American Stories

Selections

1. Tomás and the Library Lady
2. Tanya’s Reunion
3. Boss of the Plains
4. A Very Important Day
The Library

Vocabulary
library, check out (verb), dinosaurs, librarian, shelf, table, card

Materials
• library books
• library check-out cards
• index cards
• Picture-Word Cards
  book, shelf, table, bench
  (See Master ELL 2–3.)

The Library

Today we are going to talk about libraries. What is a library? What can I find at a library? The person who works in the library is called the librarian; the librarian can help you find the books.

Display the poem “Library Search.” Listen and watch as I read. As you read the poem aloud, act out looking for, finding, sharing, and checking out a book.

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

Place some library books on a bookcase in the room, provide check-out cards and pencils, and choose a child to play the librarian.

Who can show me what you do in the library? Describe each step.

On large index cards, write shelf, table, books, card, and librarian. Imagine that this is the library. Where should we place each of these labels? Have students label each item.

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Get Set to Read

Tomás Rivera: Reader and Writer, pages 156–157

Have students turn to pages 156–157 in their Anthologies. Say Tomás Rivera was a writer. He is seen in the photograph on page 156. Read aloud the title of the Get Set. Ask Why do you think the title says Reader and Writer?

Say Tomás Rivera also was a teacher and a director of a university. He accomplished many things in his life. Look at the pictures on page 157. Read the captions aloud. Ask How did people show respect for Tomás Rivera? Why do you think he had a school, an award, and a library named after him?

Tomás and the Library Lady

Segment 1, pages 159–169

Lead students on a picture walk, using these prompts.

Pages 160–161: Where is Tomás? Where do you think he is going?

Pages 162–163: What are the boys doing here? Where are they?

Page 164: Who is with these boys? What do you think he is saying? Look at the tree. Does this help you know what the man is saying?

Pages 166–167: Where did Tomás go? Why do you think he went there? What is this woman doing?

Pages 168–169: Do you think Tomás is really riding on a dinosaur? Why or why not?

Contractions

Write I am=I’m on the board. Explain that the two words I am can become I’m, and that I am and I’m mean the same thing. Say I’m is an example of a contraction. Ask What letter from I am is missing in the word I’m? What do you see in its place? That’s called an apostrophe. Contrast the placement of an apostrophe with that of a comma.

Write these contractions on the board: s/he’s, aren’t, we’re, can’t. Ask students to identify the two words that are shortened to make each contraction. Write the words on the board, for example, s/he is. Have students identify the missing letter that was replaced by the apostrophe. Write other contractions on the board and guide students to recognize what two words they stand for.

Skill Objective

Students read contractions and identify their meanings.

Academic Language

• contraction
• apostrophe

Language Transfer Support

Although many languages use contractions in speech, written contractions are not common. While they may have heard these contractions, students may need help identifying written contractions in English. Use this opportunity to explain the connection between written and spoken language.
We have talked about libraries. We also read about a boy who made friends with a lady who worked in a library. Today we are going to talk about occupations or the work that people do. Read aloud this paragraph from Anthology page 168: The library lady looked at Tomás for a long time. She said, “Tomás, would you like to borrow two library books? I will check them out in my name.”

What did Tomás call the woman who worked in the library? Then say: We have special names for people who do certain jobs. A person who works in a library is usually called a librarian. Give other examples, such as painter, doctor, and teacher.

Ask students to name other jobs people do. Record students’ responses on the board. List the corresponding name used for workers who do each job. Use the Picture-Word Cards for more suggestions.

Next have students use the recorded information in the following ways.

Beginning/Preproduction
Have students pantomime working at one of the occupations listed on the board. The other students should guess the student’s occupations.

Early Production/Speech Emergent
Ask: What jobs does a librarian do? Who does the job of helping sick people? What kinds of workers help build houses?

Intermediate/Speech Advanced
Help students write a description of workers at construction site or other workplace. Have students include a description of what each worker is doing.
**LITERATURE FOCUS**

**10–20 MINUTES**

**Tomás and the Library Lady**

**Segment 2, pages 179–175**

Lead students on a picture walk, using these prompts.

**Pages 170–171:** What is Tomás doing? What is his family doing? What parts of this picture are real? What parts are not real?

**Page 172:** Where is Tomás? How does he feel about being at the library?

**Page 173:** Who came to the library with Tomás? What do you think is happening here? Why?

**Pages 174–175:** Where do you think the family is going? Who is reading now?

**SKILL FOCUS: GRAMMAR**

**15–20 MINUTES**

**Proper Nouns**

Have students review the definition of a noun. Remind them that a *common noun* names any person, place, or thing, for example, *woman, school,* and *book.* Write these words on the board. *Explain* that a proper noun names a specific person, place, or thing. Write *Mrs. Rivera* on the board next to *woman.* *Say* Mrs. Rivera is a proper noun, because it names a specific person. Woman is a common noun, because it is not specific.

Have students give examples of specific schools and specific book and add them to the board. As you write the words, point out that proper nouns always begin with a capital letter. Continue to contrast common and proper nouns by writing common nouns and asking for examples of corresponding proper nouns. Have students classify the words into the categories of person, place, or thing.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have student pairs look through the Anthology selection *Tomás and the Library Lady.* Have them find and write examples of proper nouns from the selection.

**Early Production/Speech Emergent**

Write examples of common and proper nouns on the board. Write each word with a lowercase letter. Have students come to the board and capitalize the proper nouns.

**Intermediate/Advanced**

Choose a letter, for example, *K.* Have students say proper nouns that begin with *K,* for example, *Karen, Kansas City, Kentucky, Korea.* Repeat, using different letters.

**Language Transfer Support**

Some proper nouns in English are not considered proper nouns in other languages. For example, the days of the week and months of the year are not proper nouns in Spanish or French and are not capitalized. Make students aware of this difference when writing.
Greetings

SAY We have been reading about a boy who made friends with a librarian. Tomás taught his new friend some greetings in Spanish. Today we will talk about greetings. Explain that a greeting is what we say when we first meet someone or when we see a friend.

Have students read the last paragraph on Anthology page 172: The library lady said, “Buenas tardes, señor.” Tomás smiled. He had taught the library lady how to say “Good afternoon, sir” in Spanish.

ASK What greetings were mentioned in the paragraph? At what time of day are those greetings used? What greetings have you heard at other times? When could you use each greeting? Record students’ responses and add to the list as necessary.

Then have volunteers use the appropriate greetings as they act out scenarios such as the following:

• You see your teacher at 8:00 A.M.
• You run into your teacher at a school program at 7:00 P.M.

Next have students refer to the greetings on the board as they do the following activities.

BEGINNING/ PREPRODUCTION

Have students write down the greetings from the board. Check to see if their punctuation is correct.

EARLY PRODUCTION/ SPEECH EMERGENT

Write various times, such as 8:00 A.M., noon, and 6:00 P.M., on the board. Point to one of the times and have two students exchange greetings appropriate for that time of day.

INTERMEDIATE/ ADVANCED

Have small groups plan and act out skits that include greetings. Tell students that their skit should include at least three greetings.
Antonyms

Explain that the word *opposite* means something that is completely different from something else. *Say* Big is the opposite of little. Ask students to tell you the opposite of *cold*. Explain that these pairs of words are *antonyms*, which means that two words are opposites in meaning from one another.

Have a variety of antonym word cards available. Pass these out to students according to their language abilities. *Say* “Fast,” who has the card that says “fast”? *Ask* What is the opposite of “fast”? Who has a card that shows the opposite of “fast”? Have the two students with the antonyms come to the board. Have them tape their cards side by side on the board. Continue until all cards have been called out.

Model creating sentences using the antonyms taped on the board. For example: *A cat is fast, but a turtle is slow.* *A plane is loud, but a bicycle is quiet.*
Encourage students to create their own sentences working with partners.

**Skill Objective**
Students recognize antonym pairs.

**Academic Language**
- opposite
- antonyms

**Materials**
- antonym pair word cards
- tape

**Leveled Reader**
*Portia and the Math Problems*
by Delores Lowe Friedman
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Kinds of Books

In the story we read, the author described some of the books he enjoyed reading at the library. Today we are going to talk about different kinds of books. Have students read the following sentences from Anthology page 172: On days when the library was busy, Tomás read to himself. He’d look at the pictures for a long time.

Explain to students that there are many different kinds of books. Then write fiction and nonfiction on the board and explain what each term means.

Look around the room and find books that are fiction, or make-believe stories. Then find some nonfiction books that give facts about science, history, or other subjects. Display the books along the chalk rail under the appropriate heading. As you discuss the books in each group, introduce terms such as biography, fairy tale, poetry, reference, and fantasy.

If Needed...

Beginning/Preproduction
See Master ELL 2–1.

Write the poem on sentence strips, putting half of each line on a separate strip. Display the beginning of each line in a pocket chart and distribute the remaining strips to students. Say: When I read the beginning of your line, stand and read the last part of the line.

Have students add their strips to the pocket chart to complete the poem. Then have the class read the poem chorally.

Multi-level Response

Beginning/Preproduction
Say Show me a fiction book. Show me a biography.

Early Production/Speech Emergent
Ask What do we call stories that are make-believe? What do we call books that have only facts? Show me a book that you like. Is it fiction or nonfiction?

Intermediate/Advanced
Provide a stack of books for each group of students. Have groups separate the books according to whether they are fiction or nonfiction. Ask each group to explain how they decided where each book belonged.

Vocabulary
fiction, nonfiction, biography, fairy tale, poetry, reference, fantasy

Materials
• Anthology
• books

Theme 2: American Stories
Selection Review

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

Show: Iowa, Texas
show Iowa and Texas on U.S. map

Restate: Library Lady
the woman who works at the library; the librarian

Explain: check out
Check out means to remove an item, such as a book, from a library. In the library, it usually means to borrow.

Restate: all summer long
during the whole summer

Comprehension Questions for the Anthology Selection

1. Turn to Anthology pages 170–171. Describe what is happening in this picture. How has Tomás changed? (Tomás is reading a story to his family. His grandfather used to read him stories, but now Tomás is reading to his grandfather.)

2. What important event happened after Tomás went to the library the first time? Why was this important? (Tomás met the library lady. She was very nice to him. He learned to appreciate reading and libraries by meeting her. He could become the storyteller in his family.)

3. Tomás and his family liked to tell stories together. What do you like to do with your family? (Answers will vary.)

Proper Nouns

Noun Challenge Divide students into two teams. Have the first member of Team 1 call out a common noun, such as state. Have the first member of Team 2 give an example of a corresponding proper noun, such as New Mexico. Next, the second member of Team 2 calls out a common noun and the second member of Team 1 must give an example. Continue until all students have had a turn.
The United States

Display a United States map. SAY Today we are going to talk about states and parts of the country. The middle part of the country is called the Central United States. The part toward the bottom of the map is called the South, and the part toward the top is the North. The West is to the left, and the East is to the right.

Then have students read these sentences from Anthology page 161: They picked fruit and vegetables for Texas farmers in the winter and for Iowa farmers in the summer.

Point out Iowa and Texas on the map. Have students decide whether each state is in the South, North, West, East, or Central U.S. ASK What is the name of our state? Where is it on the map? Find other states and repeat the activity.

Then have students use the map in the following ways:

**MULTI-LEVEL RESPONSE**

BEGINNING/PREPRODUCTION

SAY Point to the East. Point to the North. Point to the Central United States. Point to our state.

EARLY PRODUCTION/SPEECH EMERGENT

ASK Where is our state on the map? What states are near it? Name a state that one of your classmates visited. In which part of the country is it?

INTERMEDIATE/ADVANCED

Have students plan a trip. Ask them to name the states they would travel through as they give directions for their trip.

Vocabulary

central, South, North, East, West

Materials

• Anthology
• U.S. map

BEGINNING/PREPRODUCTION

See Master ELL 2–1.

Display the sentence strip version of “Library Search” from Day 4. Have students read it chorally. Then say: I am going to remove the ending of each line. Then I will read the poem with your help. Each time I read the beginning of a line, say the ending if you can remember it. Read the poem with students’ help. If they have difficulty with a line, display the missing words. Then repeat the activity until students can finish all the lines easily.

LANGUAGE DEVELOPMENT 20–25 MINUTES

Where Is It? Point out Iowa and Texas on the map. Have students decide whether each state is in the South, North, West, East, or Central U.S. ASK What is the name of our state? Where is it on the map? Find other states and repeat the activity.

Then have students use the map in the following ways.

BEGINNING/PREPRODUCTION

SAY Point to the East. Point to the North. Point to the Central United States. Point to our state.

EARLY PRODUCTION/SPEECH EMERGENT

ASK Where is our state on the map? What states are near it? Name a state that one of your classmates visited. In which part of the country is it?

INTERMEDIATE/ADVANCED

Have students plan a trip. Ask them to name the states they would travel through as they give directions for their trip.
Main Idea and Details

Tell students that the main idea is the most important idea in a piece of writing. Define supporting details, saying that they add information about the main idea. Write these sentences on the board: It is a nice day. It's warm. The sun is shining. Underline the first sentence. SAY: It is a nice day is the main idea. The other sentences tell why it is a nice day.

Language Experience Activity Have students choose a place they like and write a paragraph about that place. Have them decide what the main idea of the paragraph will be, such as We like the playground. Write their main idea on the board. Have students suggest several supporting details, and list them on the board.

Help students write a group description of that place. As students dictate, write their ideas on chart paper. Make sure they begin with the main idea. Afterward, read through what they wrote as a group and call on students to identify the main idea and details.
Today we are going to talk about relatives who might come to a family gathering. Relatives are members of your family. If you had a family gathering, who are some of the people who might come?

Introduce the word generation. Write grandparents, parents, and children on the board, and say that these terms represent each generation.

Ask students to identify terms for family members who fit into each generation category. Record students’ responses on the board. Introduce any terms for family members that students do not mention. Discuss how each relative is related to others in the family.

Display the poem “I Wish,” and read it aloud. As you read, act out preparing food, turning meat on the grill, and playing “Keep Away.” Have students read the poem and do the motions with you. Ask What relatives are mentioned in the poem? Record students’ responses by underlining the names of relatives in the poem.

Multi-level Response

**Beginning/Preproduction**

Have students draw a picture of their family, and label the family members with the words from the board.

**Early Production/Speech Emergent**

Ask Which are the oldest relatives in a family? Which are the youngest?

**Intermediate/Advanced**

Ask What is an uncle? How are cousins related to each other? How is a great-aunt different from an aunt?
Get Set to Read

Family Reunions, pages 184–185

**SAY** We will read a story about a family that plans to get together. Have students turn to Anthology pages 184–185. Read aloud the title of the Get Set, and ask if anyone knows what *reunion* means. If students need prompting, read aloud the first sentence of the Get Set and ask a student to explain the meaning of the sentence. **ASK** Why do you think families want to have reunions?

Have students look at the photographs on the pages. **ASK** Why do you think these groups of people are together? Do you think they are families? Why or why not? Where are the families? What are they doing?

*Tanya’s Reunion*

**Segment 1**, pages 187–195

Lead students on a picture walk, using these prompts.

**Page 187:** Tanya is the girl in the red shirt. Whom do you think she is with?
**Pages 188–189:** Who is at the table in the picture?
**Page 191:** Is Tanya happy or sad in this picture? How do her brothers feel?
**Page 192:** Where do you think Tanya and her grandmother are going?
**Pages 194–195:** What do you see in this picture? Why do you think the farm is shown here? Are the buildings new? How do you know?

**Word Roots sign and spect**

**Review** that a *word root* is a word part that is used to form other words. Write the word *signature* on the board. Underline the root *sign*. **SAY** The word root sign means “a sign or a mark.” Ask students if they know the meaning of the word *signature*. **SAY** Signature means “a person’s name, written by himself or herself.” A signature is a person’s mark. Repeat the process for the word root *spect*, using the word *spectator*. **Explain** that spect means “to look at,” and a spectator is “a person who watches an event, but does not participate in it.”

**Write** a list of words containing the roots *sign* and *spect* on the board. Have students look up their meanings in the dictionary. You might include *signal, signify, design, spectacle, suspect,* and *inspect*. Have students explain the meanings of these words. Challenge them to relate them to the meanings of *sign* or *spect*. 
Baking

**SAY** One of the things Tanya did with her grandmother was baking. That is what we are going to talk about today. Have students read the first three sentences on Anthology page 189: It was Saturday. Baking day. One of Grandma's special days.

**ASK** Why did Tanya think Saturday was special? Have you ever baked with someone in your family? What did you like about it? Display or list baking ingredients, such as sugar, flour, eggs, vanilla, butter, chocolate, and cinnamon.

**SAY** We use special ingredients when we bake. Have you used any of these ingredients in baking? What were you baking? Write on the board the names of the baked goods students mention.

**Bake a Cake**

Then display and read aloud a simple recipe for baking a cake. Have students listen to the recipe and pantomime each step with you.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Point to the eggs. Point to the butter.

**Early Production/Speech Emergent**

**ASK** What is one ingredient needed for making a cake? What should you do first, second, and last when you make a cake?

**Intermediate/Advanced**

Have students describe a baked good from their family or culture. Ask them to list the main ingredients and draw a picture of the final product.

**BEGINNING/PREPRODUCTION**

Display the poem “I Wish” and read it with students, using the motions from Day 1. Then have students participate in a question and response version of the poem. Ask: Where’s your grandma? Have students say the first line of the poem in answer. Continue the pattern with these questions: Who else is in the kitchen? Where are your aunts and uncles? What are your cousins doing? Which game are they playing? What do you wish?
Tanya’s Reunion
Segment 2, pages 196–211

Lead students on a picture walk, using the following prompts.

Page 197–198: Are Tanya’s relatives happy to see each other? Where is Tanya?
Pages 200–201: What do you see in this room?
Pages 202–203: The family is working together. What can you tell about their relationship with each other?
Pages 205–206: What are Tanya and Grandma are doing in these pictures? What do you think they are talking about?
Page 209–211: Why do the girls have baskets? What did Tanya find?

Singular and Plural Nouns

Remind students that a noun is a person, a place, or a thing. Write band on the board. SAY Show me one band. Now, Show me two bands. Write bands next to band. Explain that band is a singular noun because it names one thing hands is a plural noun because it names two things. SAY Singular nouns name one person, place, or thing. Plural nouns name more than one person, place, or thing.

Write other singular nouns such as: farm, cow, chicken, box, bus. Explain that most singular nouns take an -s or -es at the end of the word to form the plural noun. Write the plural versions of each noun on the board. Show that singular nouns ending with s, x, ch, or sh form the plural by adding -es. Have students name other singular nouns. Write students’ suggestions on the board. Have students write the corresponding plural nouns.

Language Transfer Support
Languages such as Chinese and Japanese do not have plural nouns.
Languages that create plurals using the same -s/-es suffixes may follow different rules for adding these endings. For example, in Spanish, the plural form of singular nouns ending with n is formed by adding -es.
We have been reading a story that takes place on a farm. Today we are going to talk about places on a farm.

Read aloud this sentence from Anthology page 204: “Back then, this whole farmyard: the barn, the pasture, fields, and orchard beyond” — she stretched out her arm — “this place was filled with activity.”

ASK What places are mentioned in the lines that we just read? List the places mentioned. Then ask questions such as: What is a barn? What is it for? Record students’ responses in a word web similar to the one shown. Provide definitions or suggestions if students are unfamiliar with the vocabulary.

ASK Can you think of other places on a farm? Add students’ responses to the word web. Next have students use the information as they do the following activities.

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MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
Ask simple yes or no questions, such as: Is there fruit in an orchard? Are there cows in a pasture? Are there trees in a field?

EARLY PRODUCTION/ SPEECH EMERGENT
Have students answer farm riddles such as the following. I’m a cow. Where do I live? I see lots of trees and they all have apples on them. Where am I?

INTERMEDIATE/ ADVANCED
ASK What would be fun about living on a farm? What would be hard about living on a farm?
Dictionary: Entry Words and Their Meanings

**Explain** that an *entry word* is a word we can find in a dictionary. Pass out dictionaries to students and help students identify several examples of entry words. **SAY** There are many different parts after the entry word. What other parts do you see? Choose one entry word, for example *reunion*, and read every part after the entry word. Provide the names of the parts, and write them on the board.

- **entry word** (*reunion*)
- **part of speech** (*noun*)
- **meanings** (*A gathering of the members of a group who have been separated*)
- **sample sentence** (*Our family has a yearly reunion.*)
- **pronunciation** (*re • yoon • yen*)
- **syllable break** (*•*)
- **related word with different endings** (*reunions*)

**SAY** These related words that are written at the end of the entry are not entry words in the dictionary. One type of word that is not an entry word is the plural of a noun. **Explain** that the *-ed* and *-ing* forms of the verbs and *-er* and *-est* forms of adjectives and adverbs are not entry words in the dictionary. **Show** an entry word from the dictionary. Have students find the different parts.

**技能聚焦：词汇**

- **技能目标**
  学生能识别词条及其含义。
- **学术语言**
  - dictionary
  - entry word
  - part of speech
  - meaning
  - pronunciation
  - syllable

**多级实践**

- **初级/前生产**
  在黑板上写这些词：*hat, hats, go, going, tall, tallest.*
  让学生圈出黑板上是词条的词。

- **早期产生/语言初显**
  为学生提供两张或三张词典词条。帮助学生识别并标出词条的不同部分。

- **中级/高级**
  让学生写一个词典词条。让他们包含黑板上所有的词典词条部分。
Farm Animals

SAY We talked about places on a farm and we read about Tanya’s experiences on a farm. Today we are going to talk about farm animals.

Have students read the following sentences from Anthology page 199: Coclle-doodle-do! The rooster’s morning wake-up call startled cousin Keisha out of her sound sleep, and she cried until her mother came to take her into her room with the baby.

ASK What animal woke up Keisha? What other animals live on a farm? Describe the animals.

Record students’ responses in a chart like the one below.

<table>
<thead>
<tr>
<th>What is It?</th>
<th>What does it look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>rooster</td>
<td>small, has two legs, feathers, and wings</td>
</tr>
<tr>
<td>cow</td>
<td>big, has four legs, fur and a tail</td>
</tr>
</tbody>
</table>

Animal Portraits Have students make and label a picture card for each animal in the chart. Then have students use the information in the chart and the picture cards in the following ways.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Have the students hold up the pictures of the animals. ASK Which animals are big? Show me the rooster.

EARLY PRODUCTION/ SPEECH EMERGENT

ASK Which animals have feathers? Which animals are bigger than you? Which are smaller?

INTERMEDIATE/ ADVANCED

Have pairs of students write a description of a farm animal to share with the class. After each paper is read, have the class name the animal that was described.
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

Restate: grew up
spent her childhood, grew older

Explain: family reunion
A family reunion takes place when family members meet together in one place. They usually have a party.

Explain: initials
Tell students that their initials are the first letter of each of their names. It can be first name, middle name, and last name. Have students practice saying their initials.

Comprehension Questions for the Anthology Selection

1. Look at the picture on Anthology pages 194–195. Tanya and Grandma have just arrived at the farm. What are Tanya's first impressions of the farm? (The farm looks old and run down. There are no animals. It wasn’t what Tanya expected.)
2. By the end of the story, Tanya's opinion of the farm changes. Why does it change? (Answers will vary. Possible answers: She sees that the farm has a lot of history and is interesting; she helps prepare for the reunion; she finds the fence piece.)
3. Where would you like to have a family reunion? Why? (Answers will vary.)

Singular and Plural Nouns

Singular and Plural Game Have students play a board game using word cards of singular and plural nouns. Be sure to select those that are regular nouns and that have a mix of -s and -es endings. Have students take turns choosing a card from the pile. Have students write the singular or plural for that noun, depending on the card they choose. Then have them use the word in a sentence.
**Times of Day**

**SAY** In Tanya’s Reunion, we read about things the family did throughout the day to prepare for the family reunion. Today we are going to talk about times of day. Then have students read this sentence from the last paragraph on Anthology page 208: *The day slipped into dusk when the family finally sat down to supper.*

**SAY** Think about when you eat supper, or dinner. What time of the day do you think dusk is? What else can you call that time of day? What do you call the early part of the day? the middle? Record students’ responses on a diagram like the one shown.

Call out times of day and have students pantomime things that they do at that time of day. Have the other students guess what the student is doing. Narrate the action with comments such as, *In the morning, Joey rides his bike to school, and Andrea brushes her teeth.* Continue until students are familiar with all the terms for times of day.

---

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 2–4.

Display the sentence strip version of “I Wish” from Day 4 and have students read it as a group. Then pair students with a partner, and say: *I am going to cut apart the words of each line of the poem. Work with your partner to arrange in order the set of words that I give you. Then tape the words in the correct order. Begin with the students who have the first line. Have each pair place its finished strip in the correct place on the pocket chart and read it aloud.*

---

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** When do you come to school? When do you eat lunch? When do you eat dinner? Have students point to the drawing on the board, or say the time of day.

**Early Production/Speech Emergent**

**ASK** When do you eat breakfast? lunch? During which part of the day do you go to art class? What is something that you do in the evening?

**Intermediate/Advanced**

Help write a schedule of what would happen during each part of their “Perfect Day” day. Then have students refer to their schedules as they describe their “Perfect Day” to classmates.
Correcting Run-On Sentences

Write the term run-on sentence on the board. Explain that a run-on sentence occurs when two simple sentences run together without a comma and a conjunction between them. Present an example such as John is my friend he lives in Florida. SAY This is not a correct sentence. What do you think is wrong with it? How can we fix this run-on sentence?

Model the two ways to fix a run-on sentence, using the run-on sentence from the board. Show that it can be fixed by adding a comma followed by a conjunction between the two sentences. Another way to fix it is by turning the run-on sentence into two separate sentences.

Write at least three other run on sentences on the board. For example,

Tanya met her family they cooked together.
Tomás likes to read he doesn’t like to dance.
Laura drank water Ma wasn’t thirsty.

Have students refer to the sentences from the board as they practice correcting run-on sentences.

Skill Objective
Students identify and correct run-on sentences.

Academic Language
• run-on sentence
• comma
• conjunction

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Read the sentences from the board aloud. Have students identify the end of the first sentence and the beginning of the second sentence.

Early Production/Speech Emergent
Have students go to the board and correct the run-on sentences by creating two sentences. Have them add periods and capital letters where necessary.

Intermediate/Advanced
Have students go to the board and correct the run-on sentences by adding a comma and the conjunctions and or but.
Today we are going to talk about places in the West. Display a United States map and review which areas are called the East and the West. Have students look at the pictures on Anthology pages 216–217 to refer to the covered wagons and families as they travel West.

Display the poem “Go West.” Listen and watch as I read. Read the poem aloud. Have students read the poem. Which parts of the poem tell why people go West? Underline the phrases that students identify.

People followed trails to the West. The trails that went West started in Missouri and led to New Mexico, Oregon, and California. Find those places on the map.

Have several students come up to the map and make a trail with their finger from Missouri to New Mexico, Oregon, or California. What states did each trail pass through? Record students’ responses on the board. What are some landforms that the settlers passed on their way West?

SAY People followed trails to the West. The trails that went West started in Missouri and led to New Mexico, Oregon, and California. Find those places on the map.

Have several students come up to the map and make a trail with their finger from Missouri to New Mexico, Oregon, or California. ASK What states did each trail pass through? Record students’ responses on the board. ASK What are some landforms that the settlers passed on their way West?

MULTI-LEVEL RESPONSE

BEGINNING/PREREPRODUCTION

SAY Point to California. Point to New Mexico. Is New Mexico in the West? Is Missouri in the West?

EARLY PRODUCTION/SPEECH EMERGENT

ASK How did settlers carry their things West? What places did settlers see along the way?

INTERMEDIATE/ADVANCED

ASK Why did people go West? Which trail do you think was the most difficult? Why?
Get Set to Read

Go West!, pages 216–217

Have students turn to Anthology pages 216–217. Read aloud the title of the Get Set. SAY We just talked about going West. Many people went to the West in the 1850s. There were no cars then, so people went in covered wagons. Show me the covered wagons on these pages. What was used to pull the wagons? Do you think it would be easy or difficult to cross the country like this? Why?

Direct students’ attention to the photographs on these pages. ASK What are the people wearing? What do they have on their heads? Why do you think so many people are wearing hats? What protection does a hat give people? Tell students that this story is about a hat called the Boss of the Plains.

Boss of the Plains

Segment 1, pages 219–231

Lead students on a picture walk, using these prompts.

Pages 220–221: Tell about where and when the story takes place. Point to the people who are wearing hats.
Pages 222–223: Show the steps you follow in order to make a hat.
Pages 224–227: What is happening in these pictures? How are these people travelling? Do you think they are going a long way? Why or why not?
Pages 228–229: Where did you see these steps before? What did John make?
Pages 230–231: What are some reactions to John’s hat?

Suffixes -er, -or, and -ist

Write this sentence on the board: My father is a baker. Underline the suffix -er. SAY A suffix is an ending that is added to a word. In the word baker, the -er suffix means “someone who.” A baker is someone who bakes bread.

Write other words such as painter, writer, waiter, teacher, singer. ASK What does a painter do? Have students work with partners to figure out the meanings of the words. Have students think of other occupations that have the suffix -er.

Explain that the suffixes -or and -ist also mean “someone who.” Write the following words: sailor, conductor, doctor, tourist, violinist, dentist, artist. Underline the suffixes and have students figure out the word meanings.
Travel

**SAY** We have talked about places in the West and we read about a hatmaker who went West a long time ago. Today we will talk about ways the early settlers traveled. Have students read the first sentence on Anthology page 226: *It was a 750-mile trip, and the long days of walking in the dry prairie air soon improved John’s health.* **ASK** How did John make the long trip to Pike’s Peak?

Explain that when the West was settled railroads were only built in the East and cars and airplanes had not been invented yet. **ASK** What are some ways people can travel without cars, airplanes, and trains?

**How to Travel** Record students’ responses on the board. Have students copy the words onto a sheet of paper.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students draw and label a picture of one of the ways to travel.

**Early Production/ Speech Emergent**

**ASK** Which is the slowest way to travel? the fastest? What would you pack in a covered wagon for a trip West?

**Intermediate/ Advanced**

Have pairs of students imagine they are traveling West. Ask them to write a journal entry about the trip.
Lead students on a picture walk, using the following prompts.

**Pages 232–233:** Where is John working? Is he successful? Is he happy? How can you tell?

**Pages 234–235:** Why do you think John is getting so many letters? What are the people doing there? Why is everyone wearing the same hat?

**Pages 236–238:** What are all the uses of the hat?

**Pages 239:** Why do you think John might be happy now?

**More Plural Nouns**

**Review** the meaning of the word **noun.** Have a student define **singular noun** and **plural noun.** Have students give examples of each. Write their examples on the board. **Draw** a chart showing the following singular and plural forms: *sky-skies, city-cities, country-countries.* Underline the *-y* in the singular forms and the *-ies* in the plural forms. **ASK** What is the rule used to form these plural forms? How do the letters change? **SAY** Singular nouns that end in a consonant *+ y* form the plural by changing the *-y* to *-i* and adding *-es.*

On your chart, add the category of nouns that take special plural forms. **SAY** There are some plural nouns that don’t follow the usual rules. **Write** man-*men,* mouse-*mice,* child-*children,* foot-*feet.* Add the category of nouns whose plural form is the same as in the singular form: *deer-deer,* *sheep-sheep,* *fish-fish.* Do a dictation of 5–10 singular nouns. Have students write the plural nouns.
Many cowboys lived in the West. They cared for the horses and other animals. Today we are going to talk about cowboys and the type of work they do.

Explain to students what a cowboy is. Then have students read Anthology page 237: It [the Stetson hat] could wave cows into a corral or fan the flames of a newly lit campfire.

It could be used to carry oats to feed a horse or to scoop up a refreshing drink of water from a cold mountain stream.

Cowboy Jobs

ASK: What jobs that a cowboy does are mentioned in the selection? What other jobs do you think cowboys do? Record students’ responses in a word web similar to the one shown.

---

Cowboy Jobs

- ride horses
- feed animals
- rope cows
- Things Cowboys Do
- work hard
- care for horses

---

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Have students pantomime one of the jobs that cowboys do. Have other students guess what job they are doing.

EARLY PRODUCTION/ SPEECH EMERGENT

Have students role-play being a cowboy. More proficient students should ask questions, such as: What do you ride? Where do you sleep?

INTERMEDIATE/ ADVANCED

Have students take turns describing a day in the life of a cowboy.
Using Context

**Write** this sentence on the board: *We went to the pet store and saw kittens, puppies, birds, and gerbils, which were a little bigger than mice.* Underline the word *gerbils*. Ask students to think about the context of the sentence, saying that the context is the words that give clues to the meaning of unfamiliar words.

**Model** how to use context to find the meaning of a word. SAY *I don’t know what gerbils are, but I think they must be an animal because they were at the pet store. I think they are small animals. They probably look like mice. So I think I know what a gerbil is. I’ve seen them at the pet store before. They look like big mice, but they have longer tails. I think gerbils are cuter than mice.* If possible, show a picture of a gerbil.

Provide other sample sentences and have students try to figure out meanings from context. Some examples you may include:

*The dinosaur bone was ancient, maybe millions of years old.*
*Many people compete in the race every year.*
*The train was far away in the distance.*

**Skill Objective**
Students deduce word meanings from context.

**Academic Language**
- context
- meaning

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Have students use the illustrations in the Anthology selection. Have them turn to Anthology page 230. SAY *The hat on John’s head was big and funny. Point to the hat. Repeat for other words, including tent, suitcase, horse, and campfire.*

**Early Production/Speech Emergent**
Have a group of students read Anthology page 228. Have them use the illustrations on this page to help them understand the unfamiliar words. Have them write the new words on a sheet of paper.

**Intermediate/Advanced**
Have partners look through the Anthology selection. Have them write down the unfamiliar words and use context to figure out the meaning of these words.

**Leveled Reader**
**American Stories** *Chester’s Good Idea*
by Kitty Colton
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Camping

**SAY** We read about a man who camped as he traveled west. We also talked about cowboys who camped. Today we are going to talk about camping.

Have students read the following sentences from Anthology page 226: One night the Pikes Peakers huddled around their campfire. “Sure wish we had a snug tent,” one of the travelers commented.

Explain to students that when you go camping, you do everything outside. **ASK** What do you think you need for sleeping outside? What do you think you need for eating outside? What activities would you do outside when you go camping?

**Display Picture-Word Cards and pictures from magazines or catalogs to show camping supplies. Have students choose one item and draw and label a picture of it.**

### Camping Supplies

<table>
<thead>
<tr>
<th>Do</th>
<th>Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>tent, sleeping bag</td>
</tr>
<tr>
<td>eat</td>
<td>campfire, canteen</td>
</tr>
<tr>
<td>hike</td>
<td>backpack, boots</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Ask simple yes or no questions, such as: Does a camper use a tent to sleep? Does a camper use a boots to hike? Does a camper use a sleeping bag to hike?

**Early Production/Speech Emergent**

**ASK** What does a camper use for carrying water? What do campers need to stay warm at night? What do campers need to sleep?

**Intermediate/Advanced**

Have students draw or cut out pictures of things they would pack for a camping trip. Ask students to show their camping equipment and have them explain how they would use each item.
Comprehension Questions for the Anthology Selection

1. Have students use the illustrations from the Anthology Selection to do a group retelling of the story.

2. What details from the story would help support the generalization “Many people in the West liked the Boss of the Plains”? (They found many uses for the hat; many people bought the hat; people got rid of their old hats and used the Boss of the Plains.)

3. What do you think is the most useful thing you can do with the Boss of the Plains? (Answers will vary.)

Strategies for Comprehensible Input

- **Explain: the 1840s**
The 1840s are the years from 1840–1849. To refer to a number of years, we and add an s at the end of the group of years, for example: the 1900s (1900–1999) or the 1990s (1990–1999).

- **Show: New Jersey, Colorado**
Show New Jersey and Colorado on map of the U.S.

- **Show: brim**
Have students turn to Anthology page 217. Point out the picture of the hat, and show which part is the brim. Point out that the brim of this hat is on all sides, unlike the brim on a baseball cap.

More Plural Nouns

**Coin Toss** Write a list of singular nouns on the board. Use some nouns that have regular plurals and some that have special plurals. Have partners work together. One will toss a coin. If the coin lands heads up, have partners rewrite the singular form of the first noun from the list. If the coin lands tails up, have them write the plural form of that noun. Repeat until each pair has taken at least one turn and all the words on the board are used.
Searching for Gold

SAY We have been talking about people who moved west. Some hoped to find land. Others hoped to get rich. Today we are going to talk about looking for gold.

Then have students read the second to last paragraph on Anthology page 224: “Why not come to Pikes Peak with us?” they asked. “There’s gold there, and fortunes to be made.”

ASK What is gold? Why do you people dig for gold? What kinds of things are made from gold? Record students’ responses on the board and introduce additional vocabulary and information as needed to help students talk about searching for gold.

Pan for Gold Demonstrate how miners dug or panned rivers to find gold. Show students how a miner swirled water in the pan to make the sand and gravel rise and spill over the edge leaving the gold nuggets behind. Have students practice the motions with you.

BEGINNING/PREPRODUCTION

See Master ELL 2–7.

Pass out the verbs and phrases on sentence strips from Day 4. Then say: Find the students who have the other parts of your line and stand together. When all the lines are complete, arrange yourselves so that all the lines are in order. When students have reconstructed the poem, have each pair or group read their line in turn and place their pieces where they belong in the pocket chart.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION

SAY Show me your favorite way to look for gold. Show me how you would look if you found gold.

EARLY PRODUCTION/SPEECH EMERGENT

ASK Where would you look to find gold? What tool would you like to use to find gold?

INTERMEDIATE/ADVANCED

Have students imagine that they are searching for gold in the Old West. Have partners work together to write a letter to a family member back East. Have students include an explanation of why they are going to look for gold.
Keeping the Point

**Draw** a web on the board with the sentence *John Stetson invented a new hat* in the center oval. Have a student read the sentence aloud. *SAY* *This is the main idea.* Review the term *main idea* with students. Have a student define *supporting detail.*

**Add** several related and unrelated sentences to the web. For example: *John Stetson knew how to make hats. There were many people in the streets. The first hat he made out West was big and different. St. Joseph is in Missouri.* Have students read the sentences aloud and decide whether or not they are related to the main idea. Have students cross out sentences that do not keep to the point.

**Explain** that it is important to be specific and to keep to the point when writing about a certain subject. Ask students to explain the meaning of the idiom *keep to the point.* Encourage students to provide other sentences that support the main idea on the board.

**Language Experience Activity**  Create a class story about John Stetson and his new type of hat. Title the story “John Stetson’s Hats.” As students suggest each sentence, ask: *Does this sentence keep to the point?*

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**Skill Objective**
Students keep to the point to improve their writing.

**Academic Language**
- main idea
- supporting details

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**Beginning/Preproduction**
Have students draw John Stetson making hats. Remind them not to draw gold, tents, or other things from the selection, but to keep to the point related to Stetson and his hats. Then help students describe their drawings.

**Early Production/Speech Emergent**
Have students work with partners to create a list of the many ways John Stetson’s hats were useful to their owners. Remind students not to add information that does not keep to the point.

**Intermediate/Advanced**
Have students work in small groups to create a time line about John Stetson’s work as a hatter. Some of the first entries could be: *John is the son of a hatter. By the time John is 12 years old, he works at his father’s hat shop.* Remind them to include only relevant information.
Weather

Today we are going to talk about different kinds of weather. Display the poem “The Weather.” Listen and watch as I read.

As you read the poem aloud, do motions to illustrate each line, such as putting on boots or making a face that shows you don’t like the weather. Have students read the poem and do the motions with you.

What kinds of weather are mentioned in the poem? What other kinds of weather can you think of? Record students’ responses.

Ask students to pantomime activities they would do in a certain kind of weather. Have the class guess which kind of weather matches the pantomime.

How’s the weather? Draw symbols to represent the weather in China, El Salvador, and Scotland. Make sure you use the poem for clues.

They’re wearing their snow boots in China.
They’re swimming in El Salvador.
It’s quite foggy today in Scotland.

Here the rain is starting to pour.

The weather is different all over.
It changes from day to day, too.
If you don’t like the weather you’re having,
Tomorrow will bring something new!

Materials
- Picture-Word Cards
  - sun, cloud, rain, snow
  (See Master ELL 2–12.)

Vocabulary
- weather, fog, snow, rain, pour

Getting Set for Reading CD-ROM
A Very Important Day

Education Place
www.eduplace.com
A Very Important Day

Audio CD
A Very Important Day
Audio CD for American Stories

BEGINNING/PREPRODUCTION

Show how you walk in the snow.
Show what you do in the rain.

EARLY PRODUCTION/EMERGENT

What can you do when it’s snowing?
What can you do when it’s sunny and hot?
Which kinds of weather happen only when it is cold?

INTERMEDIATE/ADVANCED

Invite students to work with a partner to write and present a weather report for the class.

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Get Set to Read

A New York City Welcome, pages 246–247

Have students turn to Anthology pages 246–247, and have a student read the title of the Get Set out loud. **ASK**: What do you know about New York City? Show where New York City is located on a map of the United States.

Direct students' attention to the photographs on these pages. **ASK**: Do you think New York is a large city? Why or why not? Ask students if they have heard of the Statue of Liberty. **ASK**: What does the Statue of Liberty represent? Explain that many people who came to the United States from other countries arrived in New York City. **ASK**: Why do you think people arrived in New York City? Tell students that New York is a city that has many people from all over the world.

A Very Important Day

Segment 1, pages 249–259

Lead students on a picture walk, using the following prompts.

- **Pages 250–251**: What time of the year is it? What time of day is it?
- **Pages 252–253**: Where do you think these people are going?
- **Page 254**: What does the sign on the door say? What are your important days?
- **Page 255**: How are these people traveling?
- **Pages 256–257**: What do these people see? Where are they?
- **Pages 258–259**: What is happening here?

Possessives

**Introduce** possessives with *apostrophe s* by referring to student belongings. Say and write: **That is Juan’s desk.** *SAY* Juan’s desk means the desk that belongs to Juan, or the desk of Juan. Have students orally practice forming possessives. **ASK**: Whose _book_ is it? Have students answer: It is **Laura’s book**. Substitute nouns until each student has answered the question.

**Model** how to form possessives with plural nouns by adding _s apostrophe_. Write the students’ desks. Explain that the students is plural and ends in _s_. *SAY* When the possessive of a plural noun is formed, the apostrophe is added after the _s_. Have students suggest other examples using plural possessives, and write them on the board. As you work with possessives, listen for correct pronunciation.

**Skill Objective**

Students read and practice saying possessive nouns.

**Academic Language**

- possessive
- apostrophe
- plural noun

**Language Transfer Support**

Possessives can be somewhat challenging for English language learners because the pattern for possessives in most languages is “the ___ of (name).” In order to reinforce the correct forms in English, discourage students from using “the ___ of (name).”
Countries

Display a world map. **Say.** Today we are going to talk about countries around the world. Have students skim the Anthology selection *A Very Important Day*, pages 250–269, to find the countries that are mentioned in the selection. As students find each country, point out the location of the country on the globe.

List on the board the countries that students find. Ask students to name other countries they know or have heard of and add them to the list.

Ask students what they know about each country. Record their responses in a chart like the one below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>South of the U.S.</td>
</tr>
<tr>
<td>India</td>
<td>very hot</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students point to the globe, as you ask: Where is Mexico? Where is the United States? Where is India?

**Early Production/Speech Emergent**

**Ask** Which countries are close to the United States? Which countries are far from the United States? Which country would you like to visit?

**Intermediate/Advanced**

Have students write a paragraph telling which country they would like to visit and why.
A Very Important Day

Lead students on a picture walk, using the following prompts.

Page 260: What are these people eating?
Pages 261–263: Are these people inside or outside?
Page 265: Who is the man in the front of the picture?
Pages 266–267: Why do you think these people are congratulating each other?
Pages 268–269: Why is everyone leaving the building? What do you think happened in there?

Possessive Nouns

Write a list of singular nouns on the board, for example, Ana, boy, elephant, fish. Possessive nouns are used to show ownership. They are formed by adding an apostrophe s to singular nouns. Write an example of a possessive noun, such as Ana's. Have students write the possessive form of the other nouns.

Have students create a list of plural nouns, for example, parents, relatives, men. Write the list on the board. To form the possessive of a plural noun that ends with s, add only an apostrophe. Write parents’. If the plural noun does not end with s, add an apostrophe s, for example, men’s. Have students write the possessive form of each of the other plural nouns.

Skill Objective

Students identify singular and plural possessive nouns.

Academic Language

• noun
• singular noun
• plural noun
• possessive

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Have students go to the board and underline the possessive nouns that were formed by adding an apostrophe s. Have them circle the possessives that were formed by adding only an apostrophe.

Early Production/Speech Emergent

Have students on Anthology pages 256–257 to find five examples of possessives. Have them write the possessives on a sheet of paper, for example, Pedro’s father.

Intermediate/Advanced

Have students work with a partner. One will say a noun. The other will use the noun either as a possessive or in a sentence with another possessive. For example, for the noun bike, I like my friend’s bike.
Meals

**SAY** Today we are going to talk about meals. Have students read these sentences from Anthology page 260:

“I’d like waffles,” Jihan told their waitress.

“And I’ll have pancakes,” said her father. “With coffee and grapefruit juice.”

“Scrambled eggs and a toasted bagel, please,” said her mother. “With orange juice and tea.”

**ASK** What meal are Jihan and her family eating here? How do you know? What time of the day do people eat breakfast? What meal do people eat in the middle of the day? What meal do people eat in the evening? Introduce the word **snack** as something people eat between meals.

Write **breakfast, lunch, dinner, and snack** on the board. **ASK** What other foods can you eat for breakfast? What foods can you eat for lunch? What foods can you eat for dinner? What do you eat for a snack? Record students’ responses under each meal.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
- Have students draw or cut out magazine pictures of foods.
- Distribute paper plates and have students glue on and label pictures of several foods to show a specific meal.

**Early Production/Speech Emergent**
- Have one student think of three foods they or she might have for either breakfast, lunch, or dinner. Then have the class try to guess the three foods by asking questions to which the first student answers yes or no.
- After students guess the three foods, call on a student to tell at which meal they would eat the foods.

**Intermediate/Advanced**
- Have a student describe one of the foods written on the board without saying its name. Then have the class tell which food was described, and at which meal it is eaten.
Dictionary: Multiple-Meaning Words

**Explain** that some words have more than one meaning. Write *date* on the board. **Ask** Can you think of a sentence using this word? Write student suggestions on the board. For example: Today's *date* is __. Tara's sister has a *date* next Friday. I like *dates* and raisins. Underline *date* in each sentence. **Ask** What does *date* mean in each sentence? Discuss the multiple meanings of *date*.

Pass out dictionaries to students. Have pairs of students look up the word *date* in the dictionary. Have students read aloud each meaning of the word *date*. Have them choose which meaning of *date* is correct for each sentence on the board.

Have students name and define other multiple-meaning words. Write the words on the board. Make sure students are aware that these may include more than one part of speech, such as *watch* (noun) and *watch* (verb).

**Skill Objective**
Students identify words that have multiple meanings.

**Academic Language**
- multiple meaning
- part of speech

**Leveled Reader**
**American Stories**
*One Day, Two Stars* by Veronica Freeman Ellis
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Today we are going to talk about the kinds of stores and shops you might see in a city. Have students find this quote on Anthology page 260: “I see a coffee shop ahead,” Jihan’s mother called out.

**Ask** What is a coffee shop? What other kinds of stores or shops do you know about?

Record students’ responses on the board. Discuss the things people buy or do in each business. You may wish to add to the list the following stores and shops if students do not mention them: flower shop, bookstore, drug store, grocery store, delicatessen, pet shop, restaurant.

Then have students complete the following sentence in a variety of ways: When I want ___ I go to a ___ store.

Have pairs of students role-play being a store worker and a customer. They should have a dialogue similar to the following: Store worker: Welcome to the grocery store. Customer: I would like some apples. Store worker: Here are your apples.

**Multi-Level Response**

- **Beginning/Preproduction**
  - Ask Do you buy books at a flower shop? Do you buy magazines at a delicatessen?

- **Early Production/Speech Emergent**
  - Ask Where would you go to buy flowers? Where would you go to buy food? What would you buy at the pet shop?

- **Intermediate/Advanced**
  - Have students imagine they are going shopping. Ask them to write a list of things they need to buy. Then have students share their lists, tell which shops they need to go to, and describe what they would do in each shop.
A Very Important Day

Many people in New York City woke up early one day. It was a very important day for them. When they woke up and looked out the window, they saw that it was snowing. Some people had never seen snow before. They were from other countries, such as India or Ghana, where it never snows. Other people had seen snow before. They were reminded of the countries they came from, such as Russia and Scotland, where it snows a lot.

Even with all the snow, everyone had something important to do that day. So they all went downtown. Some people took the subway. Other people walked and took the bus. One family took a ferry to go downtown.

All of the families went to the courthouse. It was an important day for all of them. They were all going to a ceremony. It was an important ceremony because they were all becoming citizens of the United States of America.

Comprehension Questions for the Anthology Selection

1. Look at the illustration on pages 266–267. What are the people holding? What do those things represent? (some have U.S. flags, a symbol of the United States; others have citizenship certificates, the characters are now U.S. citizens)

2. Have students work together to make a chart of the countries from the story, categorized into the continents they are on. (Africa: Egypt, Ghana; Asia: India, Russia, Vietnam, China; Australia: Philippines; Europe: Greece, Scotland; North America: Mexico, Dominican Republic, El Salvador; South America: none)

3. If you met some of the characters from the story, what would you ask them? (Possible answers: Why did you want to become a citizen of the United States? Why was this an important day for you? Do you like living in the United States?)

Possessive Nouns

Crazy Possessives Students take turns picking up a card from each of two piles. Have them use the cards to create a silly sentence showing possession. For example, if they draw a pig and a roller-skate, they might say: The pig's roller-skate has three wheels. Write each student's silly sentence on chart paper. Have the student circle the apostrophe in the sentence.
Nationality

Say Today we will talk about the words we use to talk about people from different countries.

Have students find the sentence on Anthology page 264, and listen as you read it aloud: You are carrying on a tradition that dates back to the earliest days of our country, for almost all Americans have come here from somewhere else.

Ask Which word in the sentence names people who are citizens of the United States of America? Explain that there are many other countries in North and South America, but that American is often used to refer to people in the United States.

Chart It Ask What countries have we talked about this week? List students’ responses and next to each write the nationality as shown below.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mexico</td>
<td>Mexican</td>
</tr>
<tr>
<td>Greece</td>
<td>Greek</td>
</tr>
<tr>
<td>Philippines</td>
<td>Filipino</td>
</tr>
</tbody>
</table>

Have students use the information from the chart in the following ways.

Beginning/Preproduction Have students copy the chart from the board. Check their spelling and capitalization.

Early Production/Speech Emergent Ask What country is a Greek woman from? What do you call someone from the Philippines?

Intermediate/Advanced Ask students to imagine they have returned from a trip around the world. Have them write a paragraph about the people they met in each country they visited.
Write the following categories on the board: Birthday, Valentine’s Day, Mother’s Day, Get Well, and Going Away. Ask If you were sending a card to someone for his or her birthday, what would you write on the card? Write appropriate responses below the heading Birthday. Repeat for the other categories.

Say These phrases represent your voice because that is the way you feel about the person you are sending the card to. Each occasion is different, so each card will be written in a different voice. If possible, show students a variety of different greeting cards and have them read some of the phrases from the cards.

Explain to students that our voice in writing reflects our thoughts, feelings, and ideas. Have students give characteristics of journal writing. Write the characteristics on the board. Remind students that journal writing should be comfortable and natural. Talk about ways that students might write about types of thoughts, feelings, and ideas in a journal. To prompt discussion, ask questions, such as: If you were writing about a really good day in your journal, would your voice be the same as if you were writing about a boring day? Why or why not?

Skill Objective
Students improve their writing by making their voices more apparent.

Academic Language
• journal
• voice

Materials
• greeting cards from various occasions

Having students draw a mural depicting the things they like about your city. When they have finished, talk about the things that students like about your city. Discuss how the mural would be different if students had drawn the things they do not like about the city.

Beginning/Preproduction

Early Production/Speech Emergent
On the board, write
Hobbies _____;
Favorite food _____;
Favorite sport _____;
Favorite song _____;
Favorite books _____;
or other categories.
Have students show their own voices by completing their own set of questions.

Intermediate/Advanced
Guide students in writing a short journal entry relating to one of the greeting cards or for anything else they want. Remind students to give the journal entry their voice by expressing their thoughts and feelings.

MULTI-LEVEL PRACTICE

SKILL FOCUS: WRITING 20–25 MINUTES

VOICE IN A JOURNAL

A Very Important Day