ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Problem Solvers

Selections
1. My Name Is María Isabel
2. Marven of the Great North Woods
3. The Last Dragon
4. Sing to the Stars
School

Perfect Day!

I walked into my classroom
And I heard my teacher say,
"Your science test is on the wall
Because you got an A!"
The drama teacher chose me
As the lead in our school play.
So if we get a long recess,
Today will be the PERFECT day!

Write about your perfect day at school.

SAY Today we are going to talk about things you see at school. Display the poem “Perfect Day!” and read it aloud. As you read, add motions for key words in each line. Have students read the poem and do the motions with you. ASK What good things happened at school in the poem? What else does the student hope will happen?

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
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<tbody>
<tr>
<td>Students find books in the library.</td>
<td>The principal works in the office.</td>
</tr>
<tr>
<td>The drama teacher chose me.</td>
<td>The cooks prepare food in the cafeteria.</td>
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</table>

ASK What do people in the school do in each of these places? Model statements such as, Students find books in the library. The principal works in the office, and The cooks prepare food in the cafeteria. Have students come to the board and write a sentence using the words from the chart.

Multi-level Response

Beginning/Preproduction

Have students draw and label a picture of one of the rooms at school.

ASK Who can help you if you get sick at school? Where do you eat lunch at school?

Early Production/Speech Emergent

Intermediate/Advanced

ASK Where would you go to see the principal? Give directions to a visitor who is trying to find the music room, the gymnasium.
Get Set to Read

New in the Neighborhood, pages 390–391

Have students turn to pages 390–391 in their Anthologies, and have a student read the title of the Get Set aloud. **ASK** What does it mean to be new in the neighborhood? What things are different when you move from one place to another? Have students brainstorm a list, and write their ideas on the board. Have students use the words from the board to complete the following sentence frame orally: **When I move, I have (a) new _____**.

**SAY** Many things are different when you move. Sometimes it’s hard for people to get used to their new place. Have students look at the photos on the Get Set pages. **ASK** How do you think the people in the photographs feel about being new in the neighborhood?

My Name Is María Isabel

Segment 1, pages 392–401

Lead students on a picture walk, using these prompts.

**Page 394:** What time of the year is it? How do you know? Describe the things the people are holding.

**Page 397:** Why do you think María Isabel is alone? Does she look happy or sad? What are her classmates doing?

**Page 399:** Who is in this picture? Do you think María Isabel’s parents know how she is feeling? Why or why not?

**Page 400:** What do you think María Isabel is thinking about?

Words with the Suffix -ible

**Write** these words on the board: terrible, incredible, impossible. **ASK** What do we call the word part we add at the end of a word root? What suffix do you see in these words? Have students circle the suffixes. Read aloud the words on the board and have students say them with you. Help students define the words.

On the board, write sentences for students to practice, using the -ible words you have presented. You might use: Pablo has a ___ cold. That was an ___ movie! It was ___ for me to go. Have students fill in the blanks. Repeat for other words with the -ible suffix, such as invisible, edible, responsible, and flexible.
School Subjects

SAY The girl in the story we are reading loved music and reading. Today we will talk about those and other subjects we study in school. Have students read this sentence from Anthology page 396: The only fun she had was reading her library book.

SAY Reading is probably María’s favorite school subject. What subjects do you enjoy? Why?

Write the subjects on the board, along with a few notes about why students like each one. Then write the following sentences on the board: My name is ____. My favorite subject is ____. I like it because ____.

Draw a Picture

Have students draw a picture of themselves working at their favorite subject. Show students how to add a speech bubble to their picture. Then have them complete the statements from the board and write them in the speech bubble. Post the pictures and have students read their classmates’ comments.

MULTI-LEVEL RESPONSE

IF NEEDED...

Beginning/Preproduction
See Master ELL 4–1.

Display the poem and read it with students, using the motions from Day 1. Ask: Which words are about people and things at a school? As students respond, underline classroom, teacher, test, school play, and recess. Define the words and have students practice saying them chorally. Pass out index cards, and have students write each of the words on a separate index card. Reread the poem, and have students hold up the appropriate card when the word is said.
LITERATURE FOCUS 10–20 MINUTES

My Name Is María Isabel
Segment 2, pages 402–407

Page 403: What is the name of the essay María Isabel is writing? What do you think her greatest wish will be?

Page 405: Why do you think María Isabel is smiling? What is her teacher doing? Name some of the items on the teacher’s desk.

Page 406: Describe what is happening in this picture. How do you think María Isabel feels about singing in this pageant? How do her parents feel?

THE IRREGULAR VERB BE

Remind students that the special verb be tells what something or someone is like. Say that this verb is irregular, and it functions differently than other verbs in English. Draw a chart on the board with all the pronouns and the corresponding forms of be in the present tense. Have students give sample sentences using these words. Encourage students to find additional examples from the selection.

Repeat the activity to demonstrate the irregular forms of be in the past.

MULTI-LEVEL PRACTICE

BEGINNING/PREPRODUCTION
Write I, am, they, are, and he, is on index cards. Have students match corresponding words.

EARLY PRODUCTION/SPEECH EMERGENT
Write sentences with blanks for the form of the irregular verb be, such as, She ___ sick yesterday. The girls ___ in class now. Have students add the correct form of be to each sentence.

INTERMEDIATE/ADVANCED
Write different forms of the irregular verb be on index cards. Have students choose a card and create a sentence with the given word.

LANGUAGE TRANSFER SUPPORT
The verb be is problematic for many English language learners. This particular verb is irregular in most languages, so encourage students to consider how the corresponding verb is used in their primary languages. Spanish speakers should be aware that there are two verbs for be in their language: ser and estar, while English has only one verb. In Arabic and Cantonese, the verb be can be omitted.

SKILL OBJECTIVE
Students identify present and past forms of the irregular verb be.

ACADEMIC LANGUAGE
• present
• past
• irregular
Holidays

**SAY** We read about a class that was studying celebrations and holidays from around the world. Have students read these sentences from Anthology page 407: “My name is María Isabel Salazar López. I’m going to sing a song about the Jewish feast of Hanukkah.”

**ASK** What holiday did María Isabel sing about? What other holidays do you know about? Record the information in a word web like the one shown. Help students fill in details about how and when the days are celebrated.

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**Holiday Guessing Game** Have students make up riddles or pantomime clues about one of the holidays while classmates try to guess which one it is.

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**IF NEEDED...**

**Beginning/Preproduction**

- Display the poem and read it aloud. Have students take out their index cards from Day 1. Review the meanings of the words classroom, teacher, test, school play, and recess. Ask questions such as Who is in the classroom? When can the students play games? Where do we have class? What will we see on the stage? and What will the teacher give us to see if we understand? Have students hold up the correct card and say the word aloud to answer the questions.

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**Vocabulary**

- holidays, celebrations

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**Materials**

- Anthology

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**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Valentine’s Day**

- turkey
- give thanks

**Thanksgiving Day**

- pie

**November**

**Holiday Guessing Game** Have students make up riddles or pantomime clues about one of the holidays while classmates try to guess which one it is.

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

- SAY Show something you do on Thanksgiving. Show something you do on Valentine’s Day.

**Early Production/ Speech Emergent**

- SAY Name a holiday in November. What shape makes us think of Valentine’s Day?

**Intermediate/ Advanced**

- Have students plan a classroom celebration of a holiday. Have them list supplies, decorations, or activities they want to include.
Dictionary: Base Words and Inflected Forms

**Review** the meaning of a base word. Remind students that endings can be added to base words that change their meaning. Explain that when an ending such as -s, -es, -ed, -ing, -er, or -est is added to a word, that word is called an inflected form.

**Review** the definition of a noun and give several examples such as girl, box, and book. Remind students that plural nouns refer to more than one thing. Write girls, boxes, and books on the board. Say These are inflected forms of the nouns. A noun may have the endings -s or -es.

**Review** the definition of a verb. Write play on the board. Show that play can become plays, playing, and played. Have students tell what each inflected form means. Repeat with other verbs such as watch or dream. Say Verbs may have the endings -s, -es, -ed, or -ing.

**Review** the definition of an adjective. Present adjectives that use the -er and -est endings for their comparative forms, such as small or fast. Write These are inflected forms of the adjectives. Adjectives can take the endings -er and -est.

Write the information from this lesson in a chart. Clarify any questions students have.
PUTTING ON A PLAY

Say We have read about a group of students who put on a pageant about holidays. Today we will talk about putting on a play, or pageant. Have students read these sentences from Anthology page 401: Since they couldn’t go outside, the students spent their time rehearsing. No one made a mistake.

Ask Have you ever been in a play? Tell about preparing and putting on the play. As these words come up in discussion, write them on the board: rehearse, props, actor, costume, stage, curtain, scenery, script.

Explain the meaning of the words and have students search the story pages to find pictures that illustrate the words.

Be an Actor Ask a student to be an actor. Have other students come to the front of the room and pantomime doing an activity, such as brushing their teeth, or walking the dog. Have the rest of the class guess what the person is doing.

MULTI-LEVEL RESPONSE

Beginning/Preproduction Have students turn to Anthology page 397. Say Point to the actors. Point to a prop. Point to the costumes. Then have them turn to Anthology page 406. Say Point to the stage. Point to the curtains. Point to the actor.

Early Production/Speech Emergent Ask What do we call the special clothes an actor wears? Where do actors put on a play? When the play ends, what closes to hide the actors?

Intermediate/Advanced Assign pairs of students to take the part of the teacher and the student in the poem “Perfect Day,” on Master ELL 4–1. Have pairs expand the poem into a short play and perform their play for the class.
Selection Review

Comprehension Questions for the Anthology Selection

1. Look at the picture on Anthology page 405. What happens to María Isabel to change how she feels about her new school? (She is called by her real name; she is invited to sing in the pageant; she is included in the group.)

2. How would the story be different if María Isabel had not written the essay “My Greatest Wish”? Give details from the story to support your answer. (Possible answers: She would not have sung in the pageant; her teacher would still call her “Mary;” her parents would be disappointed because she didn’t sing in the pageant.)

3. Tell about some ways you’ve solved problems. (Answers will vary.)

The Irregular Verb Be

A Be Bulletin Board Give students old magazines. Have partners cut out a picture and tape it onto a sheet of paper. On the same sheet of paper, have students write a sentence about their picture, using the verb be in the present or past tense. Have students underline the form of the word be in their sentence. Tape students’ sheets on a bulletin board.
Today we will talk about musical instruments. Have students read these sentences from Anthology page 404: María Isabel walked nervously up to the front of the room and stood next to the teacher, who was strumming her guitar. Ask: What instrument did the teacher play? What does a guitar look like? Show how you play a guitar.

What musical instruments do you play or would you like to play? As students respond, list the instruments on the board. Have students help you describe each instrument and the way it is played. You may want to refer to the pictures of instruments from the Picture-Word Cards and from Anthology pages 486–487.

Pantomime playing different instruments as you make statements such as This is the way you play a violin. Have students imitate your actions and repeat each statement until they are familiar with the instruments’ names. Say: This is the way you play a____, as you pantomime playing different instruments. Have students give the name of the instrument.

Musical Instruments

Vocabulary
musical instruments, guitar

Materials
• Anthology
• Picture-Word Cards
  guitar, violin, saxophone, drums
  (See Master ELL 4–3.)

Beginning/Preproduction
See Master ELL 4–1.

Pass out a copy of the poem to each pair of students. Then say: Cut the lines of your poem apart. Turn over the strips and mix them up. Then have students arrange their strips in order. Next have students echo a partner. One reads the poem, and then the other recites it from memory. After students have practiced several times, challenge partners to say the poem from memory together, then individually.

LANGUAGE DEVELOPMENT 20–25 MINUTES

Beginning/Preproduction
Say: Show how you play a violin. Show how you play a guitar. Show how you play the drums.

Early Production/Speech Emergent
Ask: What instrument would you like to play? Why?

Intermediate/Advanced
Describe categories, such as an instrument with strings, an instrument made of metal, or an instrument made of wood. Have students name an instrument that belongs in each category.
Using Commas for Introductory Phrases

Tell students that a phrase is a group of words that is not a complete sentence. Say: When a phrase is at the beginning of the sentence, it is called an introductory phrase. Write a sentence with an introductory word or phrase on the board, for example, After a while, I liked my new school. Help students identify the introductory phrase in the sentence, pointing out that the introductory phrase is not a complete sentence. Direct students’ attention to the comma and tell them introductory phrases are usually followed by a comma. Then cover the introductory phrase. Explain that without the introductory phrase, the sentence would still be a complete sentence.

Write other sentences with introductory phrases on the board, such as the ones that follow. Do not include commas.

First you should write your name.
After going to the store wash the dishes.
Because she ran so quickly she won the race.

Read the sentences aloud and ask students to pay attention to intonation to figure out where the comma goes. Then have students take turns adding commas in the appropriate places.

Skill Objective
Students use commas for introductory phrases.

Academic Language
- phrase
- sentence
- introductory phrase
- comma

Multi-Level Practice

Beginning/Preproduction
Have students go to the board. Have them underline the introductory phrases and circle the commas in the sentences.

Early Production/Speech Emergent
Write additional sentences on the board. Have students identify the introductory phrase and add the comma to each sentence.

Intermediate/Advanced
Dictate several sentences with introductory phrases. Have students write the sentences and add the comma where needed.
Winter Sports

Today we are going to talk about winter sports. Display the poem “Skiing Lesson” and read it aloud. As you read, imitate the moves of a person skiing and use pantomime and gestures for key words. Have students read the poem and do the motions with you.

Snow Sports

Can you name or describe some sports that people enjoy in the snow and ice? What are they? What equipment do people use for each sport? Record students’ responses under the headings Sports and Equipment. If students are unfamiliar with the sports or equipment, show pictures of skis, snowshoes, sleds, snowmobiles, and ice skates. See Anthology page 437 to show how snowshoes are used. Demonstrate how people move when using each kind of equipment.

Imagine it is the morning of the first big snowfall. Act out getting dressed in warm clothes, going outside, and enjoying your favorite winter sport. Make sure you take all your equipment! Have other students guess which sport each student likes.

Skiing Lesson

I put my feet together
So my skis are side by side.
I push off with my poles
And my skis begin to slide.
I bend my knees to balance
I lean right or left to turn.
Put on your ski and try it.
Anyone can learn!

Vocabulary

skis, snowshoes, sleds, snowmobiles, ice skates

Materials

• Anthology
• Picture-Word Cards
  skis, snowshoes, sled, snowmobile, ice skates
  (See Master ELL 4–6.)

Technology

Get Set for Reading

CD-ROM

Marven of the Great North Woods

Education Place

www.eduplace.com
Marven of the Great North Woods

Audio CD

Marven of the Great North Woods
Audio CD for Problem Solvers
Get Set to Read

Life in a Logging Camp, pages 414–415

Have students turn to pages 414–415 in their Anthologies. Read the title of the Get Set aloud. **SAY** A log is a part of a tree that has been cut down. **Look at the photograph on the bottom of page 415.** Point to the logs. **What do you think the title “Life in a Logging Camp” means? Who might be in a logging camp?**

Direct student’s attention to the photograph on the top of page 414. **Ask** Who else is at the logging camp? **What do they do? What do you see on the table?** Have them look at the photograph on the top of page 415. Explain that these houses are made out of wood, which is the hard material from trees that we use for building. **Ask** What are some other ways that we use wood?

Marven of the Great North Woods

Segment 1, pages 416–427

Lead students on a picture walk, using these prompts:

Page 417: **Why do you think Marven is sitting on the stairs?**

Pages 418–419: **Why do you think Marven’s mother is making this coat?**

Pages 420–421: **Describe what is happening in these two pictures.**

Pages 422–423: **How does Marven walk across the snow?**

Pages 424–425: **What are these men doing?**

Pages 426–427: **What do you suppose Marven is saying to this man?**

Prefixes re-, mis-, and ex-

**Write** the prefixes re-, mis-, and ex- in three columns across the board. Say words using these prefixes, for example: redo, rewrite, repaint, misunderstand, misuse, misplace, exit, exhale, exclude, external. Have students decide which column the words belong in. Write each word in the correct column.

Use the words with the prefix re- in sentences to give students clues about their meanings. **Ask** **What do you think the prefix re- means?** Guide students in understanding that re- means “again.” **Define** the words with the prefix re- from the board, using the word again in the definition. Have students paraphrase the definitions. Use the same process to guide students to understand that mis- means “wrong or badly,” and ex- means “out.”
Northern States

*SAY* We are reading a story about a boy who went to stay in a cold, snowy place. Today we will talk about the area of the country where the story took place. Have students read this sentence from Anthology page 421: *Almost five hours later, in Bemidji, Minnesota, Marven stood alone on the platform as the train rolled away.* Explain that Bemidji is the name of a town and that Minnesota is a state.

*Pose* Have students look at the illustrations in the story. *ASK* What do the pictures tell you about the land and climate of Minnesota? Write their responses on the board.

*Pose* Display a United States map and point out Minnesota. Then point out Wisconsin, Michigan, and the Great Lakes. Have students repeat the names of the states and lakes after you. Tell students that states in that area get more snow and cold weather than the states farther south.

*State Game* Explain that these states are known for their forests and lakes. Add forest and lakes to the list on the board. Model statements such as *It is cold in Michigan, There are many trees in Wisconsin, and There are lakes in Minnesota.* Then have students practice making similar statements to a partner, using the list of words on the board.

**BEGINNING/ PREPRODUCTION**

See Master ELL 4–4.

Display the poem and read it with students, using the motions from Day 1. Then ask: Which words name parts of the body a skier uses? Which words name equipment a skier uses? As students respond, underline feet, knees, skis, and poles. Have students write each word on a note card. Then cover the underlined words and reread the poem. Pause at each missing word. Have students show and say the missing word.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Have students practice writing the name of your city or town and state, following the example of Bemidji, Minnesota. Then have them use the map to write the names of several other cities in other states.

**EARLY PRODUCTION/ SPEECH EMERGENT**

*ASK* Where is Minnesota? What might you see if you visited Minnesota? What are the names of the states near Minnesota?

**INTERMEDIATE/ ADVANCED**

*ASK* What would you enjoy doing if you went on a vacation to Minnesota in the winter? How would you describe the Great Lakes area?
PreTeach

Literature Focus 10–20 Minutes

Marven of the Great North Woods

Segment 2, pages 428–443

Lead students on a picture walk, using these prompts.

Pages 428–429: How do you think Marven feels? Why?
Pages 430–431: What are the men having for breakfast?
Pages 432–433: Where is Marven now? What do you think he is doing?
Pages 434–437: Describe Jean Louis. How has his expression changed?
Pages 438–439: Why do you think Marven is on Jean Louis’s shoulders?
Page 441: Whom is Marven with here? Why do you think he went home?

Skill Objective

Students identify and use present and past forms of irregular verbs.

Academic Language

• verb
• irregular
• present
• past
• helping verb

LITERATURE FOCUS 10–20 MINUTES

Other Irregular Verbs

Display a chart of common irregular verbs and their present and past forms. Include the following words: write-wrote-written, run-ran-ran, sing-sang-sung, draw-drew-drawn, think-thought-thought, buy-bought-bought, go-went-gone and so on. SAY These verbs are irregular verbs. They do not add -ed at the end of the verb to express past, or when used with a helping verb. Review the words on the chart with students.

Demonstrate when each verb tense is used by using them in sentences. SAY I write my name. I wrote my name yesterday. I have written my name many times. Help students create sentences to practice using the other verbs in the chart. Remind students they have to learn the past of irregular verbs by heart.

Language Transfer Support

Irregular verbs are challenging for English language learners because for the most part the verbs do not have parallels in the students’ primary languages and must be memorized. Chanting forms such as sing-sang-sung or buy-bought-bought will help students internalize the patterns.

Multi-Level Practice

Beginning/Preproduction

Have students copy the chart of irregular verbs on a sheet of paper.

Early Production/Speech Emergent

Have students copy the chart of irregular verbs on a sheet of paper. Have them practice pronouncing each verb.

Intermediate/Advanced

Have students copy the chart of irregular verbs on a sheet of paper. Have them select one verb and write three sentences using each tense.
Food Groups

SAY In the story we read, Marven’s religion required him not to eat foods from certain food groups together. Have students read the last sentence from the first paragraph on Anthology page 430: In Marven’s house it was against ancient Jewish law to eat dairy products and meat together.

Explain to students that most foods can be placed into one of the four main food groups: the dairy group, with foods made from milk; the meat and protein group; the fruit and vegetable group; and the bread and grains group.

Ask students to name foods that belong in each group. Record their responses in a chart like the one shown.

Have students copy the chart onto a piece of paper. Have them add their own ideas, using the foods they like to eat.

Have students write a list of what they usually eat for breakfast, lunch, and dinner. Then have them list the foods in the correct categories.
Word Families

Draw a word family on the board in a word web, leaving the center oval blank. For example, on the spokes write: raining, rains, rained, rainy, rainier, rainiest, raindrop, rainfall. Have students figure out which word is repeated in each of the words on the spokes. Have students write rain in the center oval and underline rain in each of the words.

Explain that these words are a word family. SAY All the words in a word family share the same base word. Help students define the words on the board and use them in sentences.

Show students another word family, such as the word family for the base word stop, being sure to include stops, stopping, stopped, stoplight, and stopwatch.

Skill Objective
Students identify words that belong to a word family.

Academic Language
• word family
• base word
Today we will talk about trees and the parts of a tree. Read aloud these sentences from the bottom of Anthology page 433: Beads of ice glistened on bare branches like jewels. The frosted needles of pine and spruce pricked the eggsbell sky, and a ghostly moon began to climb over the treetops.

What are the parts of the tree mentioned in the story? What are some other parts of trees? Have students give descriptions of each tree part they mention. As these words come up in discussion, write them on the board: branch, needles, treetops, roots, bark, leaves, trunk.

Draw a diagram of a tree on the board. Have students label the parts of the tree, using the words from the board. If possible, display pictures of different kinds of trees and point out the difference between needles and leaves.

Make true and false statements about trees, such as The tree’s leaves are green, and The roots are at the top of the tree. Have students tell whether each statement is true or false, and repeat the true statements. Encourage students to challenge the class by making their own true or false statements.
Strategies for Comprehensible Input Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** dangerous illness
This dangerous illness was called influenza. Influenza is a contagious disease, which means people may get sick with it just by being near other people who are sick with it. In the United States, more than half a million people died from influenza in 1918.

**Show:** lumberjacks
Have students turn to Anthology pages 415 and 435 to see a photograph and an illustration of lumberjacks.

**Restate:** free time
time to do whatever he wanted; time when he didn’t have to work

**Comprehension Questions for the Anthology Selection**

1. Compare Marven’s house (page 418) to the lumberjack’s bunkhouse (page 427). (Marven’s house: comfortable, attractive, brightly colored, has many possessions; bunkhouse: cold, dark, has only clothes and beds)

2. Identify some problems Marven had in this story: How did he solve them? Think of another way he could solve each problem. (figuring out the books—creates a system; is alone—makes a friend; doesn’t speak French—learns some words; meal is not kosher—only eats parts of it; alternate solutions will vary)

3. What would you like about being at a logging camp? What would you miss? (Answers will vary.)

**Other Irregular Verbs**

**Verb Chant** Have students sit in a circle. Say a present tense verb such as *begin*. The first student says *began* and spells the word on the board. The next one says *begun* and spells that form. Say another irregular verb and continue the same way. Include verbs that change in all three forms (*sing-sang-sung*), do not change at all (*put-put-put*), and change in two forms (*bring-brought-brought*).
**Day 5**

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Distances**

Have students read these sentences from Anthology page 421: *His father had told him that five miles down the road, Mr. Murray, a very big man with a handsome waxed mustache, would be waiting for him.* **SAY** A mile is a unit of measurement used to measure length or distance. What other measures of length do you know? Write students’ responses on the board.

Review inches and feet with students, using a ruler. Tell students that a mile is more than 5,000 feet long. Then explain that it takes about 20 minutes to walk one mile. If possible, tell students the approximate mileage from the school to a local grocery store or other familiar locations in the area.

Show students a state map with mileage markings. Then show students how to read the mileage markings on the map.

Hold up or name things, such as a pencil, a table, and a nearby city. Have students discuss whether it would be better to measure each distance in inches, feet, or miles. Record their decisions on the board.

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**Vocabulary**

miles, inches, feet, length, distance

**Materials**

- Anthology
- ruler
- state map with mileage markings
- highway map

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**BEGINNING/PREPRODUCTION**

**See Master ELL 4–4.**

Write the poem on sentence strips and have students read it as a group. Then pair each student 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. Tape the words together in the correct order. Begin with the students who have the first line. Have pairs place their finished strip in the correct place on a pocket chart and read it aloud.

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**IF NEEDED . . .**

**BEGINNING/PREPRODUCTION**

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Have students use the ruler to draw two lines on the board, one that is one inch long, and one that is one foot long. **SAY** Point to the line that is one inch long. Point to the line that is one foot long. **SAY** Point to the line that is longer than the other.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** Which is longer—20 feet or 20 miles? What would you use to measure the length of a crayon? the distance to New York City?

**INTERMEDIATE/ ADVANCED**

Have students use a highway map to plan a route to a city about two hundred miles away. Discuss in groups directions to the destination, including highway numbers and the distance from town to town.
Choosing What’s Important

Write the following main idea on the board: *Breakfast is an important meal.* Have students turn to Anthology pages 430–431. *Say* Marven is eating breakfast with the lumberjacks. Say various statements about the picture on these pages, and have students decide whether each statement supports the main idea: *Breakfast is an important meal.* For example, use the following sentences.

*Marven is nervous. The lumberjacks eat a lot because they work hard all day. Breakfast gives people energy in the morning. Many men eat breakfast together. It is so early in the morning, it is still dark outside. The men eat many different things for breakfast.* Have students come up with additional statements about the picture to support the main idea.

**Language Experience Activity** With students, write a story about the topic of breakfast. Have students brainstorm main ideas before writing. Have them select one main idea, and write it on the top of a sheet of chart paper. Then have students contribute sentences that relate to the main idea. Record their ideas. Help students correct their sentences. Rewrite the sentences as a story. Guide students in determining where they need to add more information and where unimportant information can be deleted.

**Skill Objective**
Students choose important information to improve their writing.

**Academic Language**
- main idea
- important details

**Beginning/Preproduction**
Write the sentence *We go to school every day* on the board. *Ask* What is important if we talk about school? Have students draw pictures of things that fit the topic.

**Early Production/Speech Emergent**
Write the sentence *We go to school every day* on the board. Have students brainstorm ideas that relate to this topic. Make a list on the board. Then have the group verify that all the ideas relate to the topic.

**Intermediate/Advanced**
Write the sentence *We go to school every day* on the board. Have partners write sentences that relate to the topic.
Today we are going to talk about costumes. Have a student define costume. Describe a costume you have worn or seen. Was the costume funny, scary, or realistic? Record students’ responses on the board under the headings Costume and Description. As the following words arise, explain their meanings and show the Picture-Word Cards: mask, cape, wig, make-up. Have students repeat these words.

Explain that in China, there is a kind of costume so large that it covers several people walking under it. Refer students to the pictures of a dragon costume from the Get Set on Anthology page 451. Display the poem “The Secret of the Dragon.”

**SAY** Listen and watch as I read this poem about the Chinese dragon costume. Read the poem aloud, and pantomime expressions to dramatize the lines. Have students read the poem and do the motions with you.

Provide a long strip of fabric or butcher paper and have groups of students take turns holding it above them and moving together like a long dragon while the rest of the class reads the poem.
Get Set to Read

A Visit to Chinatown, pages 450–451

Have students turn to Anthology pages 450–451. Have a student read the title of the Get Set aloud. **Say** Chinatown is a part of a city where many people follow Chinese customs and traditions. Direct students’ attention to the photograph on page 450. Have a student read the caption aloud. **Say** Describe this building. Why do you think it is designed like a building from China? Have students look at the photograph on the top of page 451. **Ask** What do you notice about this neighborhood? Why do you think everything is written in two languages? Then have students look at the photograph of the dragon on page 451. **Say** This costume is used in the Chinese New Year parade. Why is the dragon special?

The Last Dragon

Segment 1, pages 452–465

Lead students on a picture walk, using these prompts.

**Pages 454–455:** What do you see in the window? Is the dragon old or new? Where do you think the story takes place? How can you tell?

**Pages 456–457:** Describe this neighborhood. How do you think Peter feels?

**Pages 458–459:** What does Peter want to buy? Does Great Aunt want to buy it?

**Page 461:** Where is the dragon now?

**Page 462:** This man repairs clothes. Why does Peter bring the dragon to him?

**Pages 464–465:** What is in this woman’s store? How can she fix the dragon?

Prefixes pre-, con-, and com-

**Draw** a chart with three columns labeled pre-, con-, and com-. In the pre- column, write preview, precook, and predict. **Explain** that the prefix pre- means “before.” **Say** The word preview means to see part of something before seeing the whole thing. Help students define precook and predict.

**Write** construct, connect, contain, combine, company, and compound in the appropriate con- or com- column. **Say** The prefixes con- and com- mean “with or together.” Guide students to use with or together to define the words in these columns. If students have difficulty, define the words and have students use the words in sentences. Have students name additional words with the prefixes pre-, con-, and com- and add them to the chart.
Today we will talk about games. Have students read this sentence from Anthology page 460: "Today I play mahjongg with my friends," said Great Aunt. Explain that mahjongg is an ancient game in which players try to get a winning combination of tiles that are marked with pictures and Chinese characters.

Ask Do you play any games with your friends? What table games do you enjoy playing? Record students’ responses on a word web like the one shown. Have students explain how to play each game that is mentioned.

**Play a Game** Introduce and explain expressions such as Whose turn is it?, I’m next, You deal, and Good move! Then have students join a group and practice using the expressions while playing games such as Go Fish, dominoes, checkers, or Scrabble.
The Last Dragon
Segment 2, pages 466–479
Lead students on a picture walk, using these prompts.
Page 466: What do you think Peter wants from this store?
Page 469: How do you think Peter feels about being in Chinatown?
Pages 470–471: How has the dragon changed? Point to the dragon’s head.
Pages 472–473: What do you think Peter’s present is? Who gave it to him?
Pages 474–477: Where is Peter eating? Why do you think he is surprised?
Pages 478–479: Can you find Peter? How do you think he feels? Why?

Adjectives
Remind students that adjectives answer the questions What kind of? and How many? Have students use adjectives to describe several classroom objects. List their suggestions on the board. Model correct placement of adjectives in sentences, for example: That is a blue book.

Write these sentences on the board: A circle is round. I have an orange. The skirt is purple and blue. Underline the words an, a, and the. Explain that these are special adjectives called articles. Explain that a is used when the next word starts with a consonant sound, and an is used when the next word starts with a vowel sound. Add that a and an name any place, person, or thing, and that the names a particular person, place, or thing. Have students practice using a, an, and the in additional sentences.

Multi-Level Practice
Beginning/Preproduction
Give students a list of nouns. Have them write a or an in front of each noun.
Early Production/Speech Emergent
Have a small group brainstorm a list of adjectives. Have them write the list on a sheet of paper.
Intermediate/Advanced
Have students work with partners to write sentences about the selection, using as many adjectives as they can. Have them circle each adjective.

Skill Objective
Students identify adjectives and articles.

Academic Language
• noun
• adjective
• article

Language Transfer Support
Articles can be very challenging for English language learners to use. Many languages have very different rules for using articles. Some languages do not have articles, and others have only definite or indefinite articles. Provide extra practice for students who have difficulty with articles.
In the story we read, Peter visited several kinds of shops. Today we will talk about shops and stores. Have students read these sentences from Anthology page 467: He knew where to find a bookstore, a bargain bakery, a stall with the best salted plums. Some days he joined Mr. Pang for morning tea. He swept the kite shop, oiled the tools. Explain that a stall is an outdoor shop that may be taken down each night.

What are some of the shops Peter found in Chinatown? What do people buy in each shop? Across the board, list the shops students mention. Underneath each one write the products or services people buy in that shop.

Place in a large box an assortment of items such as bread, fruit, a kite, and an empty medicine bottle. Add to the box cards naming services such as sign painting and mending clothes. Have students take turns choosing an item from the box. Discuss what kind of shop would provide the service or sell the item and have the student place it under the name of the correct shop on the board.

**Vocabulary**
- shops, stores, bookstore, bakery, stall

**Materials**
- Anthology
- large box
- assorted items, such as bread, fruit, or a kite
- index cards

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 4–7.
Display the poem and have students read the first verse chorally. Then cover the words dragon (twice), colorful, wild, twists, and moves. Ask: What other animal costume could we write about? Write the new animal name on a word card and put it in place of dragon. Help students replace the other covered words with words that describe the face, eyes, and movements of the new animal. Read the new version of the verse with students.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have students point to the items from the box to answer questions, such as What can you buy at a bakery? What can you buy at a pharmacy?

**Early Production/Speech Emergent**
Ask Where can you buy a book? some bread or cookies? Where would you go to clean your clothes?

**Intermediate/Advanced**
Have students imagine that they are going to make a costume. Have them name different shops where they could buy parts of the costume or get help in making them. Have them write what they would get at each shop.
**Suffixes (-ful, -less, -ly)**

**Review** the definition of a base word and a suffix with students. **SAY** A suffix is a word part that is added to the end of a word that changes the meaning of the word.

**Write** careful and careless on the board. **ASK** What is the base word used in these words? What are the suffixes? **Explain** that the suffixes -ful and -less make the two words opposites. **SAY** The suffix -ful means "with or full of" and -less means "without." Write the definitions of -ful and -less on the board.

- **-ful**: full of, able, or apt to
- **-less**: not having, without
- **-ly**: in a certain way

**Write** other pairs of words on the board. You might use: thoughtful/thoughtless; helpful/helpless; meaningful/meaningless; useful/useless. **Discuss** the meaning of the words.

Add the definition of -ly to the list on the board. Give examples of words with the -ly suffix, such as slowly, tightly, accidentally, happily. Help students define these words and practice using them in sentences.
We talked about stores that make or repair things for customers. We also read about how people helped to repair a dragon. Today we will talk about tools used to repair things. Have students read these sentences from the bottom of Anthology page 467:

All the while, Miss Rose Chiao repaired the frame, covered it with silk. One day she began to sew on shining scales.

What did Miss Chiao do to fix the tail? What tools do you think she used? What other tools are used for making repairs?

List on the board the tools students mention. Show the Picture-Word Cards for needle, paintbrush, screwdriver, hammer, pliers, wrench, drill. Draw on the board other household tools students mention. If possible, bring in some of the tools mentioned to show students.

Invite students who are familiar with the tools to demonstrate how they are used. Discuss tools used by carpenters, plumbers, and electricians. Have students repeat the names of the tools and pantomime using them.
SELECTION 3: The Last Dragon

DAY 40

Master ELL 4–8

Strategies for Comprehensible Input

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

**Explain:** Chinatown

Chinatown is a part of a large city that has many Chinese influences. Many people in Chinatown follow traditions from China. Chinatown is not a town in China.

**Show:** dragon costume

Have students look at the photographs on Anthology pages 451 and 482–483 to see examples of the dragon costume.

**Restate:** tailor

someone who makes or fixes clothes

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Comprehension Questions for the Anthology Selection

1. Have students retell the Anthology selection to a partner, using the illustrations. Supply vocabulary for the different kinds of shops in the selection.
2. Look at Peter’s face in the illustration on page 457. How has his expression changed on the next page? What conclusion can you draw about Peter’s feelings about Chinatown from these illustrations? (Peter was not happy to be in Chinatown; his face lit up when he saw the dragon. Possible conclusions: Peter will be happier if he has the dragon; Peter will be upset if Great Aunt does not buy it.)
3. Great Aunt reminded Peter not to forget his manners. What are some ways to be polite? (Answers will vary.)

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Adjectives

**Which Article?** Say sentences without mentioning the article, for example: I ate ___ banana, Thank you for ___ banana, ___ island is surrounded by water; ___ island has a volcano. Have students repeat each sentence, adding the correct article. Clarify why a, an, or the is the correct choice for each sentence. Encourage students to create sentences for the rest of the class to guess.
Parts of a Face

Have students read these sentences from Anthology page 468: After painting for several afternoons, Mr. Sung was finally satisfied. The dragon now had bold eyebrows, red cheeks, and lots of sharp teeth.

Draw a simple face on the board. **Ask** What parts of the face did the painter paint? What other words do you know that name parts of your face? Label the parts of the face as students respond.

Have students copy each part of the face onto an index card.

Ask questions, such as What do I use to breathe? What do I use to chew my food? and What is above my eyebrows? Have students respond by holding up the correct word card and touching that part of their face. Model answers to the questions, such as I use my nose to breathe, My teeth chew my food, and My forehead is above my eyebrows. Have students repeat each statement after you. Then have partners take turns asking and answering similar questions.

Have students use their word cards as they do the following activities.

---

**Vocabulary**
nose, eyes, mouth, lips, teeth, forehead, eyebrows

**Materials**
- Anthology
- index cards
- pictures of animals

---

**Beginning/Preproduction**
See Master ELL 4–7.

Display the sentence-strip version of the poem from Day 4. Have students read it chorally. 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. Repeat the activity until students can finish all the lines easily.

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**Face Facts**
Ask questions, such as What do I use to breathe? What do I use to chew my food? and What is above my eyebrows? Have students respond by holding up the correct word card and touching that part of their face. Model answers to the questions, such as I use my nose to breathe, My teeth chew my food, and My forehead is above my eyebrows. Have students repeat each statement after you. Then have partners take turns asking and answering similar questions.

Have students use their word cards as they do the following activities.

---

**Multi-Level Response**

**Beginning/Preproduction**
**Say** Point to your nose. Hold up the card that says nose. Point to your mouth. Hold up the card that says mouth.

**Early Production/Speech Emergent**
**Ask** What do you use to see? What is under your mouth? What are the parts of your mouth?

**Intermediate/Advanced**
Provide pictures of animals and have each student choose one. Have students write a description of the animal’s face, using as many of the words on their word cards as possible. As students read aloud their descriptions, have the class guess what picture matches each one.
**Correcting Sentence Fragments**

**Write** a complete sentence on the board. Review the definitions of *subject* and *predicate* and point out these parts of the sentence. Underline them in different colors. Point to the capital letter at the beginning of the sentence and to the period at the end. **Review** that a sentence expresses a complete idea.

**Write** several sentence fragments on the board. **Compare** them to the complete sentences. Determine what is missing in the first fragment by asking if it has a subject and a predicate. **SAY** *This is not a complete sentence because it does not have a subject and a predicate. This is called a sentence fragment.* Add the missing elements to the sentence fragment. Encourage students to determine what part is missing in the other fragments. Have them add the missing parts to make each fragment a complete sentence.

**Skill Objective**

Students improve their writing by correcting sentence fragments.

**Academic Language**

- sentence
- sentence fragment
- subject
- predicate

**Materials**

- index cards

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Show students pictures from the selection. Describe each picture with either a sentence or a sentence fragment. Have students listen to determine whether you said a complete sentence or a sentence fragment.

**Early Production/Speech Emergent**

Give each student a sentence fragment written on an index card. Have partners work together to correct their sentence fragments in any way that makes sense. Work with the students to evaluate their corrections.

**Intermediate/Advanced**

Give each student a sentence fragment written on an index card. Have partners work together to correct their sentence fragments in any way that makes sense. Then have partners exchange with another pair of students to provide feedback.
On the board, write the heading Music Words. Ask students to tell what they know about music. As these words come up in discussion, add them to the list: note, melody, beat, rhythm, solo, duet, microphone, speakers, radio, compact disk, cassette, record. Explain each music term as necessary. If possible, bring in sheet music to show how music is written.

What is your favorite song? Can you sing or hum the melody? You can do it by yourself as a solo or with a friend as a duet.

Have students hum or sing their favorite songs into an imaginary microphone. ASK What is your favorite song? Can you sing or hum the melody? You can do it by yourself as a solo or with a friend as a duet.

What do performers use to help the audience hear them better? What are some ways you can listen to music?

Display the poem “Jazz Band.” SAY Jazz is a type of music. This poem is about a performance by a jazz band. Read the poem aloud. As you read, pantomime playing each instrument, and show the audience response by snapping your fingers to the beat, tapping your toes, dancing, and cheering. Have students read the poem and do the motions with you.

Banana Music

Melody, beat, rhythm, solo, duet, microphone, speakers, radio, compact disk, cassette, record

Materials

- sheet music
- Picture-Word Cards microphone, speakers, radio, compact disk, cassette, record
  (See Master ELL 4–12.)
**Get Set to Read**

**Musicians at Work, pages 486–487**

*Say* We just discussed some music words. Now turn to Anthology pages 486–487. Have a student read aloud the title of the Get Set. *Ask* What are some things these musicians need to consider when they are playing music? Have students point to and say the name of the musical instruments on these pages.

Have students discuss how a musician learns to play a song. Introduce the concept of practicing. *Say* A musician needs to practice the same song many times before he or she can perform the song well. Ask if any students play a musical instrument. Have students who play instruments tell which instrument they play and explain how it is played. Ask students who do not play an instrument if they would like to learn to play an instrument.

**Sing to the Stars**

**Segment 1, pages 488–499**

Lead students on a picture walk, using these prompts.

*Pages 490–491:* What is Ephram carrying? What is inside it?
*Pages 492–493:* Mr. Washington is blind. How does he recognize Ephram?
*Pages 494–495:* What do you think these boys are doing with the radio? What is Ephram doing with his violin?
*Pages 496–497:* How do Ephram and his grandmother feel about each other?
*Pages 498–499:* Where is Ephram playing his violin?

**VCCV Pattern**

*Review* vowels and consonants with students. *Write* several words with a VCCV pattern on the board, such as *inside, between,* and *better.* Trace the vowels in one color and the consonants in a different one. Write VCCV above the words in the appropriate place. *Chant* the pattern: *vowel, consonant, consonant, vowel* while pointing at the words. Write other examples on the board, such as *window, finger,* or *across.* Have students identify the VCCV pattern in these words.

*Show* students how the VCCV pattern can help them decode long or unfamiliar words. *Explain* that words with a VCCV pattern are usually divided into syllables between the two consonants. Have students draw a vertical line between each syllable. Have them read the words aloud, pausing between the syllables.
Types of Music

SAY Today we will talk about types of music. Have students read these sentences from Anthology page 497: “From then on Flash Fingers Washington played hot, joyful jazz and cool, soulful blues. ‘You should have heard him play, Ephram,’ says Grandma. ‘His fingers flew across the keys. Any piece of music, classical, jazz, old spirituals, he gave it style.’

Music Types

ASK Which words name types of music? Do you know the names of other types of music? List students’ responses as headings on the board. Be sure to include jazz, blues, classical, country, rock and roll, hip-hop, and rap.

Play recordings of short passages of different kinds of music. As each passage starts, name the piece and point to the word that names that type of music. Play the recordings again and have the class name each type of music they hear. List the pieces under the appropriate headings. Invite students to add to the lists other songs they know.

Alternatively, this lesson can be adapted and done by listening to different radio stations.

Vocabulary

ejazz, blues, classical, country (music), rock and roll, hip-hop, rap

Materials

• Anthology
• recordings of different types of music or a radio

BEGINNING/PREPRODUCTION

See Master ELL 4–10.

Display the poem and read it with students, using the motions from Day 1. Ask: Which lines describe what is happening on stage? Which lines tell what is happening in the audience? As students respond, draw a musical note in front of lines 1, 3, 5, and 7, and an ear in front of the other lines. Then have one group of students stand “onstage” as they say and act out the first set of lines. Have the rest of the class say and act out the other lines as they sit in the audience.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION

Have students refer to the lists on the board. 
ASK Which type of music is your favorite? Which other kinds do you like? As students respond, add vocabulary. SAY Your favorite type of music is hip-hop. You like country music.

EARLY PRODUCTION/ SPEECH EMERGENT

Have students play a game of musical chairs. Play the recordings used in the lesson. Each time you stop the music, have students sit down and call out the kind of music they were listening to.

INTERMEDIATE/ADVANCED

Have students write about the type of music or recording they liked best. Encourage them to use the words they learned on Day 1 to describe the music.
Sing to the Stars
Segment 2, pages 500–507

Lead students on a picture walk, using these prompts.

Pages 500–501: Why does Mr. Washington feel things with his fingers?

Pages 502–503: Where are Ephram and his Grandmother? Why do you think Ephram is looking at his watch?

Pages 504–505: Why do you think Mr. Washington came to the concert? What clues tell you that he and Ephram are going to play in the concert?

Page 507: Do you think Ephram and Mr. Washington like playing together?

Comparing with Adjectives

Show two objects and say a comparative sentence using -er and than, for example: The yellow pencil is longer than the blue pencil. Write the sentence on the board. Add a third object and compare it to the other two, using the and -est, for example: The red pencil is the longest. Write the sentence on the board.

Ask What suffixes did I add to the base word long? Circle the -er and -est parts of the adjective. Say When the adjective used has one or two syllables, -er and -est are added to the base word to compare. Point to than and the in the sentences. Explain when to use than and the when making comparisons.

Give examples of an adjective with three or more syllables, such as exciting or interesting. Demonstrate how to use more and most to compare with adjectives by using them in sentences.
Senses

**SAY** We read about a man who was blind. He used and depended on his other senses because he couldn’t see. Today we will talk about senses.

Have students read the fourth paragraph on Anthology page 497: “Not since he and his little girl were in a car accident. That’s when Mr. Washington lost his sight.”

**ASK** Which sense did Mr. Washington lose? What other senses do you have? What are some things you sense with each one?

List students’ responses in a chart like the one shown. Then have partners role-play a sensory experience from the chart, such as jumping at the sound of thunder or touching something extremely hot.

### Sensory Chart

<table>
<thead>
<tr>
<th>Hearing</th>
<th>Sight</th>
<th>Touch</th>
<th>Smell</th>
<th>Taste</th>
</tr>
</thead>
<tbody>
<tr>
<td>music</td>
<td>cold</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>talking</td>
<td>hot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thunder</td>
<td>sharp</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Multi-Level Response

**Beginning/Preproduction**
Have students point to their ears, eyes, hands, nose, and mouth. **ASK** What do you use for hearing? What do you use for seeing?

**Early Production/Speech Emergent**
**ASK** What are some things you can smell? see? hear? What sense tells you if something is soft? salty?

**Intermediate/Advanced**
Discuss why each sense is important. Have pairs of students write one or more ways that each sense helps them.
Dictionary: Connotation (negative or positive)

Write the words scream and smile on the board. Ask Does scream make you think of good things or bad things? Does smile make you think of good things or bad things?

Explain that the feelings a word creates are its connotation. A word can have a positive connotation or a negative connotation. Say Scream has a negative connotation, because it makes you think of bad things. Smile has a positive connotation, because it makes you think of good things.

Explain that some words are neutral. That is, they are neither positive nor negative. Point to the fact that often the connotation depends on the context of the sentence.

Have students compare the connotation in the following sentences: I looked at him. I smiled at him. I said, "Go!" I screamed, "Go!"

Repeat the process using other words with negative or positive connotations.
The Night Sky

*SAY* In the story we read, a young boy enjoyed playing his violin under the night sky. Today we will talk about what you can see in the night sky. Have students read the last sentence on Anthology page 506: *The hum of the crowd fades, and in the darkness the music sings to the stars.*

**ASK** Which word names something you can see in the night sky? What else do you see when you look up at the night sky?

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**List on the board students' responses and discuss the meaning of the words.**

**Draw the Sky** Have students write each word on a small label. Then have students make a picture of the night sky and label each item in their pictures. Have students display their pictures on a classroom wall or on the board.

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students point to their picture. *SAY* Point to the moon. Show me the stars. Point to a planet.

**Early Production/Speech Emergent**

*ASK* What is the brightest thing we see in the night sky? What sometimes covers the moon so you cannot see it?

**Intermediate/Advanced**

Help students write a story about being frightened at night. Challenge them to use each night word in the list as they describe the spooky night.
Selection Review

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

Restate: down the street along the street

Model: open mike concert
Demonstrate the format of an open mike concert by pantomiming singing into an imaginary microphone. Offer your “microphone” to a student, and have the student pantomime performing. Repeat with other students.

Explain: found out
When find is combined with out, a verb phrase is formed and the meaning changes: Find out means to get information about or discover.

Comprehension Questions for the Anthology Selection

1. Look at the illustration on Anthology pages 506–507. What is happening in this picture? How can this picture summarize the whole story? (Ephram and Mr. Washington are playing in front of an audience. Ephram’s main problem was his stage fright, which he overcomes here; Mr. Washington’s main problem was losing the joy he felt from playing the piano, which he regains here.)

2. Have students make a story map to identify the main characters, setting, and plot or main events of Sing to the Stars.

3. Ephram and Mr. Washington helped each other. Tell about a time when you helped someone. (Answers will vary.)

Comparing with Adjectives

Let’s Compare
Write a variety of adjectives on index cards. Place the cards face down on a table. Have students take turns choosing a card and creating a comparative sentence with the adjective shown. If the sentence is correct, they keep the card.
Day and Time Words

**SAY** Today we will talk about some time words and the days of the week.
Have students read these sentences from Anthology page 501: "Mr. Washington," says Ephram, "I've been thinking about playing at the benefit concert tonight."

**ASK** Which word tells when the concert will take place? What other words tell what day something happened or will happen?

**When Does It Happen?** Record students’ responses on a three-column chart like the one below. Introduce and explain expressions that are new to students.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
<td>yesterday</td>
<td>today</td>
<td>tomorrow</td>
</tr>
<tr>
<td>last night</td>
<td>tonight</td>
<td>tomorrow night</td>
</tr>
<tr>
<td>yesterday morning</td>
<td>this morning</td>
<td>tomorrow morning</td>
</tr>
</tbody>
</table>

Display a calendar. Have students say the days of the week written on the calendar. Write the days of the week on the board. Model using the expressions from the board in statements such as *Today is Monday, We didn’t come to school yesterday,* and *You have a spelling test tomorrow morning.* Have students repeat the statements. Have students form additional sentences.

**MULTI-LEVEL RESPONSE**

**Beginning/ Preproduction**
Have students point to the calendar. **SAY** Point to a day that is Monday. Point to a Saturday. Point to a day that you don’t go to school.

**Early Production/ Speech Emergent**
**ASK** When did you do your homework for today? When did you eat breakfast? When will you go to bed?

**Intermediate/ Advanced**
Have students list some of the current day’s activities, activities from the previous day, and things they will do the following day.
Writing Complete Information

Have two students role-play a telephone conversation. In this scenario they call a friend’s house. The friend is not there. The person answering is a cousin who does not know the caller. The caller leaves his or her name, phone number, and message.

When they have finished, write these questions on the board: Whom did the caller want to speak with? What is the caller’s name and phone number? At what time did he or she call? What is the message? Have students answer the questions. SAY: It is very hard to remember specific information if it is not written down. When we take a phone message, we have to be careful to write down all of the information.

Have the students role-play their telephone conversation again. This time, as they speak, have the rest of the group write down the answers to the questions on the board. Have students give the answers aloud.

Skill Objective
Students record complete information when taking a message.

Academic Language
- information

Multi-Level Practice

Beginning/Preproduction
Have students practice writing down names and telephone numbers. Have pairs of students role-play other phone conversations while students take down information.

Early Production/Speech Emergent
Have partners role-play phone conversations in which they also have to write down phone numbers and names.

Intermediate/Advanced
Have students role-play phone conversations with partners in which they also have to write down phone numbers and names. Have students ask for clarification of the information with questions such as Did you say ___ or ___?