Theme 5

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THEME 5: Heroes
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Heroes

Selections
1 Happy Birthday, Dr. King!
2 Gloria Estefan
3 Lou Gehrig: The Luckiest Man
Today we are going to talk about heroes. On the board, write the heading Things Heroes Do. Have students discuss ways in which someone can be a hero. For example, have students describe the way a lifeguard sees a swimmer in trouble, jumps in the water, and rescues the person.

After each student’s description, have students summarize their responses. Write them on the board. Use simple phrases such as saves people, helps people, makes things better, faces danger, and acts brave. Have students copy the chart onto a sheet of paper.

Display the poem “How to Be a Hero.” Say Listen and watch as I read this poem about what a hero does. As you read the poem aloud, pantomime the poem’s actions. Have students read the poem and do the motions with you.

SAY People can be heroes when they ask for help. When there is a big problem, you sometimes need to call the police for help. Explain how to use 911 to ask for help. Have students role-play calling 911. One student will be the operator, and the other will describe an emergency situation. Repeat until all students have taken a turn. Have students add calls 911 to their charts.

How to Be a Hero
Return someone’s lost wallet.
Help fix a flat tire.
Spend time with a friend who’s sad.
Stand up for what’s right.
Always be fair.
Every day do something
to show that you care.

Who is your hero? Draw your hero.
Write your hero’s name and why he or she is your hero.

SAY Name someone you think is a hero. Why do you consider that person a hero?
Get Set to Read

A Famous Bus Ride, pages 532–533

SAY Turn to Anthology pages 532–533. We are going to read a story about a hero named Martin Luther King, Jr. Who was Martin Luther King, Jr.? What can you tell me about him? Write students’ responses on the board. If students are not familiar with Dr. King, outline some of his accomplishments.

Point out the photograph on pages 532–533. Help students identify Dr. King, and explain that the people are protesting peacefully. SAY In the 1950s, African American and white people were separated. These people don’t agree with that; they are marching to show that they want this changed. Have students discuss why it is more effective to have a peaceful protest than a violent protest.

Happy Birthday, Dr. King!

Segment 1, pages 534–541

Lead students on a picture walk, using these prompts.

Page 537: Jamal is walking home from school. Describe his neighborhood. What time of the year is it? How can you tell?
Page 538: What does Jamal have in his hand? Why might he be hiding it?
Page 539: Why do you think this photograph of Dr. King is included here?
Page 540: Do Jamal and Grandpa Joe look happy or sad? How can you tell? What do you think they are talking about?

Prefixes and Suffixes

SAY A prefix is added to the beginning of a word and a suffix is added to the end of a word. Both prefixes and suffixes change the meaning of the base word. Draw a chart on the board with the headings Prefix or Suffix, Meaning, and Examples. Fill in the first two columns with the prefixes re- (do again); dis- (not, or the opposite of); and un- (not, or the opposite of). Then write these suffixes and their meanings under the prefixes: -ness (condition of); -ment (condition of); -ful (full of); -less (without). Review the chart with students.

Say words that have a prefix or a suffix from this list, for example: reread, disappear; unbelievable, happiness, enjoyment, joyful, careless. As you say each word, have students decide which prefix or suffix the word contains. Write the word in the Examples column. Have students explain the meaning of the word.
Civil Rights

**SAY** Today we will talk about civil rights. Ask students what they think the term means.

Explain that the term *civil rights* means treating everyone fairly and by the same rules. Read aloud the last half of Anthology page 541.

**ASK** What was unfair about the laws in Alabama? Who did something to change that?

Have students make up classroom rules, some fair, others unfair. Give examples, such as *Boys clean the classroom, and girls get recess* or *You can’t join the club because you have blue eyes.* Have them say whether the rules are fair or unfair. Students should also suggest how to change the unfair rules.

**Beginning/Preproduction**

Display the poem and read it with students, pantomiming the actions. Ask: Which words describe the problems in the poem? As students respond, underline wallet, flat tire, sad, and fire. Have students make a picture card for each word and write the word on the back of the card. Have partners practice saying the words. Then have students put their picture cards in place of the words in the poem. Have students supply the missing words as they read the poem together.

**Multi-Level Response**

- **Beginning/Preproduction**
  Have students chose one of the rules from the board. Have them write the rule on a sheet of paper and draw a picture representing that rule.

- **Early Production/Speech Emergent**
  Have students make other fair and unfair rules for the classroom. Then have them discuss whether the rules are fair or unfair.

- **Intermediate/Advanced**
  Ask students to name things that were unfair in the rules they made up. Record students’ responses on the board. Have pairs of students use the information to write new rules.
Happy Birthday, Dr. King!

Segment 2, pages 542–549

Lead students on a picture walk, using these prompts.

Page 542: Why is Rosa Parks with the policeman in this photograph?
Page 543: How many people are on the bus? Why might it be important that the bus is empty? Why might Rosa Parks and the empty bus be connected?
Page 545: Describe what Jamal and his family are doing.
Page 546: Who is in this picture? How might his ideas influence Jamal?
Pages 548–549: What is Jamal’s class doing in the assembly?

Subject Pronouns

Write these sentences on the board: Jamal was in trouble. Jamal got in a fight. Jamal talked to his grandpa. Underline Jamal in each sentence. Ask Instead of using Jamal every time, what word can we use? He is used to refer to a boy or a man. Have students read the sentences aloud, substituting the pronoun he.

Write the sentence Rosa Parks sat in the front of the bus. Underline Rosa Parks. Say The word she can replace Rosa Parks. What would the new sentence be? She refers to a girl or a woman.

Draw a T-chart on the board. In the left column write singular and plural noun subjects; in the right column write the corresponding subject pronouns I, you, he, she, it, we, you and they. Have students use the subject pronouns in a sentence.

Language Transfer Support

In some languages, such as Chinese, Japanese, Spanish, and Thai, pronouns can be omitted. Point out that this is not the case in English. English language learners may have difficulty distinguishing between he and she. Encourage students to answer questions that have noun subjects by responding with pronouns.
Emotions

Have students read these sentences from Anthology page 542: “When African Americans heard about her arrest, many of us stopped riding the buses. We wanted to protest her arrest and get the same rights that white people had.”

**ASK** Why did people stop riding buses? What feelings do you think people had when they were treated unfairly? Name positive feelings and feelings that are not positive.

**Web of Feelings** List students’ responses on a word web like the one shown. Have students discuss what each feeling means.

BEGINNING/ PREPRODUCTION

Display the poem and have students read the first verse chorally. Then ask: What might a hero say in each situation? Discuss students’ responses. After each line, add a sentence strip with an appropriate hero’s comment. For example, This is yours, Do you need help? Cheer up! and Everyone stand back! Have one group of students read the original lines while another group says the hero’s lines.

BEGINNING/ PREPRODUCTION

Have students point to the word web. **ASK** How do you feel when you fight with your brother? How do you feel when you get an “A” in school?

EARLY PRODUCTION/ SPEECH EMERGENT

**ASK** How do you feel when someone says something nice to you? How do you feel when someone says something unkind to you?

INTERMEDIATE/ ADVANCED

Have groups of students make up a short skit in which something happens to change the way the characters feel. Then ask the class to describe the way the characters felt at the beginning of the skit and at the end of the skit.
Dictionary: Prefixes re-, un-, and dis-

Write the prefixes re-, un-, and dis- on the board. Review the meanings of the prefixes with students: re- (again), un- (not; the opposite of), dis- (not; the opposite of). Lead students in a discussion of how these prefixes change the meaning of base words. Use the following words: view/review, comfortable/uncomfortable, like/dislike. As you discuss the forms with prefixes, write them on the board.

Say a list of words and have students identify whether the word has one of the prefixes from the board. As you mention words with these prefixes, discuss their meaning and write them on the board. Demonstrate that not every word that begins with re-, un-, or dis- contains a prefix by including words such as read, under, and disk.

Next, say base words, and have students form new words by combining them with the prefixes. You might use write, zip, appear. Have students write the new words under the appropriate headings: rewrite, unzip, disappear. Point out that the base words can take some of the prefixes but not all of them. For example, reappear and disappear are correct, but unappear is not.

Skill Objective

Students identify and use words with prefixes re-, un-, and dis-.

Academic Language

• prefix

Materials

• index cards

Leveled Reader

Heroes

Thank You, Sandra Cisneros by Daniel Santacruz

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

SAY In the story we read, Jamal’s father and grandfather told him about a time when people worked to change some unfair laws. Today we will talk about laws.

Have students read these sentences from Anthology page 541: “First, we’d get on at the front of the bus, pay our fare, and get off. Then we’d get back on again at the rear of the bus. We didn’t like it, but that’s how things were. It was the law.”

SAY What is a law? What law did Grandpa Joe tell Jamal about? What are some laws that we obey? List students’ responses on the board.

Discuss and further explain each law and any unfamiliar vocabulary.

Use the information from the list to make statements, such as It is against the law to speed. There is a law against stealing. Have students repeat each statement after you. Then have them practice making similar statements to a partner. Discuss what happens if you break a law.
Selection Review

Strategies for Comprehensible Input

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

**Explain:**

- **African American**
  - an American whose ancestors, or family, originally came from Africa

- **boycott**
  - refuse to use or buy something; done by an organized group as a protest

**Show:**

- **peaceful protests**
  - Have students look at the photograph on Anthology page 532. Explain that Dr. King and the other people are participating in a peaceful, or non-violent, protest against unfair laws.

Comprehension Questions for the Anthology Selection

1. Look at the illustration on pages 548–549. How does this picture show that Jamal has learned from his grandfather? (Jamal is using what his grandfather taught him to teach others. His play is about the bus boycott, which his grandfather talked to him about.)

2. What was the cause of Rosa Parks getting arrested? (She broke the law that said that African Americans have to sit in the back of the bus.)

3. What other information would you like to know about Dr. King? (Accept varied answers. If possible, have students look at other sources to find answers to their questions.)

Skill Focus: Grammar Application

**Subject Pronouns**

Pass the Sentence

Have students sit in a circle. On a sheet of paper, have each student write a sentence, using a noun subject. Have the students pass their pages clockwise. Students then rewrite the sentence received using a subject pronoun and add a new sentence using a noun subject. Keep passing the pages until students have written three sentences each.
School Assemblies

**Vocabulary**
- school assemblies
- performance
- skit
- program
- audience
- speaker
- microphone

**Materials**
- Anthology
- crayons or markers

**IF NEEDED . . .**

**Beginning/Preproduction**
See Master ELL 5–1.
Display the sentence strip version of the poem from Day 4 and have students read it chorally. Then turn over the rhyming lines and put a picture or key word card in place of the line. Have students say the poem again. If they need help remembering one of the missing lines, say the first few words of that line. Then let students choose which of the remaining lines to turn over. Continue until students can say all or most of the poem from memory.

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Plan an Assembly**
Have students plan a program for a school assembly. Write the program on the board. List the parts of the program in the order in which students think they should be performed. Next to each part write the name of the student, class, or group who would do it.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Would you like to sing at an assembly? Would you like to dance? Would you like to be in a play?
Have students draw a picture of themselves performing at an assembly.

**Early Production/Speech Emergent**

**ASK** What would you like to do in a school assembly? What parts of an assembly might need music?

**Intermediate/Advanced**

Have students imagine they have attended the assembly that the class planned during the lesson. Ask students to describe each part.
Using Facts

Write the days of the week in random order. Then ask students how they could organize the days logically. Introduce the term *chronological*. Have students say the word with you. Say that *chrono-* is a prefix that means “time.” Have students go to the board and rewrite the list in chronological order.

Next, ask students how they could describe a room. As they provide suggestions, introduce the term *spatial*. Call attention to the word’s relation to the word *space*. Talk about top to bottom, left to right, and so on. Have students describe the classroom spatially.

**Say** Facts can also be listed in order of importance. Ask students to describe the most important steps in doing a homework assignment. With the students, brainstorm and then organize the list in order of importance.

Present several other lists of related facts. For example: a description of a football field, a list of holidays, or a list of what to take on a trip. Have students decide whether the facts should be organized chronologically, spatially, or in order of importance.

**Skill Objective**
Students use and organize facts to improve their writing.

**Academic Language**
- chronological
- spatial

**Beginning/Preproduction**
Have students make a drawing of their room at home. Then ask them to describe the room orally, using a top-to-bottom or left-to-right or vice-versa description.

**Early Production/Speech Emergent**
Have students work in a small group to find five facts about the selection. Have them write the facts in chronological order.

**Intermediate/Advanced**
Have students work with partners to write five to ten facts about the selection in order of importance.

**Selection 1:** Happy Birthday, Dr. King!
Day 5
Today we are going to talk about musicians. Display the poem “A Sing-Along.” Listen and watch as I read this poem about singing. As you read, use motions such as beckoning someone to come, conducting music at a slow pace and a fast pace, clapping, stomping, snapping, and swaying. Then have students read the poem and do the motions with you.

What kinds of musicians can be in a band? Record students’ responses on the board.

Have students act out statements about various musicians, such as I am a drummer. I play a drum. I am a singer. I sing a song. I am the conductor. I help everyone keep time. Have other students repeat the statements and imitate the actions. Then review by naming musicians and having students pantomime what each one does.
Get Set to Read

Success in the Music Business, pages 558–559

**SAY** Turn to Anthology pages 558–559. Who are some of the musicians you see here? Add vocabulary for the types of musicians and instruments with which students are not familiar. Then have a student read aloud the title of the Get Set.

**ASK** What does it mean to be successful in the music business?

Direct students’ attention to the photographs. Explain that these are some things that musicians do together. Read the captions of each of the photographs, and ask students to describe how each picture shows success in the music business. Have each student name his or her favorite musical group or performer. Explain that their favorite groups have gone through similar steps to become famous.

**Gloria Estefan**

**Segment 1, pages 560–566**

Lead students on a picture walk, using these prompts.

**Pages 560–561:** Do you think that Gloria Estefan enjoys performing? Why?
**Page 562:** Read the caption aloud. Which languages do you see in the neighborhood? What else do you notice?
**Page 563:** Who is with Gloria Estefan in this picture?
**Pages 564–565:** Emilio Estefan is Gloria’s husband. Point to Gloria. Point to Emilio. Name the instruments the band members are playing.
**Page 566:** Do you think Gloria and Emilio like to be in the band together? Why or why not?

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**Changing Final y to i**

**Write** the following on the board: *family + es = families, easy + er = easier, funny + est = funniest, worry + ed = worried.* Point to the *y* at the end of each base word. **ASK** What happens to the *y* when I add these suffixes? Underline the *i* in the new words. **Explain** that the *y* changes to an *i* when an ending or a suffix is added to a word that ends with a consonant and *y*.

Have students brainstorm to create a list of words that end with a consonant and *y*: These might include *baby, happy, tiny, hungry*. Have students take turns adding appropriate endings or suffixes and writing the new words on the board.
Today we will talk about the music business. Have students look at the Get Set on Anthology pages 558 and 559. Point out the photographs of the singers rehearsing and of the recording studio. Then have them turn to page 565 and find this sentence: “I was going to parties every weekend and singing with the whole band behind me.”

Where did Gloria’s first band play? What else do musicians do so that fans can hear their music? As you record students’ responses, discuss the music industry and how music is recorded. Be sure to explain that the band needs to rehearse together many times. Tell students that there is a lot of competition in the business, and most bands never get a contract with a big company. Write details of the discussion on the board.

Have students act out things band members do in their job as you make statements such as Your band is setting up their instruments to play at a party, or Your band is getting on the tour bus to go give a concert in another city.

The Music Business

SAY Today we will talk about the music business. Have students look at the Get Set on Anthology pages 558 and 559. Point out the photographs of the singers rehearsing and of the recording studio. Then have them turn to page 565 and find this sentence: “I was going to parties every weekend and singing with the whole band behind me.”

ASK Where did Gloria’s first band play? What else do musicians do so that fans can hear their music? As you record students’ responses, discuss the music industry and how music is recorded. Be sure to explain that the band needs to rehearse together many times. Tell students that there is a lot of competition in the business, and most bands never get a contract with a big company. Write details of the discussion on the board.

Have students act out things band members do in their job as you make statements such as Your band is setting up their instruments to play at a party, or Your band is getting on the tour bus to go give a concert in another city.

LANGUAGE DEVELOPMENT 20–25 MINUTES

BEGINNING/REPRODUCTION

Display the poem and read it with students, using the motions from Day 1. Then say: Show me something the poem says to do while you sing. As students respond, underline clap your hands, stomp your feet, snap your fingers, and rock and sway. Have students make and label a picture card for each phrase. Pair students and have them take turns reading the phrases and showing what each one means.

BEGINNING/REPRODUCTION

Have students look through the selection to find the pictures that show Gloria Estefan working with the band.

ASK What part of the music business sounds most interesting to you? Why? What part of the music business would you not enjoy? Why not?

INTERMEDIATE/ADVANCED

Help students write an ad for a CD by an imaginary band. Be sure they choose a name for the band. They could also list the names of some of the songs.
Lead students on a picture walk, using these prompts.

**Pages 567–570:** How can you tell that the Miami Sound Machine is popular?
**Page 571:** Why do you think Gloria Estefan is with the President?
**Pages 572–573:** Gloria Estefan had an accident. Why do you think she is in a wheelchair? How do you know that she recovered?
**Page 574:** Describe these important moments from Gloria Estefan’s life.
**Page 575:** Read the caption aloud. What do you think Gloria is doing?
**Page 576:** What two things are very important to Gloria Estefan?

**Object Pronouns**

**Draw** a chart of the object pronouns on the board. Next to each of the object pronouns, write appropriate nouns, for example, him/Emilio, her/Gloria, it/a song, them/the children. **SAY** These pronouns are used as **object pronouns**. They are used after action verbs and words such as to, with, for, and at.

**Write** on the board: President Bush gave a medal to Gloria. **ASK** Instead of saying Gloria, which pronoun can we use? Have a student rewrite the sentence using her. Have other students read the new sentence aloud. Next, underline a medal. **ASK** What can we use instead of these words? Have students reread the sentence. Repeat this process, using all of the object pronouns.
Family Occasions

Today we will talk about family occasions. Have students read these sentences from Anthology page 566: In May 1978, Gloria graduated from college. Three months later, on September 1, 1978, she married Emilio.

What do we call the occasion when someone graduates? gets married? What other special events might families celebrate? List students' responses in a word web like the one shown.

Discuss how families celebrate each occasion. Ask: What might people do at a graduation? a wedding? Have small groups of students pantomime occasions from the web on the board. Then have the class guess which event was acted out. Ask students to describe the things they saw in each scene.

Celebrate

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have students draw pictures of the celebrations that are on the board.

Early Production/Speech Emergent

Have pairs of students write the dictionary definitions of the words on the board.

Intermediate/Advanced

Have pairs of students write down several ways each event from the board is celebrated. Make a booklet of family occasions by putting together the students’ pictures, definitions, and different ways to celebrate.
Homophones

Write the words to, too, and two on the board. Have students read them aloud.

ASK: Do these words sound the same or different? Are they spelled the same? Do they mean the same thing? Have students use the words in sentences.

SAY: Words that sound the same but have different meanings and spellings are called homophones. Write the word homophone above the examples on the board.

Write other examples of homophones, such as deer and dear, for and four; there, their; and they’re, mail and male, meat and meet. Have students give definitions for these words and use them in sentences. Have students come up with other examples of homophones.

Skill Objective
Students identify homophones and use them in sentences.

Academic Language
• homophones

Language Transfer Support
Few languages have the great number of homophones that English does. Students will need encouragement and support as they master the various spellings of English words.

Leveled Reader
Heroes
Duke Ellington: Man of Music by Erik Montgomery
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Kinds of Schools

**SAY** We read about a woman who did well in school before she chose a career in music. Today we will talk about different kinds of schools. Have students read these sentences from Anthology page 564: *Because her high school grades were so good—she made honor roll every semester—Gloria had received a scholarship.*

**ASK** What kind of school was mentioned in that sentence? What kinds of schools do people go to before high school? What grade are students in when they start each school? List students’ responses in a chart similar to the one shown below. Review ordinal numbers from first through twelfth with students as you write them.

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>preschool</td>
<td>Pre–kindergarten</td>
</tr>
<tr>
<td>elementary school</td>
<td>Kindergarten – fifth</td>
</tr>
<tr>
<td>middle school / junior high school</td>
<td>sixth – eighth</td>
</tr>
<tr>
<td>high school</td>
<td>ninth – twelfth</td>
</tr>
<tr>
<td>college / university</td>
<td>after twelfth</td>
</tr>
</tbody>
</table>

Make statements, such as *Students in kindergarten to fifth grade go to elementary school.* **ASK** Which school does a sixth grader go to? Have students practice forming sentences, using this frame: *A student in sixth grade goes to junior high school.*

**MULTI-LEVEL RESPONSE**

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 5–4.

Display the sentence strip version of the poem from Day 3, and 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.*

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.

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Vocabulary**

preschool, elementary school, middle school, junior high school, college, university

**Materials**

• Anthology

**BEGINNING/PRODUCTION**

**Ask simple yes or no questions, such as**

Does a student in fifth grade go to high school? Does a student in tenth grade go to high school? What about a first grader and a tenth grader? What kind of school will you go to after elementary school? What are some things children do and learn at preschool? What do you think you will like about high school? What about college?**

**EARLY PRODUCTION/SPEECH EMERGENT**

**Ask**

What school does a first grader go to? a tenth grader? What kind of school will you go to after elementary school?

**INTERMEDIATE/ADVANCED**

**Ask**

What are some things children do and learn at preschool? What do you think you will like about high school?
Selection Review

Gloria Estefan

Gloria Estefan was born in Cuba in 1957. In 1959, she moved to Miami, Florida. When Gloria was ten years old, her father got sick. Gloria took care of her father and her younger sister. She helped her family as much as she could. Music was very important to Gloria. When she was in college, Gloria became the lead singer in Emilio Estefan’s band, the Miami Sound Machine. When Gloria finished college, she got married to Emilio. They worked together in the band and recorded many songs. Gloria sang in Spanish and in English. The band became popular all over North and South America. They had many hits.

In 1990, Gloria was in an accident. Her back was broken. The doctors didn’t know if she could walk again. They thought she might be paralyzed, but she had surgery, and she got better. The next year, she was performing again. Gloria Estefan has done a lot of work to help people. She helped promote drug prevention among young people. She raised money for people who were hurt by a hurricane and for the American Cancer Society. In 1990, President Bush gave Gloria an honor for her volunteer work.

Object Pronouns

Around the World Give each student a card with an object pronoun written on top and a common or proper noun written at the bottom. Start by calling “Mary.” The student who has the object pronoun her calls “her” and reads the words at the bottom of the card: Peter and Alice. The student who has the object pronoun them calls “them” and reads the cat, and so on. Continue the game until a student calls I, and he or she responds me.
Today we are going to talk about government leaders. Have students read this caption on Anthology page 571: The Estefan family meeting with President George Bush at the White House.

What is the President’s job? What do you call the leader of a state? a city? If students are not familiar with the terms, introduce and define them. Discuss some of the responsibilities of each leader.

Record the titles of the government leaders on a chart like the one below. Have students copy the chart onto a sheet of paper.

<table>
<thead>
<tr>
<th>Country</th>
<th>President</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>Governor</td>
</tr>
<tr>
<td>City or Town</td>
<td>Mayor</td>
</tr>
</tbody>
</table>

Bring newspapers or news magazines to class. Have students look for photographs and articles about government leaders. Have them name the leader and tell what title he or she has. Then have them discuss what the official is doing in the article or photograph from the paper.

Beginning/Preproduction
Have students work in a small group to make a collage of the article and photographs of the government leaders the class found.

Early Production/Speech Emergent
**ASK** Who leads the city? the state? the country? What is something a mayor might do? the President?

Intermediate/Advanced
Have partners prepare a television news report about what they found in the newspaper. Have students role play news anchor people as they give their reports to the class.
Sentence Combining with Pronouns

**Explain** that when writing, it is important not to repeat the same noun many times. That can be avoided if subject or object pronouns are used instead of the nouns. **Draw** a chart on the board to review subject and object pronouns. Have students pay special attention to the use of *I* and *me.*

**Demonstrate** how to combine sentences with pronouns by writing the following sentences on the board. *Emilio gave Gloria a new microphone. Gloria liked the new microphone a lot.* Guide students to combine these two sentences by adding a comma and the word *and.* **Model** replacing nouns with pronouns in the sentence, by replacing *Gloria* with the pronoun *she* and *the new microphone* with *it.* Write and read the new sentence aloud: *Emilio gave Gloria a new microphone, and she liked it a lot.*

Use additional examples to illustrate how to combine sentences with pronouns.

**Language Experience Activity** Have students choose an event from Gloria Estefan’s life. Have them dictate two sentences about that event. Write the sentences on the board. Have students decide whether the two sentences can be combined using pronouns. If so, have a student rewrite the sentence. Write each of the students’ sentences on a separate page. Have them illustrate their page. Compile the pages into a “Gloria Estefan” booklet.

**Skill Objective**

Students combine sentences using pronouns.

**Academic Language**

- subject pronouns
- object pronouns

**Language Transfer Support**

In some languages, such as Chinese, Korean, Spanish, and Thai, there is no distinction between subject and object pronouns, for example, *You gave the keys to he.* Help students to distinguish between subject and object pronouns.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give students two sets of cards, one with subject pronouns and the other one with object pronouns written on them. Have students match the cards.

**Early Production/Speech Emergent**

Write sentences with proper and common nouns used as subjects and objects, for example, *Gloria Estefan likes to play the guitar.* Have students replace the underlined nouns with subject or object pronouns.

**Intermediate/Advanced**

Have students work with partners. One partner reads a sentence from the selection that has either a noun used as a subject or an object pronoun. The other student repeats the sentence, replacing the nouns with subject or object pronouns.
Today we are going to talk about baseball. Have you ever played or watched a game of baseball? Can you name people and things that are part of a baseball game? Record students’ responses. They may include such words as bat, base, glove, catcher’s mitt, home plate, field, cap, helmet, uniform, pitcher, batter, runner, catcher, umpire. Discuss the terms to be sure students understand what each one means.

Display the poem “Ball Game.”

SAY Listen and watch as I read this poem about playing baseball. Read the poem aloud. As you read, have students pantomime the actions of each player in the game.

Have students play a game of classroom baseball. (No ball is needed.) Select four desks as bases. In order to walk to next base, students must use one of the words from the board in a complete sentence. If they do not use the word correctly, they get a strike.
Get Set to Read

Good Sportsmanship, pages 582–583

**SAY** We just talked about baseball. Now let’s turn to Anthology pages 582–583. Here we see a famous baseball player named Lou Gehrig. Look at the photographs on the bottom of the pages. What are some things you can name that you see in these photos? Have a student read the title of the Get Set aloud.

Explain that sportsmanship refers to how a player behaves. Ask students for examples of good sportsmanship and of poor sportsmanship. Have students look at the baseball diamond on page 583. Have them read aloud all the position names of the players. **ASK** How many players from a team play on the field? Where do the players run? Where do the players hit the ball?

Lou Gehrig: The Luckiest Man

Segment 1, pages 584–591

Lead students on a picture walk, using these prompts.

**Page 585:** Describe Lou Gehrig’s neighborhood. What things in the picture let you know that it is from a long time ago?

**Pages 586–587:** What are Lou and his friend doing?

**Pages 588–589:** What sport is Lou playing here? Describe what is happening in the baseball game in these pictures.

**Page 590:** Describe the player’s uniforms. What are they doing?

**Page 591:** What does the headline on the newspaper say? What do you think slumps means?

VCV Pattern

**Write** the word *visitor* on the board. Write VCV above the letters isi. Have a student tell what the letters VCV mean. **(vowel consonant vowel)** Write other examples. Clap the syllables of the words. Point out to the students that a word with a VCV pattern is divided into syllables before the consonant if the first vowel sound is long. If the word has a short vowel sound followed by a consonant sound, the word is divided into syllables after the consonant.

Have students look through the selection to find more words with VCV patterns. Pronounce the words for students as needed. Have students decide whether the first vowel in the pattern is pronounced with a long or short vowel sound and show where to break the syllable.
Today we will talk about careers, or jobs. Have students read these sentences from Anthology page 590: Christina Gebrig had great hopes for her son Lou. She dreamed that he would attend college and become an accountant or an engineer. Ask: What career did Lou’s mother want him to have? What other jobs do people have? What work does a person who has that career do? List students’ responses on a chart like the one shown.

Describe each profession with statements such as An accountant keeps track of money and A builder builds houses. Have students write each statement on a sheet of paper, using the chart to help with spelling.

<table>
<thead>
<tr>
<th>Careers</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>accountant</td>
<td>keeps track of money</td>
</tr>
<tr>
<td>builder</td>
<td>builds houses</td>
</tr>
<tr>
<td>veterinarian</td>
<td>a doctor who treats animals</td>
</tr>
<tr>
<td>engineer</td>
<td>designs and builds bridges, roads, and tunnels</td>
</tr>
<tr>
<td>plumber</td>
<td>installs and repairs pipes</td>
</tr>
</tbody>
</table>

Play a memory game with cards. One card might say Accountant. Another would say keeps track of money. Students pick up cards. When they find a matching card they keep it.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students draw pictures of people working at the various professions.

**Early Production/Speech Emergent**

Ask: Who builds houses? Who can fix a broken pipe in your house?

**Intermediate/Advanced**

Ask students to choose a career they might like. Have them write a description of the things they would do during the day at the job.
**Lou Gehrig: The Luckiest Man**

**Segment 2, pages 592–602**

Lead students on a picture walk, using these prompts.

- **Pages 592–593:** How can you tell something is wrong with Lou Gehrig?
- **Pages 594–595:** Why are there microphones on the field?
- **Pages 596–597:** Compare this picture to the one on the previous page.
- **Pages 598–599:** What does Lou Gehrig’s uniform on a hanger represent?
- **Pages 600–602:** Do these pictures look happy or sad? Why?

**Possessive Pronouns**

Point to one of your male students’ books and say: *That is Guillermo’s book. It is his book. The book is his.* **Write** these three sentences on the board. Do the same with a girl’s backpack: *That is Lucia’s backpack. It’s her backpack. The backpack is hers.* **Underline** *his* (twice), *her*, and *hers*. **Explain** that these are possessive pronouns, and they are used to represent the owner of something.

**Draw** a chart to include all possessive pronouns. In the left column, write *my*, *your*, *his*, *her*, *its*, *our*, *their*. In the right column, write *mine*, *yours*, *his*, *hers*, *its*, *ours*, *theirs*. **Explain** that the possessive pronouns in the first column are used before nouns, and the pronouns in the second column stand alone.

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**Skill Objective**

Students identify possessive pronouns.

**Academic Language**

- possessive pronouns

**Language Transfer Support**

Some languages, such as Spanish, Farsi, and Thai, do not show distinction between *he/she, his/her*, resulting in errors such as *My brother reads her book.*
**Day 3**

**Vocabulary**

- sportsmanship, good sport

**Materials**

- Anthology

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**SPORTSMANSHIP**

**SAY** Today we will talk about what makes a player a good sport. What does it mean to be a good sport? Have students read these sentences from Anthology pages 594–595: Fiorello La Guardia, the mayor of New York City, told Lou, “You are the greatest prototype of good sportsmanship and citizenship.”

**ASK** What did Lou do to help his team? How do you think other players felt about Lou? What else can a player do and say to be a good sport? List students’ responses on the board.

<table>
<thead>
<tr>
<th>What a Good Sport Does</th>
<th>What a Good Sport Says</th>
</tr>
</thead>
<tbody>
<tr>
<td>what is best for the team</td>
<td>Good luck!</td>
</tr>
<tr>
<td>plays fair</td>
<td>Great play!</td>
</tr>
<tr>
<td>doesn’t lose temper</td>
<td>Way to go!</td>
</tr>
<tr>
<td>shakes hands after the game</td>
<td>Good game!</td>
</tr>
<tr>
<td>compliments others</td>
<td>Congratulations!</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students act out things that a good sport does.

**Early Production/Speech Emergent**

**ASK** What is something a good sport does? What would a good sport say to the other team after losing a game?

**Intermediate/Advanced**

Have partners write a good-sport and a bad-sport scenario. Have them read their stories aloud. Have the class tell which is which.

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 5–7.

Display the poem, and have students read it chorally. Have volunteers take the parts of pitcher, batter, and catcher. Replace the words the pitcher, the batter, and the catcher with the names of the students acting the parts. Have the rest of the class play the fans watching the game. Have the class read the new version of the poem while the players act out what is being said. Then invite other students to take the players’ parts.
Write *Word History* on the board. *Say* The history of a word tells us where the word comes from. For example, the word *sandwich*, which refers to two or more slices of bread with a filling between them, is believed to come from a man called the 4th Earl of Sandwich. *Sandwich* is a town in England. The Earl of Sandwich used to eat cold meat between two slices of bread all the time.

Write the words *tortilla* and *croissant* on the board. *Ask* Do you know what language these words come from? Sometimes, words from other languages have become English words, such as the words *tortilla* from Spanish, and *croissant* from French.

Have students look for these words in the glossary of their Anthologies: *chamber, corral, lumberjack, pioneer, scale, thermometer*. Have students read the word histories of these words aloud. Point out that the word histories are found in the side column of the glossary. If you have student dictionaries available in the classroom, have students use them to find additional word histories.

Have students think of other words that are borrowed from other languages and list them on the board. Then have them look up the words in the dictionary to verify their origin.

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**Skill Focus: Vocabulary**

**Skill Objective**

Students recognize word histories and what they tell.

**Academic Language**

- word history
- glossary
- dictionary

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**Leveled Reader**

**Heroes**

*Mark McGwire: Home Run King*

by Richard Merchant

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Today we will talk about ways audience members can show what they feel. Have students read these sentences from Anthology page 593: Whenever Lou came onto the field the fans stood up and cheered for brave Lou Gehrig.

**Ask** How did the audience show respect for Lou? What are some other ways an audience shows they like something? List students’ responses on the board. Discuss which behaviors are appropriate at a sports event, but not at a school play or a concert.

Point out behaviors to avoid, such as whistling, yelling too loud, booing, and hissing. Explain that audience members who do not like the performance should simply not applaud or should quietly leave.

Have students pretend to be an audience as you describe various events. Each time you mention how the audience responds to the game or performance, have students act out the audience behavior. For example, At the end of the play, the audience gave a standing ovation to the cast.

**Multi-Level Response**

### Beginning/Preproduction

**Say** Show how you demonstrate that you liked a performance.

### Early Production/Speech Emergent

**Ask** What can you do when you like a concert? What can you do at a baseball game that would not be good to do at a play?

### Intermediate/Advanced

Have pairs of students imagine they are performers or athletes. Ask them to describe their greatest moment and the way the audience responded. Have the class act out the audience response described.
Lou Gehrig: The Luckiest Man

Lou Gehrig was a great baseball player. He was born in New York City in 1903. Lou always studied hard. He didn’t miss a day of school for eight years. He was the star of the baseball team in high school.

In 1923, Lou joined a professional baseball team. The team was the New York Yankees. From 1925 to 1939, Lou never missed a baseball game. He played in 2,130 games in a row. He was named the Most Valuable Player in the league twice.

In 1938, something happened to Lou. He couldn’t hit the ball as well as he could before. He couldn’t catch. Sometimes he fell down. The next year, he was even worse. So he decided to stop playing for his team. When Lou went to the doctor, he found out that he had a deadly disease.

The mayor of New York City made July 4, 1939 Lou Gehrig Appreciation Day. That day, Lou talked to the fans. Instead of complaining that he had a terrible disease, he told them how lucky he was. He said he had been lucky in baseball. He spoke of all the people who had been good to him. Lou Gehrig died two years later. He will always be remembered for being an example of good sportsmanship.

Comprehension Questions for the Anthology Selection

1. Look at the illustration on Anthology pages 596–597. Explain what is happening. Why is Lou Gehrig sad? (Lou is making a speech to his fans. He is sick and he can’t play baseball anymore. Even though he knows he’s going to die, he says how lucky he is.)

2. Reread Anthology page 592. Find an example of a fact and an opinion on that page. (Possible answers: fact: Lou went to the Mayo Clinic. June 19th was his thirty-sixth birthday. opinion: Lou wasn’t selfish.)

3. Do you think Lou Gehrig is a hero? Give reasons for your answer. (Answers will vary.)

Possessive Pronouns

Lead students in a chant, using possessive pronouns. One student begins, saying The backpack is mine. Select one student from the class to answer It’s not your backpack. It’s Laura’s. The first student says The backpack is hers. Repeat the chant. The student who answered the first student will choose a new object and start the chant again.
Today we will talk about dates. Have students read the first paragraph of Anthology page 585: “And on June 19, 1903, Henry Louis Gehrig was born.”

Ask: In what month was Lou Gehrig born? in what year?

Write the date on the board and review that in the United States the month is always written first, the day of the month is next, and the year comes last. Point out the capital letter and the comma. Point out also that when we read the date aloud we use ordinal numbers: June nineteenth, 1903.

Demonstrate the different ways to write dates, with words, abbreviations, or first numbers.

Pass out sentence strips to students. Ask: What is a date that is important to you? Write it on your sentence strip.

Have students stand, read their date, and explain why it is important to them. Then display the dates in a pocket chart to use in a memory game. Have students take turns reading a date and telling whose it was and why it was important.

Vocabulary
- month
- year
- day

Materials
- Anthology
- oak tag
- pocket chart

When? Why? Who?

Beginning/Preproduction
See Master ELL 5–7.

Give each pair of students a copy of the poem. Say: Cut the lines of the poem apart and arrange them in order. Then learn one line from memory and turn it over. Take turns choosing another line to memorize and turn over. When partners can say all or most of the poem from memory, invite them to recite for the class. Have other students act out the poem while several students recite it from memory.

LANGUAGE DEVELOPMENT 20–25 MINUTES

Beginning/Preproduction
Say: Write today’s date. Write the date of your birthday.

Early Production/Speech Emergent
Write a date in numbers. Ask: What is the month? day? year? Write your birth date.

Intermediate/Advanced
Have students imagine something they would like to do in one year, five years, and ten years. Then have them make up dates during those years and write a journal entry for each one.
Combining Sentences with Possessive Pronouns

Remind students that possessive pronouns are used to show ownership. Tell students that by using possessive pronouns to combine sentences they can avoid repetition. Review the possessive pronouns. Those that are used before nouns are *my, your, his, her, its* (singular), *our, your, their* (plural). Those that are used alone are *mine, yours, his, hers, its* (singular), *ours, yours, theirs* (plural).

Write a poem using possessive pronouns as a group. Provide the last line: *But the classroom is ours!* Encourage students to come up with the rest of the lines, for example: *The pencil is mine, and the book is yours, the notebook is his, but the classroom is ours!* Write the phrases students say on chart paper. Have the students copy the poem onto a sheet of paper. Encourage them to add additional verses.