markers, and scissors, have each group make a poster listing sale items in the assigned store. Display the posters along a wall.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** In what kind of store would you buy keys?

**Early Production/Speech Emergent**

**SAY** Imagine you are pushing a shopping cart around a hardware store. What could you put in your cart?

**Intermediate/Advanced**

As a group, have students create a newspaper advertisement for one of the stores listed on the chart. Have several students describe the ad to the class.
Lead students on a picture walk, using these prompts.

Page 317: Pepita is talking to someone. What does he do?
Page 319: Does Pepita look happy? Can you guess why she looks this way?
Page 321: What do you think Pepita’s brother Juan is doing? What will Lobo probably do? Is Pepita happy? How do you know?
Page 323: What are Pepita’s friends doing? Will she join them? Why?
Page 325: Name some of the goods on the table. What meal do you think this is? What is Lobo doing?
Page 327: Where does Lobo sleep? Do you think Pepita will sleep well? Why?
Page 331: Why do you think Lobo and Pepita are so happy?

Adjectives

Write on the board several nouns, such as book, girl, street, Pepita, and so forth. Remind students that a noun names a person, place, or thing. Show a picture of a dog. Write dog on the board, and ask students to look at the picture and tell you everything they can about the dog. Write all the words they say. Explain that these words are called adjectives, and that they always describe nouns. Show students how adjectives enhance writing by putting the following on the board: I see a dog. I see a big, brown, angry dog. Discuss the difference between the two sentences. Make sure students understand that a, an, and the are also adjectives.

Beginning/Preproduction
Show students pictures of nouns, and have them brainstorm adjectives to describe the nouns. Make a web for the nouns to illustrate the connection between the noun and the adjectives.

Early Production/Speech Emergent
Show pairs of pictures such as two dogs, boys, houses, and so on. Have students write one sentence using adjectives for each picture.

Intermediate/Advanced
Give students sentences about Anthology pictures such as Pepita has a dog. Pepita talks to the guard. Have students add adjectives.

Skill Objective
Students identify adjectives, and use them in sentences.

Academic Language
- adjective
- article

Language Transfer Support
In French and Spanish, adjectives show both number and gender, and they are normally positioned after the noun they describe. If students experience problems, remind them that English adjectives usually come before nouns and do not change form. Most English language learners will benefit from extra practice with articles.
Celebrations

Read with students the third paragraph on Anthology page 322: “Too bad,” they said. “How will you help us sing at the birthday parties?”

A celebration is a party or ceremony to honor something or someone in a special way. At what kind of celebration did the children usually sing? What are some celebrations you know about? What do you do at them?

Have students describe or demonstrate celebrations they are familiar with, such as holidays, birthdays, and so forth. Emphasize that people celebrate different things in different ways.

Choose three of the more familiar celebrations and write each in the center of a web. Have students describe or demonstrate what they do to celebrate. Have them write their responses on the web.

**MULTI-LEVEL RESPONSE**

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

- **Early Production/Speech Emergent**
  - **ASK** What is one thing you might do on your birthday? At which celebrations do you sing?

- **Intermediate/Advanced**
  - As a group, have students write a letter to Pepita telling what they do to celebrate a birthday. Have them use the information in the web to write the letter.
Dictionary: Synonyms

**Explain** to students that synonyms are words that have the same or almost the same meaning. Start by giving very simple, concrete examples. Show a picture of an elephant. **SAY** The elephant is big. Who can think of a word that means the same as big? (large) Write big and large on the board or on chart paper. Write and say the word **synonym**. Have students say the word with you. Continue showing pictures and giving examples of synonyms: little/small, raced/hurried, shut/closed, tired/sleepy, yell/shout, and so on.

**Point out** that synonyms help writers to use slightly different meanings in their writing. Synonyms also add interest and variety to writing.

**Skill Objective**

Students identify synonyms for specific words.

**Academic Language**

- **synonym**

**Leveled Reader**

*Smart Solutions*

The Tallest Boy in the Class by Lucy Floyd

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

**SELECTION 1: Pepita Talks Twice**

**DAY 3**

**MULTI-LEVEL PRACTICE**

- **Beginning/Preproduction**
  
  Have pairs of synonyms printed on cards. Post one set of cards on the board. Show one card from the synonym set, and have students look at the cards on the board and pick the correct synonym.

- **Early Production/Speech Emergent**
  
  Have pairs of synonyms printed on cards. Play a memory game. Place the cards face down on a table. A student turns two cards over and reads them aloud. If the cards match, the student keeps the pair. If the cards do not match, the student puts them back and another student takes a turn.

- **Intermediate/Advanced**
  
  Play the memory game described in Early Production/Speech Emergent. Once students have matched all the words, have them write sentences using one of the words in each pair. Have students share some of the sentences with the rest of the group.
Spanish Words Used in English

Read aloud the first paragraph on Anthology page 314: Juan took a bite of tortilla and grinned. “How will you ask for enchiladas and tamales … and tacos with salsa?” he asked. “They are all Spanish words, you know.”

What foods did Juan mention that you know? Do you know of other words that have the same names in Spanish and in English?

Write student responses on the board. Help them list words, such as patio, rodeo, pueblo, adobe, burro, salsa, avocado, and chocolate.

Dictionary Makers

Have students make a picture dictionary by putting one or two letters of the alphabet on each page and stapling the pages together with a decorated cover. Then have them write each word from the board on the appropriate dictionary page and illustrate it. Remind them to alphabetize their entries. Let students add to their dictionaries throughout the school year. You may wish to put the dictionaries in your classroom library.

BEGINNING/PREPRODUCTION

See Master ELL 6–1.

Have students make word flashcards for breakfast, lunch, and dinner. Say each word and have students repeat it several times. Then say: Find the word breakfast in the poem. What time do you eat breakfast? Repeat with each of the three words. Read the poem as a group and have students hold up the flashcard each time they say the word.

BEGINNING/PREPRODUCTION

ASK What is one food that has the same name in Spanish and in English?

EARLY PRODUCTION/SPEECH EMERGENT

SAY Name three foods with the same name in English and Spanish.

INTERMEDIATE/ADVANCED

SAY Choose one food from the list on the board. Describe what it is like to eat it. Include taste, touch, and smell.
Strategies for Comprehensible Input

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

**Model:** to fetch
Demonstrate how a dog can be trained to catch a ball or a stick and bring it back to the person who threw it.

**Restate:** talking twice
Saying everything in both Spanish and English.

**Explain:** just in time
Lobo was saved at the last minute, seconds before he would have been hit by the car.

**Comprehension Questions for the Anthology Selection**

1. *Retell the story to a classmate. Be sure to include a beginning, a middle, and an ending. Then listen as your partner tells the story to you.* (Answers will vary.)
2. *Does the author give you enough information about why Pepita doesn’t want to talk twice so that you can understand what is happening in the story? How does the author do this?* (Answers will vary.)
3. *What would you do if you had to speak twice to lots of people the way Pepita did?* (Answers will vary.)

**Adjectives**

*Web* Have students work in pairs. Give each pair one noun from the story, such as *dog, Pepita, house, tacos, bedroom.* Give pairs chart paper. Have them draw a web, and brainstorm all the adjectives they can think of for their noun. Encourage the partners to look at the pictures in the story to give them ideas for adjectives. Have pairs share their webs, adding suggestions from the class. Post the webs.
Pet Tricks

Read with students the fourth paragraph on Anthology page 310: And when she went into her own yard and found her brother Juan teaching Lobo to return a ball, the grumble grew so big that it exploded.

SAY Today we are going to learn about tricks you can teach a pet. What trick was Juan teaching Lobo? What other pet tricks do you know about?

Have students describe or demonstrate pet tricks. List their ideas on the board. Once the list is complete, have the class act out each trick as you read it.

Divide the group into pairs. Let each pair choose one trick from the list on the board. Have each pair secretly practice acting out the trick. Then have each pair act out the trick while the other students guess what it is.
Ordering Important Information

Discuss with students the purpose of an announcement. Remind them that announcements are short and only include important information. The information should be in order of importance. Write these question words on the board: Who? What? Where? When? Tell students that these are the important questions to answer in preparing an announcement flyer. Then make a simple announcement flyer of a school activity or program, similar to the one shown.

Discuss the information in the flyer. You could also cut an announcement from a newspaper and discuss the order in which the information is presented.

Language Experience Activity  Discuss an upcoming school event or field trip. Have students look at the question words and decide what information they need to provide, and how they want to say it. Write the announcement as they decide. Have them look at the final product and discuss whether they want to change something or add or delete information.

Skill Objective
Students organize information by order of importance.

Academic Language
• announcement
• organize information

Materials
• newspaper ads or magazine ads

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Show students the announcement about the musical program. Ask questions using the question words on the board. Have students use the announcement to answer the questions.

Early Production/Speech Emergent
Start with the same activity as the one on the left. After the oral work, show students a movie ad, and have them work in groups to write an announcement.

Intermediate/Advanced
Cut out event announcements from the newspaper in strips. Give each group one cut-out ad for them to put the information in order. Have students rewrite the announcement and present it to the class.
Patterns

**Vocabulary**
- patterns, polka dots, stripes, plaid, solid, spots, pipes

**Materials**
- Anthology
- examples of patterns
- scissors
- glue
- butcher paper

**SAY** Today we are going to learn about the names for different patterns. Patterns are designs you see on clothing, wallpaper, and even on gift wrapping paper. What patterns do you know about?

Have students describe or point to patterns on their clothing or in the classroom. Elicit from students the patterns polka dots, stripes, plaid, and solid.

Display three sheets of butcher paper and label each with a pattern name. Point out to students the pictures in the Get Set on Anthology page 341 and the pictures on page 361. Have them find examples of each pattern. Have students cut out the patterns and paste them on the butcher paper to make class collages. As they paste a pattern on a collage have them complete the sentence I found a ___ pattern or I found a solid color.

When collages are complete, display the poem “Miss Rita Ripes” and recite it, pointing to the collage for each pattern named in the poem. Then have students recite the poem, pointing to each collage as it is named.

**Let’s Recite**

Miss Rita Ripes
Miss Rita Ripes, Ripes, Ripes
All dressed in stripes, stripes, stripes
With red and yellow, yellow, yellow
That look like pipes, pipes, pipes.

Miss Connie Cots, Cots, Cots
In polka dots, dots, dots
Can’t find her eyes, eyes, eyes
With all the spots, spots, spots.

**Technology**

Get Set for Reading CD-ROM
Poppa’s New Pants

Education Place
www.eduplace.com
Poppa’s New Pants

Audio CD
Poppa’s New Pants
Audio CD for Smart Solutions

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**SAY** Point to the stripes. Point to the polka dots.

**Early Production/Speech Emergent**
**ASK** Which collage do you like best? Why?

**Intermediate/Advanced**
**SAY** Describe the clothing you would like to wear tomorrow. Why did you pick clothing with those patterns?
Get Set to Read

Sewing Clothes, pages 340–341

**SAY** We have talked about different kinds of patterns on cloth. Now let's look at Anthology pages 340–341. Read the title and the paragraph with me. Why would you have your clothes mended?

Have students look at the photographs. **ASK** What is being mended in the first picture on page 340? in the second? Look at the patterns on page 341. Which pattern is your favorite? Are there any that you don't like? Which don't you like? Why?

**Poppa’s New Pants**

**Segment 1, pages 342–353**

Lead students on a picture walk, using these prompts.

**Pages 344–345:** The man in the picture is going to the store with his son. Do you think he wants to go? How can you tell?

**Pages 346–347:** What kind of pattern is on the pants that Poppa is holding? What is wrong with the pants?

**Pages 348–349:** What is everyone looking at on these pages? Why do you think they are looking?

**Pages 350–351:** What do you think Grandma Tiny is doing in this picture?

**Pages 352–353:** George, the boy who is telling the story, is sleeping in the kitchen. Do you think he likes it there? Why or why not? Why does he have his head almost covered?

**VCV Pattern**

**Review** the **VCCV** and **VCCCV** patterns. Remind students how they can use the patterns to help them divide words into syllables. Review where to break such words. Present the **VCV** pattern, and explain how this pattern will help students break a word between the first vowel and the consonant if the vowel is a long sound (**Tiny**) or after the consonant if the vowel is a short sound (**visit**). Write on the board words from the Anthology selection to identify the **VCV** pattern. Write the pattern above the word. For example, write **visit**. Underline the **VCV** pattern, and show how to divide the word between the first vowel and the consonant, and explain to students how this will help them decode the word. Do the same using several other words from the story.
Cleaning Words

Read with students the fifth sentence on Anthology page 344: Poppa and I had beaten so many rugs, washed so many windows, and moved around so much furniture that we’d sweated a bucketful.

**SAY** What were some of the cleaning chores that Poppa and George did? What other cleaning chores do you know about? How do you help keep your house clean? How do you help to keep our classroom clean?

Have students describe or demonstrate what they know about cleaning chores. Write their responses on the board. To demonstrate, have pairs of students pantomime a chore from the list. Ask what tools they need to do each task. If possible, provide the tools for students to use as props as they act out each task. Complete a chart similar to the one shown as several students act out each task.

<table>
<thead>
<tr>
<th>Tools Needed</th>
<th>Cleaning Chore</th>
</tr>
</thead>
<tbody>
<tr>
<td>broom</td>
<td>sweep</td>
</tr>
<tr>
<td>mop and bucket</td>
<td>mop</td>
</tr>
<tr>
<td>vacuum cleaner</td>
<td>vacuum</td>
</tr>
<tr>
<td>dust rag</td>
<td>dust</td>
</tr>
</tbody>
</table>

Have students complete the following cloze sentence using the information in the chart: I use a ____ to ____.
**Poppa’s New Pants**

**Segment 2, pages 354–361**

Lead students on a picture walk, using these prompts.

**Pages 354–355:** What is George doing here? Why is he doing this?

**Pages 356–357:** What is everyone doing in this picture? What do you think will happen next?

**Pages 358–359:** What has happened to Poppa’s pants? Do you think he will wear them? Why or why not?

**Page 361:** Do you think George is happy? How can you tell?

**Comparing with Adjectives**

**Review** the definition and use of adjectives. Remind students that adjectives describe nouns. Write on the board: *The tree in our yard is big. The tree next door is bigger than our tree. The tree in the square is the biggest one of all.*

Have students identify the adjectives in the three sentences. Write the adjectives on the board, and underline the endings. Tell students that when they compare two persons, places, or things, they use the comparative form, which usually ends in *–er*. When they compare more than two persons, places, or things, they use the superlative form, which usually ends in *–est*.

**Show** pictures to help students use the comparative and superlative forms of short adjectives such as *small, long, short, new, old*. Tell students to look for *than* and *the* as clues to whether they use *–er* or *–est*.

**Skill Objective**

Students form common comparative and superlative adjectives and use them in sentences.

**Academic Language**

- adjective
- comparative
- superlative

**Language Transfer Support**

In languages such as Spanish, the comparative is formed by using *more…than* (*más…que*), not by inflections. If students experience problems, help them use the *–er* and *–est* forms for appropriate adjectives.
Sewing Words

Read aloud the first paragraph on Anthology page 358: “Honey,” said Grandma Tiny, “I got to thinking about what a wonderful husband you are and about how much you wanted to wear these pants. So I got up last night, cut off six inches, and hemmed them for you.”

Today we are going to learn about words used to describe sewing. What did Tiny do to Poppa’s pants? What did Tiny need to use to hem Poppa’s pants? What else is used to sew? Have students describe and demonstrate what they know about sewing.

Let’s Sew

Display two cloth scraps, a needle, thread, and scissors at the front of the classroom. Thread a needle. Have students say Put the ___ in the needle as you thread the needle. Cut the cloth scraps into a simple shape, such as a heart, square, or football. As you cut the two pieces of fabric into the same shape, have students say Cut the ___ with scissors. Sew around the edges of the two pieces of fabric, leaving a two-inch hole to add stuffing. Turn the shape right-side out and stuff it with cotton, old stockings, or other soft material to make a pillow. Then sew the opening shut to complete the pillow.

Vocabulary

sewing

Materials

• Anthology
• cloth scraps
• a needle
• thread
• scissors
• soft material

Moving into...

Beginning/Preproduction

See Master ELL 6–4.

Using paper grocery sacks, instruct each student to cut the sack down the middle and cut out armholes to make vests. Have them decorate their vests in either a striped, polka-dotted, or plaid pattern. Then recite “Miss Rita Ripes” as a group, having those wearing striped vests dance to the first verse, those wearing polka-dotted vests dance to the second verse, and those wearing plaid dance to the third verse from Day 2.

Multi-Level Response

BEGINNING/ PREPRODUCTION

ASK: What did Tiny need to hem Poppa’s pants?

EARLY PRODUCTION/SPEECH EMERGENT

ASK: What did I use to cut fabric? What was the first thing I did to make the pillow?

INTERMEDIATE/ADVANCED

With students, write step-by-step directions for making a pillow. Have students tell the steps in order.
Dictionary: Antonyms

Show a picture of something large, such as an elephant. Say: The elephant is big. Then show a picture of something small, such as an ant. Say: The ant is small. Write big and small on the board or on chart paper. Explain that big and small are antonyms. Tell students that antonyms are words that have the opposite meaning.

Write and say the word antonym. Have students say the word with you. Write on the board other simple, concrete examples. Continue showing pictures and giving examples of antonyms, such as dirty/clean, happy/sad, tall/short, and so on.

Skill Objective
Students identify pairs of antonyms.

Academic Language
- antonym
- opposite

Leveled Reader
Smart Solutions
Chili for Lindy
by Joanne Korba
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
We were having a good time looking at the shiny new farm equipment when Poppa spied a pile of pants stacked on a table. Most of them were plain black or brown corduroy.

Clothes can be made of different kinds of fabric. Most of the pants in the pile were made of what fabric? What other kinds of cloth do you know about?

Provide samples of a variety of kinds of fabric, such as corduroy, silk, cotton, denim, velvet, and wool, for students to look at and feel. Place the samples in a paper bag. Blindfold individual students, and have them reach into the bag for a sample. They can then describe how the fabric feels. As students become familiar with each kind of fabric, have them describe how it looks. Record their descriptions in a chart similar to the one shown. Record student responses. SAY Silk is a smooth fabric. Silk is a shiny fabric.

<table>
<thead>
<tr>
<th>Cloth</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>silk</td>
<td>shiny, smooth</td>
</tr>
<tr>
<td>corduroy</td>
<td>ribbed, thick</td>
</tr>
<tr>
<td>velvet</td>
<td>soft, furry</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

ASK What kind of cloth is smooth and shiny?

**Early Production/Speech Emergent**

ASK What kind of cloth is soft and furry? What do you think the shirt or dress you are wearing is made of? How do you know?

**Intermediate/Advanced**

SAY Using the pattern words from Day 1 and the information in the chart, write sentences to describe the clothes you are wearing. Read your sentences aloud.
Selection Review

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

**Show:** red plaid pattern
Point out the illustration on Anthology page 347, and explain that it shows a red plaid pattern.

**Model:** creak
Demonstrate the squeaking sound of a creaking chair.

**Explain:** hemmed
to fold back and stitch down the bottom of pant legs or another article of clothing

### Selection

**Poppa's New Pants**

A boy named George helped his Grandma Tiny clean house for a visit from Big Mama and Aunt Viney. After the company came, George and his Poppa went to the store. Poppa bought some gray pants with a red plaid pattern. The pants were too big.

Poppa wanted one of the women to shorten his pants. They were all too tired. Poppa put his pants on the back of a rocking chair.

George slept in the kitchen that night because Big Mama and Aunt Viney were in his room. In the night, George saw a white shape like a ghost come into the kitchen. This happened three times. George heard the rocking chair creak, and he heard snipping sounds. He kept telling himself that ghosts were not real.

In the morning, Poppa held up his pants. They were so short that they stopped at his knees. All of the three women had cut six inches from the pants and then hemmed them. The women were the white shapes George had seen. They really wanted to help Poppa!

George was happy because now the pants fit him!

### Comprehension Questions for the Anthology Selection

1. Look at Poppa's pants in the illustrations on pages 348–349 and 358–359. What is the difference between the way the pants look in the first and the second illustration? Look in the story to find out how many inches each woman cut from the pants. What is the total in inches? (Pants in the first much longer than pants in the second; 18 inches)

2. Poppa's pants fit George at the end of the story. What is the cause? Name the effect. (Each of the three women shortened the pants. The pants are now short enough for George.)

3. What would you do if you were George when he heard noises in the kitchen? (Answers will vary.)

### Comparing with Adjectives

I'm thinking of . . . Play a guessing game. The teacher or a student says a sentence using a comparative or superlative adjective, and the rest of the class has to guess who the person, place, or thing is. Sentences can be about the people in the class, or about the story. **Say I'm thinking of someone who is older than Poppa.** Students answer in a complete sentence using the comparative or superlative form.
**Clothing**

Read aloud the last two sentences on Anthology page 360: Poppa looked nice too, although he was wearing the same black pants he wears every Sunday. And I must say, I looked mighty sharp in my brand new gray knickers with the red plaid.

**Today we are going to talk about different kinds of clothing.** Using the picture on page 361, describe the clothing the family is wearing. Point out the knickers and explain what they are. Help students review the types of clothing the family members are wearing, using the clothing names students learned on Day 4 of The Lost and Found.

**We wear special clothing for certain kinds of weather.** What kinds of clothing would you wear to go out in a rain-storm? As students respond, have them record with you their responses in a chart similar to the one shown. Name kinds of weather students are familiar with, and complete the rest of the chart.

<table>
<thead>
<tr>
<th>Kind of Weather</th>
<th>Clothing I Wear</th>
</tr>
</thead>
<tbody>
<tr>
<td>rain</td>
<td>raincoat, rain hat, boots or sturdy shoes</td>
</tr>
<tr>
<td>snow</td>
<td>warm coat, gloves or mittens, boots, scarf, wool socks, hat</td>
</tr>
<tr>
<td>hot and sunny</td>
<td>shorts, sandals, short-sleeved shirt, T-shirt</td>
</tr>
</tbody>
</table>

**BEGINNING/REPRODUCTION**

**Have students make a comic strip of the three people in the poem.** The first frame shows Rita dressed in striped clothing. The second frame shows Connie in polka-dotted clothing. And the third is Brenda in plaid clothing. Have students use a dialogue bubble for each frame that completes the cloze sentence I’m wearing ____. For example, Rita says “I’m wearing stripes.” Then have students share their comic strips.

**BEGINNING/REPRODUCTION**

**ASk** In what kind of weather would you wear shorts and sandals?

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASk** When would you wear a raincoat? mittens? Why did you wear what you are wearing today?

**INTERMEDIATE/ADVANCED**

**SAY** Write a paragraph describing the clothing you would wear in different kinds of weather. Share your paragraph with a partner.
Paraphrasing

Remind students that when they write a summary, they should write it in their own words. That is, they must paraphrase. Explain paraphrasing, using some simple sentences. Write a pair of sentences on the board, such as Grandma is sick. Grandma is not feeling well. Explain how both sentences say the same thing, using different words. Give more examples, such as Soccer is Ana’s favorite sport. Ana likes soccer best of all.

Write a sentence from the story on chart paper or on the board, and have students talk with a partner to come up with a paraphrase. Listen to students’ sentences. Write them on a separate piece of paper or on the board, if there are different ones, and have students decide which is the best paraphrase. Write that one on the chart paper. Do this with two or three more sentences from the story.

Skill Objective
Students improve their writing by paraphrasing.

Academic Language
• paraphrase

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write a sentence on the board. Then show students two other sentences on sentence strips. Have students decide which one paraphrases the first sentence without changing the meaning. Have them place the new sentence next to the original one.

Early Production/Speech Emergent
Give students sentences, and then have them work in pairs to come up with an appropriate paraphrase. Have them write the paraphrases. Then have students read the paraphrases aloud to compare their work.

Intermediate/Advanced
Have students turn to one specific page in the story. Have them choose two sentences from that page and write a paraphrase. Then have a student read the paraphrase aloud, while the rest of the class looks for the original sentence on that page.
Today we are going to talk about activities you can do in different kinds of weather. List the different kinds of weather on a chart similar to the one shown. **ASK** What kinds of activities do you like to do when it is snowy? sunny? Add students' responses to the chart.

Display the poem “No Matter What the Weather” and read it aloud using appropriate motions for the activities. Then have students read the poem with you, including the motions.

Once students are familiar with the poem, have them take turns completing the sentence from the poem:

**When it's ____ outside I like to ____ .**

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**Vocabulary**

snowflakes, snowball, roller skate, in-line skate, ride bikes, swim, make snowmen, ski, ice skate

**Materials**

- Picture-Word Cards
  - bike, roller skates, in-line skates, snowman
  (See Master ELL 6–9.)

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**No Matter What the Weather**

When it's sunny outside, I go for a bike ride.
When it starts to rain, I play with my train.
When the snowflakes fall, I make a giant snowball.
Whether it is cold or hot, I always like to play a lot!

<table>
<thead>
<tr>
<th>Kind of Weather</th>
<th>Fun Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>sunny</td>
<td>ride bikes</td>
</tr>
<tr>
<td></td>
<td>roller skate</td>
</tr>
<tr>
<td></td>
<td>in-line skate</td>
</tr>
<tr>
<td></td>
<td>swim</td>
</tr>
<tr>
<td>snowy</td>
<td>make snowmen</td>
</tr>
<tr>
<td></td>
<td>ski</td>
</tr>
<tr>
<td></td>
<td>ice skate</td>
</tr>
</tbody>
</table>

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**Technology**

Get Set for Reading
CD-ROM
Ramona Quimby, Age 8

Education Place
www.eduplace.com
Ramona Quimby, Age 8

Audio CD
Ramona Quimby, Age 8
Audio CD for Smart Solutions

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how you ride a bike. Show how you make a snowball.

**Early Production/Speech Emergent**

**ASK** What is your favorite activity on the chart? In what kinds of weather could you do it?

**Intermediate/Advanced**

Have students select a kind of weather from the chart and list activities that they couldn’t do in each kind of weather.
Get Set to Read

Rain, Rain, Go Away! pages 368–369

SAY: We have talked about different kinds of activities to do in different kinds of weather. Now let’s look at Anthology pages 368–369. Read the title and the first paragraph with me. What does the title mean? Do you like rainy days? Why or why not? Read the second paragraph with me. What will the next story be about?

Have students look at the photos on these two pages. SAY: Look at the pictures on these pages. Which activities would you like to do on a rainy day?

Ramona Quimby, Age 8

Segment 1, pages 370–381

Lead students on a picture walk, using these prompts.

Pages 372–373: Look at the picture of Ramona on page 372. Do you think Ramona likes rainy days? Why do you think so? Look at the picture on page 373. How many people do you think are in Ramona’s family?

Pages 374–375: What is Ramona thinking about on page 374? What is she doing on page 375?

Pages 376–377: Does anyone look happy in these pictures? What do you think is wrong? How do you think the cat feels?

Page 379: Why do you think Ramona is talking to her father?

Pages 380–381: Everyone seems so bored and unhappy. What do you think will happen next?

Contractions

Write two sentences on the board, one without a contraction and one with: I am a teacher. I’m a teacher. Ask students how the two are different. Say that the word I’m is a contraction. Write and say the word contraction and have students say it with you. Point out the apostrophe. Write and say that word as well. Have students say it. Make sure students understand how the apostrophe is made and where it is placed. As you work with contractions, start a chart with the full form and the contraction. Add to the chart as new contractions come up. Include haven’t, you’re, don’t, it’s, and so forth. Have students practice saying sentences with contractions.
Rooms in a House

Read with students the second sentence on page 372: She pressed her nose against the living-room window, watching the ceaseless rain pelting down as bare black branches clawed at the electric wires in front of the house. **ASK** Where is Ramona sitting? Name some rooms in a house. List student responses in a chart like the one shown. **ASK** What would you find in a living room? What do you do in a living room? Record students’ responses in the appropriate column of the chart.

<table>
<thead>
<tr>
<th>Room in House</th>
<th>What We Find There</th>
<th>What We Do There</th>
</tr>
</thead>
<tbody>
<tr>
<td>living room</td>
<td>couch, TV, front door</td>
<td>watch TV, read, talk to family</td>
</tr>
<tr>
<td>kitchen</td>
<td>stove, refrigerator, sink</td>
<td>cook, eat</td>
</tr>
<tr>
<td>bedroom</td>
<td>bed, dresser, closet</td>
<td>sleep, get dressed</td>
</tr>
</tbody>
</table>

**Go to Your Room** Divide the class into the number of groups equal to the number of rooms in your chart. Assign each group one room. Have each student in the group draw a picture of the assigned room. Then reassign students into different groups, so that each new group has students with different rooms. Let students share and describe their pictures with their group.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What would you find in a kitchen?

**Early Production/Speech Emergent**

**SAY** Describe the kitchen in Ramona’s house.

**Intermediate/Advanced**

Instruct students to play a game by having the first player think of a room in a house. Then the team directs yes and no questions to the player. The team members gather clues until they can guess the room.
PRETEACH

LITERATURE FOCUS 10–20 MINUTES

Ramona Quimby, Age 8
Segment 2, pages 382–393

Lead students on a picture walk, using these prompts.

Pages 382–383: What do you think is happening on these pages? Is the family in a hurry? How can you tell?

Page 385: What is the man doing on this page? Where is everyone?

Pages 386–387: How does everyone look now? Do you think the father had a good idea? How do you know? Who is sitting near the family?

Pages 388–389: What do you think the man is doing?

Pages 391–393: Do you think the family had a good meal? How can you tell?

RETEACH

SKILL FOCUS: GRAMMAR 15–20 MINUTES

Adverbs

Explain that an adverb modifies a verb, and that it answers the questions how, when, and where. Point out also that most adverbs end in -ly. Then make a poster depicting this information.

Write sentences on the board, and have students find the adverb. For example, write: Beezus was crying loudly. Ramona quickly left the room. The rain falls everywhere. Ramona often gets in trouble. She wants to ride her bicycle today. Underline each adverb and discuss what question it answers.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Give students cards with some common adverbs, such as today, loudly, quickly. Have students work in pairs to come up with a sentence. Write their sentences on the board. Discuss which word is the adverb and which question it answers.

Early Production/Speech Emergent
Give pairs of students one or two cards with adverbs such as today, loudly, everywhere, quickly, slowly, yesterday, outside. Have the partners come up with a sentence for each card and decide what question the adverb answers.

Intermediate/Advanced
Write on the board some sentences without adverbs. Write: Ramona watches the rain. Mrs. Quimby scolded Ramona. Have students go back to the story and find some adverbs to add to these sentences.

Skill Objective
Students identify adverbs and use them in sentences.

Academic Language
• adverb
• verb
Vocabulary
salad, garlic bread, hamburgers, French fries, fried rice, stir fry, lo mein

Materials
- Anthology
- tape recorder
- blank tapes

Types of Restaurants
Read aloud the last sentence on Anthology page 383: Off the Quimby’s sped to the nearest Whopperburger, where they discovered other families must have wanted to get out of the house on a rainy day, for the restaurant was crowded, and they had to wait for a table.

A restaurant is a place where people can buy and eat a meal. What kind of food do you think was served at the Whopperburger Restaurant? What other kinds of restaurants do you know about?

Divide students into groups. Assign each group a made-up name of a restaurant. Let each group make a list of the kinds of foods one would find at that restaurant. Combine student lists into a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Restaurant</th>
<th>Food Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pizza Stop</td>
<td>pizza</td>
</tr>
<tr>
<td></td>
<td>salad</td>
</tr>
<tr>
<td></td>
<td>garlic bread</td>
</tr>
<tr>
<td>Bob’s Burgers</td>
<td>hamburgers</td>
</tr>
<tr>
<td></td>
<td>French fries</td>
</tr>
<tr>
<td>Chinese Garden</td>
<td>fried rice</td>
</tr>
<tr>
<td></td>
<td>stir fry</td>
</tr>
<tr>
<td>Mexican Cafe</td>
<td>tacos</td>
</tr>
<tr>
<td></td>
<td>burritos</td>
</tr>
<tr>
<td></td>
<td>lo mein</td>
</tr>
<tr>
<td></td>
<td>enchiladas</td>
</tr>
</tbody>
</table>

Multi-Level Response

Beginning/Preproduction
ASK: What would you buy at Pizza Stop?

Early Production/Speech Emergent
ASK: Where would you go for a hamburger? Where would you like to go to eat dinner? Why?

Intermediate/Advanced
Divide students into groups. Let each group write a TV or radio commercial to advertise one of the restaurants. Encourage them to tell all the reasons why someone would want to eat at that restaurant. Let students record their commercials and play them for the class.
Dictionary: Spelling Table

Show students the Spelling Table or Pronunciation Key in the front of a dictionary. Review the concept that the purpose of the table is to help them with pronunciation and to help them find words that they are not certain how to spell. Have students look at the column labeled Sound. Point out that the letters and symbols stand for the sounds in words.

Write on the board some words containing the letter a with various sounds. For short a, write bat, pat, sat. For long a, write ate, bake, pay. Continue with each sound of the letter a. Focus on one sound at a time, and have students find more examples for each sound before you move on to the next.

Skill Objective
Students use a spelling table for help in looking up words.

Academic Language
• spelling
• spelling table
• sound

Materials
• dictionaries

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Take one sound at a time, and use pictures to illustrate the words you give as examples. Select words that can be represented by a picture such as: bat, cat, train, rain, lake. Have students hold the pictures and say the words, as you point out the word on the board. If possible, find rhymes that illustrate the sound that you are working on.

Early Production/Speech Emergent
Work with one sound at a time, and use pictures to illustrate the words you give as examples. Select words that can be represented by a picture such as: bat, cat, train, rain, lake. Give partners two words, and have them make a poster with a drawing and a sentence for each word. Have each student present a word poster. Create a poster wall where students can display their posters, grouped by sound.

Intermediate/Advanced
Divide the group into smaller groups or teams. Say one word to a team. Students then have to use the table in the dictionary to figure out the spelling and write it on the board. Then do the same with the other team. Give each team a point for each word they spell correctly.

Language Transfer Support
Most languages have one-to-one sound-spelling correspondence, or nearly so. The fact that English has so many ways of representing a given sound makes spelling challenging. Help students sound out and learn the meanings of any words with difficult spelling.

Leveled Reader
Smart Solutions
Christy’s First Dive
by Susan Delaney
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

SELECTION 3: Ramona Quimby, Age 8 DAY 3
Favorite Foods

Read with students the fourth paragraph on Anthology page 387: Whopper-burger was noted for fast service, and in a few minutes the waitress set down the Quimbys’ dinners: a hamburger and French fries for Ramona, a cheese-burger and French fries for Beezus and her mother, and hamburgers and chili for her father.

When Ramona looked at the menu she picked her favorite foods. What were Ramona’s favorite foods? What are some of your favorite foods?

Display the chart you made on Day 3. Let each student pick his or her four favorite foods from the chart and list them on a sheet of paper.

Have pairs of students come to the front of the room to act out a restaurant scene. One student plays the part of the server. Help that student with possible questions to ask, such as May I help you? What would you like to eat today? The other student uses his or her list of favorite foods to order dinner. Continue the activity until every student has had a chance to be the server and the customer.
Selection Review

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

Show: grouchy
Point out the illustration on Anthology page 379, which shows Ramona and her father, who looks angry and out of sorts.

Explain: decided
Mr. Quimby told everyone, without asking them whether they wanted to or not, that they would go out to dinner.

Restate: He missed his family.
He was lonely for his family. He wished he could be with his family.

Comprehension Questions for the Anthology Selection

1. The last sentence in the story says, “Tomorrow they would begin all over again.” What does this mean? (Possible answer: They might start arguing again, but they would still love one another.)

2. Make some generalizations about the family. Look at pages 372–373. Tell what you learned about bow the family feels on a rainy Sunday. (Possible answers: They are bored. Ramona hates to clean her room. Beezus is angry about something.)

3. Mr. Quimby solved the problem by going out to eat with the family. Tell what you would have done in his place. (Answers will vary.)

Adverbs

Adverb Game
Give each student a card with an adverb written on it. Have them write on the other side of the card a sentence using their adverb. Then have individual students act out their sentences. Have the rest of the class guess what they are doing and what the adverb in their sentence is. Post the cards with the sentences, so that students can refer to them during writing assignments.
Types of Music

Read with students the second sentence on Anthology page 384: "She amused herself by punching the buttons on the vending machine in time to the Muzak, which was playing "Tie a Yellow Ribbon 'Round the Old Oak Tree."

**SAY** There are many different kinds of music. Today we are going to talk about different kinds of music. What kinds of music do you know about? Explain that the music Ramona is listening to is a type of background music played on elevators, in stores, and even on the telephone when you are holding for someone.

Write the kinds of music students mention in a chart similar to the one shown. If possible, play an example or two of each kind of music named.

What is your favorite kind of music? Choose one kind from the chart. As students respond, have them write their names in the appropriate column of the chart. As names are recorded, have students say, My favorite music is ____. Then give them a sentence. **SAY** Angela likes rock and roll. Martín likes Tejano music.

<table>
<thead>
<tr>
<th>Rock and Roll</th>
<th>Tejano</th>
<th>Country</th>
<th>Classical</th>
</tr>
</thead>
<tbody>
<tr>
<td>Angela</td>
<td>Martín</td>
<td>Ramil</td>
<td>Kyra</td>
</tr>
<tr>
<td>Alfonso</td>
<td>Roberta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julianna</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

**ASK** What is your favorite kind of music?

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What kind of music is Ramil’s favorite? Do more students like tejano or country music? How do you know?

**INTERMEDIATE/ADVANCED**

**ASK** What kind of music is your favorite? Why? What other kinds of music do you like? Why?
Telling More with Adverbs

Remind students what they have learned about adverbs, and refer them back to the sentences and posters they have made and posted in the previous days. Review with students the fact that adverbs give readers information about how or when something was done. Point out that when they write, adverbs can help them to explain their topic more clearly.

Write several sentences without adverbs on the board. Write a list of adverbs as well. Have students tell you what adverbs would be appropriate in the sentences. Some examples are: Ramona ate her ice cream. The man paid for their dinner. Students might add quickly to the first sentence and cheerfully to the second.

Language Experience Activity Write sentences from the story on the board, using no adverbs, such as Ramona looked out the window. Ramona, clean up your room, said Mrs. Quimby. Ramona went to her room. Have students think about the story and improve the sentences by using adverbs. Encourage them to look at the pictures or the text to decide which adverb to use.

Skill Objective
Students use adverbs to tell more and improve their writing.

Academic Language
• adverb
• verb

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have students look at the pictures on Anthology pages 372, 373, 376, and 381. Write a sentence about each picture on the board: (p. 372) Ramona looked out the window. (p. 373) Beezus walked across the room. (p. 376) Mother talked to Beezus. (p. 381) Ramona sat. Ask students to look at the picture again and think of an adverb to describe the picture more accurately. Write the new sentences on the board.

Early Production/Speech Emergent
Use the same activity as in Beginning/Preproduction, but have students rewrite the sentences, first on the board and then in their notebooks. Discuss how the adverbs changed the sentences.

Intermediate/Advanced
Divide students into four groups, and have them use pictures in the Anthology selection to write a summary. Divide the story into four parts, and assign each group a part. Have them use as many adverbs as possible to enhance their writing.