Theme 8

Our Earth
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Our Earth
Celebrating Nature

SAY In our stories this week, children enjoy the outdoors. One place they visit is the forest. Listen to this poem about the forest.

Display the poem “My Forest.” Read the poem. Have children listen to say what the speaker likes best about the forest.

ASK How does the person in the poem feel about trees? Do you like to look at trees?

Reread the poem. Pause at the end of the fourth line for children to supply the word trees. ASK How do you feel about trees? Hand out the ELL Picture-Word Cards. Have children match the cards to words in the poem. Read the poem again. Have children hold up each card as they hear the word.

Tell children there is a special day all about trees. People, especially children, plant trees on the day. Name the day—Arbor Day. ASK Would it be fun to plant a tree? How would you take care of it?

Tell children that there is another special day called Earth Day. It is in April. Tell children that adults and children go out and clean up litter in parks and other places on Earth Day.

Earth Day

Share with children some ways to celebrate Earth Day. ASK What could we do to celebrate Earth Day? We could help clean up our school yard. We could make signs to tell people not to leave bottles or cans in the park. Encourage discussion.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Show what people do on Arbor Day. Draw a picture of what you would like to do on Earth Day.

Intermediate/Advanced

SAY Think of a new day to celebrate nature. What would you call it? Why?
**LITERATURE FOCUS**

10–15 MINUTES

**Eight Years Old and Going Strong**

Teacher Read Aloud, Teacher’s Edition pages T30–T31

Display page T31. **Ask** What is the boy doing? Show the plants he is watering. Where do you think he is? Tell children that this picture goes with a story about some real kids who turned a hill behind their school into a nature area for plants and animals. They started a club called “The EarthSavers.” Tell children to think about the different plants and animals that the children might help.

**SKILL FOCUS: PHONICS**

10–20 MINUTES

**Base Words and Endings -s, -ed, -ing**

**Introduce** a toy and make it jump, twirl, climb, shout, whisper, talk, look, yawn. **Say** This is (Bibi) the (clown). (Bibi) can (jump). (She) can (climb). (She) can (twirl). Repeat each action and write the verbs in a column on chart paper. **Ask** What can (Bibi) do? Have children respond: She can (jump).

**Change** the question. **Ask** What does Bibi do? Answer the question, using the -s ending, as you make the puppet move: She jumps. Say jumps again. Rewrite jump in a second column, adding s to make jumps. Repeat for each verb.

**Circle** the s in jumps. Repeat the /s/ sound with children. Then circle the s in turns. Say /z/ with children. Explain that the s can stand for both /s/ and /z/.

**Repeat** for -ed and -ing. **Ask** What did Bibi do? What is Bibi doing? to model each ending. Talk about the different -ed sounds: /t/ in jumped, /d/ in climbed, /ed/ in shouted. **Save** the four-column chart for use on Day 4.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Show an action. **Say** Bibi can (jump). What can Bibi do? Point to the word. Repeat for each ending. Read all four verb forms together. Repeat for other verbs.

**Early Production/Speech Emergent**

Give children the ending cards. Say shout and shouts. Ask children to hold up the card for the ending they hear. Repeat for other verbs and endings.

**Intermediate/Advanced**

Show an action. **Say** Bibi can (jump). What can Bibi do? Help children respond Bibi can jump. Repeat for each ending, changing the question each time. Repeat for other verbs.

**Skills Objective**

Children build words by adding endings -s, -ed, -ing.

**Academic Language**

- endings

**Materials**

- puppet, doll, or stuffed animal
- chart paper
- index cards with s, ed, ing

**Language Transfer Support**

The most difficult ending to pronounce for learners from many different language backgrounds tends to be the -ed ending. Help children to notice when -ed is a separate syllable (painted) and when it is not (jumped).
Insects

Read this sentence from *Eight Years Old and Growing Strong*: "The wildflowers the kids have planted have attracted lots of insects to the habitat. **SAY** Did you know that there are more insects than any other kind of animal? Let's talk about some different kinds of insects.

Show pictures of familiar insects—ants, bees, butterflies, mosquitoes, flies, ladybugs, other beetles, and grasshoppers. Include the ELL Picture-Word Cards as listed. Point to each picture. Ask if children can name the insect. If they cannot, provide the name. Label each picture as you go along, or refer to the word on the other side of the card. Describe each insect, giving children a chance to add to the description. **SAY** This ladybug is red. She has spots. What color are her spots? The ladybug has wings, but they aren't showing now.

After talking about each individual insect, point out general features that many insects have in common—wings, six legs, three body parts, feelers. Have children find and point out these features on several different insects. Make the point that all the animals children have talked about are called insects.

**Insect Parade**

Invite children to make believe they are marching ants, buzzing bees, or leaping grasshoppers. Encourage them to say a sentence about themselves as they move around the room, such as **I am a grasshopper. I can jump very high.**
Get Set to Read

A Trip to the Forest, Anthology pages 132–133

Read the title aloud. **Ask** Where do you think this bus will go? Who do you think will be on the bus? Read the paragraph and the Words to Know with children. Then read the practice sentences together.

The Forest

Pages 135–139: Ask where the kids are going and what they will see. Draw children’s attention to the trees and the small items next to the text.

Pages 140–143: Help children notice the leaves. Ask what can be made out of wood. Introduce Smokey the Bear and the need to be careful with fire in a forest.

Pages 144–149: Ask what the children look at in the forest. Ask what they are drawing and planting. **Did they have a good trip to the forest?**

High-Frequency Words

about, teacher, draw, happy

**Lead** children on a picture walk through Sunset Beach. Point to the picture on page 13. **Say** This is a story about a class that goes on a trip to the beach. Write the word about on chart paper. **Say** The name of the teacher is Miss Sage. Write the word teacher. Point to the pictures on pages 17 and 18. **Say** The children draw pictures of the things they see. They are happy when they go on class trips. Write draw and happy.

**Clap and spell** the new words with children. Then have them draw a picture of their class. **Ask** What will you draw? Who is in your picture? Are they happy?

**Skill Objective**

Children learn to recognize the words **about**, **teacher**, **draw**, **happy**.

**Materials**

- Phonics Library selection Sunset Beach
- drawing paper, crayons, pencils
- index cards with words **about**, **teacher**, **draw**, **happy**
Planning a Class Trip

**SAY** One of our stories this week is about some children who go on a class trip. All the children in the class visit a forest together. Going on a class trip takes planning. Let’s talk about how we would plan for a class trip.

**ASK** What is the very first thing we would need to do to plan a class trip? Encourage children to express their ideas. **SAY** We would need to decide where we were going to visit. Let’s make believe we are going on a class trip. What are some places you would like to visit? I would like to visit an apple farm. We could all pick apples. Make a list of children’s preferences.

Talk with children about how you would have to write letters to their families to let them know about the trip. Help children say what information the letters should give—when the trip will be, what they need to bring, what time they will come home. Talk, too, about rules of conduct, such as listening to directions, staying together in a group.

**Plan It** Go back to the list of places to visit. Select three places on the list and have children vote with raised hands for their choices. Make believe you all will visit the most popular place. Choose a date for the trip and a means of getting there. Have children help you compose a parent letter asking for permission for children to go on your make-believe trip.
High-Frequency Words

**because, part, tiny**

**Display** *Sunset Beach*. Read the story, asking children to follow along. **Ask** What part of the story did you like best? Coach them to say My favorite part of the story was _____. Write the word *part* on the board.

**Point** to page 14. **Say** Ted picks up tiny pink shells. Does tiny mean very big or very little? What other animals do you know that are very tiny? Coach them to say A ____ is a tiny animal. Write *tiny* on the board.

**Point** to page 19. **Ask** Are the children happy or sad? Yes, happy. The children are happy because they are going on another trip. Write the sentence frame: *I am happy because _____.* Ask children to help finish the sentence. Then clap and spell the new words *part, tiny, and because*.

**Review** the words using **Practice Book** pages 152 and 153. Hand out the word index cards. Read the sentences on page 152 aloud. Ask children to help you fill in the blanks with the word cards. If children have completed **Practice Book** page 153, have them share their pages with a partner by looking at the illustrations, reading the sentences, telling why one sentence matches the picture and one does not. If children have not completed the pages, help them finish them.

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**Skill Objective**
Children learn to recognize the words *because, part, tiny*.

**Materials**
- Phonics Library selection *Sunset Beach*
- **Practice Book** pages 152, 153
- index cards with words *because, part, tiny, teacher, draw, happy, about*

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Display the word index cards *tiny, because, part*. Read each one aloud, then chorally. Say one of the words. Ask a child to find and hold up the card. Repeat several times for all the words.

**Early Production/Speech Emergent**
Display the word index cards *tiny, because, part*. Ask a child to write the letters *t-i-n-y* on the board. Ask others to read the word and check its spelling against the word card. Repeat for *because* and *part*.

**Intermediate/Advanced**
Place all the word index cards facedown on a table top. Have children take turns picking a card, reading the word on it, and then using the word in a sentence.

**Phonics Library**
*Our Earth*
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Looking at Leaves

Read page 141 of *The Forest:* “You can tell what tree a leaf is from by its color and shape. It is fun to look at leaves.” *Say:* Yes. It is fun to look at leaves and that’s what we will do today.

Have available leaf samples from your area. Brush them or damp wipe them clean. Warn children not to touch their eyes or mouths while they are handling the leaves. A hand lens will enable children to see more details in the leaves.

Look at one sample at a time. Have children gather around to talk about it with you. Start by describing the shape of the leaf. Trace around the edge of the leaf as children watch. *Ask:* Is this leaf pointed or round? Talk about the size, color, smell, and feel of the leaf. *Ask:* Is the leaf big or small? Is it green or another color? Does it smell sweet? Does the leaf feel rough or smooth?

Repeat the process with other leaf samples. As children examine each leaf, you may want to name the tree it came from.

Have children draw and cut out leaves. Children may want to trace the leaf samples they have just examined. They can color the leaves they make and then use them as bookmarks as they continue to read this theme.

**Vocabulary**
leaf, leaves, shape, color, size

**Materials**
- Anthology
- leaves
- magnifying glass

**Beginning/Preproduction**
See Master ELL 8–1.
Revisit the poem “My Forest.” Read the poem and encourage children to chime in on words they recall. Then repeat the fifth line. Ask: *What are strong and tall?* Yes, trees. Let’s talk about trees. Draw a tree on the chalkboard. Point to the trunk and name it. *Say:* This is the body of the tree. Then, in turn, point to the branches and the leaves. Name each part. Then talk more about trees, using questions: *What part of the tree is green in the summer? Where do birds sit?*

**Multi-level Response**

**Beginning/Preproduction**
*Say:* Show the leaf you drew. Show which real leaf it looks most like. Tell what color and shape it is.

**Early Production/Speech Emergent**
*Say:* Describe one leaf you looked at today. Where did the leaves we looked at come from?

**Intermediate/Advanced**
*Ask:* How are the leaves we looked at alike? How are they different? Describe the leaf you drew.
The Forest

Read aloud the Selection Summary for The Forest (Master ELL 8–2). Then ask a few questions while displaying the Anthology.

1. Where does the class go on their class trip? (the forest) What are they going to learn about on their trip? (plants, trees, animals)
2. Name some things we get from trees. Look at page 142 if you need help. (Examples include wood for homes, paper, maple syrup.)
3. What part of the class trip would you have liked the most? Tell why.

After the question-and-answer period, have the group summarize the story. Help them include the most important events and tell what they learned.

Skill Objective
Children read a story with endings -s, -ed, -ing.

Academic Language
- endings

Materials
- Phonics Library selection Sunset Beach
- index cards with endings -ed, -s, -ing
- chart from Day 1 phonics lesson
- Practice Book page 151

Base Words and Endings -s, -ed, -ing

Review the chart from Day 1. Have the group form a circle and demonstrate the action words. Then display Sunset Beach. Turn to page 15. Ask What do the children see? What are the geese doing? Say flying and honking slowly. Point to the three endings on the chart. Ask Which ending do you hear? Call on children to find the words with the -ing ending. When they find them, ask them to tell you what letters to write. Write the words in the -ing column.

Read pages 14 and 18, one at a time. Repeat the process for hunted and looked on page 18 and looks and picks on page 14. Discuss the different sounds of -ed.

Review Practice Book page 151. Have partners read the completed sentences. Complete the pages with children if they have not done so.
Pulling It All Together

This week we have talked about nature. We heard how some children in a club take care of the land. We read about different trees in the forest. And we have talked about insects and leaves. Now we will go on a forest adventure together.

We are going to make believe we are scientists. We will go into the forest and look around carefully. We will look at things that grow in the forest and the animals that live there. You will tell me exactly what you see and I will take notes. That is what scientists do. Place pictures of forest scenes around the room. Display the ELL Picture-Word Cards as well.

Model what the children will do. Walk around the classroom, stopping to notice something in the forest. There is a butterfly. It has yellow and black wings. It is sitting on a red flower. Provide several models so children understand that you want them not just to name things in the forest but to give as much detail as they can. Carry a notebook and jot down field notes.

Then walk around the room with pairs of children. Take notes as they describe what they see. When all the pairs of children have had an opportunity to explore the forest, gather the group and read your notes. Finally, bring the week full circle by rereading the poem “My Forest.”

Vocabulary
review of the week

Materials
- pictures of forest scenes
- ELL Picture-Word Cards
  (See Master ELL 8–3.)

BEGINNING/PREPRODUCTION
See Master ELL 8–1.

Share the poem “My Forest” one last time. Track the words as you say each line. Pause occasionally to have children supply words they recall. Reread the poem and have children shout out the last phrase in the forest enthusiastically. Ask children to say if they think they would like to live or work in a forest.

BEGINNING/ PREPRODUCTION

SAY Show some things you saw on the walk. Tell about your favorite part of the forest.

EARLY PRODUCTION/SPEECH EMERGENT

ASK What grows in a forest? How do scientists look at things around them?

INTERMEDIATE/ADVANCED

ASK What are some things you and (partner’s name) saw in our forest? How can we take care of the forest?
Tell children that you're going to pretend to make a movie in class. Explain that many years ago, there was no sound in movies and that people watched the action and read titles. We're going to pretend to make a silent movie. I will be the director, and you will be the actors, light and camera operators, and audience. Choose a child to turn the lights on and off, and another child to operate a pretend camera.

Call the actors to the front of the class one at a time. Ask the light operator to turn off the light, and secretly give the actor an instruction (jump, cry, laugh, eat, drink). When you give the signal “Lights!” the operator turns on the lights. Then give the signal “Camera!” for the camera operator to begin rolling the camera. Then give the signal “Action!” for the actor to perform. Say: “Cut!” after the performance. Ask What was the action? Write children’s response on chart paper and continue with the next actor.

Direct children’s attention to the list of words. Every word in this list is an action word. An action word tells something people do.

Write the action words on sheets of paper or large index cards. Read them aloud, and distribute them to children. Then play “Lights! Camera! Action!” again. This time, one child will hold up a title card while another performs the action.

Review the concept of action words using Practice Book page 161. Discuss what the people or animals are doing in each picture. Then read the words together, and ask children to decide which action word describes the picture.

Skill Objective
Children identify action words.

Materials
- index cards
- Phonics Library selections Sunset Beach and A Fine Spring Day
- Practice Book page 161

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**
Hold up one of the index cards and say the action word. Then call on children to pantomime the action. Continue with the rest of the cards.

**Early Production/Speech Emergent**
Hold up one of the action word cards and have a child pantomime the action. Then call on another child to say the word.

**Intermediate/Advanced**
Have pairs of children read A Fine Spring Day and Sunset Beach. Ask them to look for action words in the two books. Remind children that some action words have -s, -ed, or -ing endings.
What Living Things Need

One of our stories this week is about an ant and a caterpillar that is about to become a butterfly. Let’s start the week by sharing a poem about a butterfly. Display “Just Wait.” Close your eyes and listen to this poem. Read the poem twice. Draw or show pictures (the ELL Picture-Word Card) of a caterpillar and a butterfly.

Add movements to the poem—creep your fingers across your hand to mimic crawling and flap your arms to mimic flying. Read the poem again. Have children do the movements.

Recall that children talked about butterflies when they learned about insects (Week 1, Day 2). A butterfly is a tiny animal called an insect. Insects need some important things to live. Let’s talk about those things.

Hand out the ELL Picture-Word Cards. Have children name them. Discuss animals’ needs for water, food, and a safe place to live. Provide leading questions, such as Do animals need food to eat? Tell me why. Do animals need air to breathe? Why do you think so? Sum up by noting that since insects are tiny animals, they need many of the same things as other animals, such as air, water, food, and a safe place to live.

Just Wait
I see a fuzzy caterpillar
Crawl along each day.
Don’t worry, little one, I say.
Soon you’ll be a butterfly.
And you can fly away!

Materials
• chart paper
• ELL Picture-Word Cards butterfly; food, water (See Masters ELL 8–3 and 8–6.)

Vocabulary
need, food, water, air, safe

Technology
Get Set for Reading
CD-ROM
Butterfly

Education Place
www.eduplace.com
Butterfly

Audio CD
Butterfly
Audio CD for Our Earth
The Ant and the Chrysalis

Teacher Read Aloud, Teacher’s Edition pages T110–T111

Display page T111. **ASK** What animal do you see? What is it looking at? *This picture goes with a story called The Ant and the Chrysalis. What will happen to the chrysalis? What will it turn into?* Tell children that when they listen to this story later, they should listen for the answers to these questions.

**Vowel Pairs ou, ow (/ou/)**

**Lead** a picture walk through *Hound Dog and Round Dog*. Explain that a hound is a kind of dog. **ASK** Why is the other dog called *Round Dog*? Explain that *trout* is a kind of fish and that *crouch* means “to bend down or lean over.”

**Write** *Hound Dog and Round Dog*. Say the title slowly, emphasizing the sound /ou/. Underline *ou*. **SAY** When these vowels are next to each other in a word, they often stand for /ou/. Repeat with the word *cow* and the letters *ow*.

**Read** *Hound Dog and Round Dog* aloud. **SAY** Listen for words that have the sound /ou/. Pause at each word children identify. Write the words on the board. Point out the *ou* or *ow* vowel pair.

**Preview** the exercises on *Practice Book* pages 166 and 167. Read the story on page 166 together. Help children name each picture. On page 167, discuss the picture. Help children identify the mouse and the owl. Read the sentences and the answer choices together. Complete the first exercise on each page together.

**Skill Objective**
Children match /ou/ with vowel pairs *ou* and *ow*.

**Materials**
- Phonics Library selection *Hound Dog and Round Dog*
- *Practice Book* pages 166 and 167
- Index cards with words *cow, mouth, cloud, clown, house, mouse, owl, shout, flower*
Adverbs

Read this sentence from *The Ant and the Chrysalis*: So saying, the butterfly fluttered its wings and floated gracefully into the sky, high above the treetops. The butterfly fluttered gracefully. The word gracefully tells how the butterfly moved. What do you think gracefully means? Show how a butterfly moves. Let’s talk about more words that tell how someone or something moves.

Hand out an assortment of ELL Picture-Word Cards showing animals. Ask How does a turtle move? Ask a child to show how a turtle moves. Yes. A turtle moves slowly. Now name something that moves quickly. Encourage several children to respond. Frame children’s responses in sentences: A rabbit moves quickly. A mouse moves quickly. Repeat the process with the adverb quietly. Have children sort the picture cards according to how the animals move—quickly, slowly, or quietly. Some may fit in two categories.

Now pose a different kind of question: When the floor is wet, how should I walk? If children are hesitant, prompt with Should I walk carefully when the floor is wet? Encourage children to express their ideas and demonstrate the movement. Repeat for other adverbs, such as gracefully, lightly, heavily, as well as the ones discussed above.

Wind down the lesson by calling on individuals to show how they walk in these ways: slowly, quickly, quietly, gracefully, and carefully.

**Vocabulary**
quickly, slowly, quietly, carefully, gracefully, other adverbs

**Materials**
• ELL Picture-Word Cards an assortment of animals (See Masters ELL 3–2, 4–6, 6–3, 6–6, 8–3.)

**Language Development** 15–20 Minutes

**Beginning/Preproduction** See Master ELL 8–4.
Display “Just Wait.” Read it aloud and have children use the movements suggested on Day 1 as they listen. Then reread the poem. Invite children to chime in on the words caterpillar and butterfly. Ask: Does a caterpillar move quickly or slowly? What is something else that moves slowly? Does a turtler move slowly? How does a butterfly move? Does it move quickly or slowly? Encourage children to name other things that move quickly. Invite children to demonstrate moving slowly and quickly.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
**SAY** Show how you walk slowly. Name something that you do quickly. Name an animal that walks gracefully.

**Early Production/Speech Emergent**
**ASK** How does a turtle move, quickly or slowly? What is something that you do quietly?

**Intermediate/Advanced**
What are some things you can do easily? Tell about some times when you must walk carefully.
Get Set to Read

What Could It Be?, Anthology pages 158–159

Read the title and paragraph aloud. **SAY** You will need to know the words on these pages to read the story about the butterfly. Use what you know about letters and their sounds to read the Words to Know. Then read the Practice Sentences with children.

**Butterfly**

**Pages 161–165:** Explain that the pictures show how the caterpillar comes out of its egg and begins to grow. Read the headlines. Point out the caterpillar chewing a hole in its egg, eating, and shedding its skin.

**Pages 166–171:** Read the headlines. Help children notice each stage of the caterpillar’s growth, including the chrysalis.

**Pages 172–177:** Ask what the caterpillar has turned into. Talk about the parts of the butterfly, how it is different from and the same as the caterpillar, and what it eats. Then use the last two pages to review the growth stages.

**High-Frequency Words**

*always, arms, ready, warm*

**Write** *always, arms, ready, warm*. Lead children in a clap-and-spell of the words. Ask a child to put on his or her coat. **SAY** (Julia) is ready to go. (Her) arms are warm. (Julia) is always ready! Point to the new words as you say them.

**Lead** a picture walk through *Allen Camps Out*. Read the book aloud. **SAY** Now I’ll read the book again. Each time I stop reading, say the word from the board that belongs in the sentence.

**Preview** the activity on *Practice Book* page 169. Have children look at the pictures. **ASK** What are the children doing? Read the sentences together. Have children act out the pictures. Then divide the class in half. One half acts out the exercises while the other half reads the lines.

**Ask** children to write the four new words on index cards. Partners can make up their own sentences using these words and recite them for the class.
Growing and Changing

SAY One of our stories this week is called Butterfly. The pictures show how a butterfly grows and changes. In what ways do you grow and change? Let’s talk about bow people grow and change.

ASK Are you taller now than you were when you were three years old? Are you taller than you were last year? How do you know? Encourage children to express their ideas. Guide them to recognize that they can tell when they have grown because their clothes no longer fit properly, they see themselves in the mirror, they are measured at home and by the doctor, and so on.

ASK Next year, will you be shorter or taller? Say that as children get older and grow, they get taller.

As We Grow Talk with children about other physical changes—gains in weight, strength, and agility. Note that as their bones and muscles grow, they get stronger. They also have more control over their bodies. They walk, run, and jump better than they did when they were two or three years old. Ask Can you run faster now than you did when you were younger? Is riding a bike easier now? As you talk, encourage children to use the words taller, heavier, stronger, faster, easier.

Vocabulary
grow, change

Materials
- ELL Picture-Word Cards
  - walk, run, jump
  - (See Master ELL 8–6.)

IF NEEDED... Beginning/Preproduction
See Master ELL 8–4.


MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Show some things you do better now than you were younger. Use the ELL Picture-Word Cards to prompt responses if necessary.

Early Production/Speech Emergent

ASK Will you be shorter or taller next year? What can you do better now that you are older?

Intermediate/Advanced

Have children draw pictures of themselves when they were two or three and as they are now. Have them describe how they have grown and changed.
High-Frequency Words

body, seven, eight

Write the rhyme below on the board. Lead children in a clap-and-spell of the words body, seven, and eight as you point to them.

One, two, three, four. Stretch your body, stretch some more.
Five, six, seven, eight. Stretch your body, don’t be late.

Lead a stretching exercise. Have children recite the rhyme as they exercise. Have children take turns leading the exercise. Then review Practice Book page 171.

Syllabication

Write these sentences on the board: Today I was hungry. I had milk and toast. That was this morning. Read them with children. SAY. Clap for each part of the word you hear. How many parts do you hear in today? Clap them with me. Cover day in today. Read to with children. Cover to, uncover day, and help children blend to make the second syllable. Uncover both parts. Have children blend the two parts to read the word. Repeat with hungry and morning.

Explain how you divided each word into smaller parts. SAY. I try to divide a long word into smaller parts. The smaller parts are easier to read.

Review Practice Book page 168. Show how Something and Funny can be divided into two little parts, or syllables. Read the story. Have children listen for and clap out the two-syllable words.
Time

Read page 164 of Butterfly: I am one week old. Each day I grow in size.

**SAY** A week is one way we use to measure how much time has passed. Let’s talk about ways to measure time.

**ASK** Which is longer, a day or a week? How do you know? Confirm that a week is longer because it takes seven days to make a week. **ASK** Which is longer, a month or a year? How do you know? Explain that it takes twelve months to make a year, so a year is longer.

Show children a calendar. Use it to give children a visual concept of a day, a week, a month, and a year. Hand out the ELL Picture-Word Cards to help children understand these relationships. Have children arrange the cards in both ascending and descending order of length.

**SAY** Let’s use the time words day, week, month, and year to talk about how long something takes. How long do you think it would take to clean your desk, a day or a year? Have children explain their choice. **ASK** How long do you think it would take to grow a plant, one day or one month? Again, ask children to explain their choice. Continue with other questions.

**How Long?** Invite children to name something and say how long it might take to do. **ASK** What is something that it would take a day to do? Use the calendar to help children adjust their ideas realistically, as needed. Have them think of activities or projects for each time duration: day, week, month, year.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Hold up one of the ELL Picture-Word Cards. Have children hold up a card that shows a longer or shorter period of time. Repeat for each card.

**Early Production/Speech Emergent**

**ASK** Which is longer, a week or a year? Would you like to have free ice cream for a day or a month? Why?

**Intermediate/Advanced**

**ASK** How many months are in a year? Would you like to have a birthday every week or every year? Why?

**Vocabulary**

day, week, month, year

**Materials**

- Anthology
- calendar
- ELL Picture-Word Cards
day, week, month, year

(See Master ELL 8–6.)

**BEGINNING/PREPRODUCTION**

See Master ELL 8–4.

Revisit the poem “Just Wait.” Read the poem several times, encouraging children to chime in. Then reread the first two lines. Repeat the word day. Ask: How many days are there in a week? As needed, use a calendar and show children how to count out the seven days in a week. Say: Let’s say the names of the days of the week together. Say each day’s name and have children repeat it. Do this several times. Then have children recite all seven names in sequence with you.
Butterfly

Read aloud the Selection Summary for *Butterfly* (Master ELL 8–5). Ask children to take turns describing each stage of the caterpillar's growth. Use pages 176–177 to help them. Then ask a few questions.

1. *Tell how the caterpillar gets out of its egg.* (It chews a hole.)
2. *Why is the caterpillar always hungry?* (It’s growing.) *What does it change into when it is four weeks old?* (a chrysalis)
3. *What part of the caterpillar’s life surprised you the most?* (Answers will vary.)

**Skill Objective**

Children match /ou/ with vowel pairs *ou* and *ow*.

**Materials**

- index cards with letters h, b, n, w
- index cards with words *loud*, *cow*, and other /ou/ words, such as *mouse*, *house*, *now*, *how*, *shout*, *crouch*, *flower*, *shower*, *out*, *clown*
- Phonics Library selections *Allen Camps Out* and *Hound Dog and Round Dog*

**Language Transfer Support**

The /ou/ sound in English is very close to the *au* diphthong in Spanish. Spanish-speaking children who are familiar with the *au* diphthong should be able to transfer that skill to English with some assistance.
Pulling It All Together

**SAY** This week we have found out some interesting things about butterflies. Let’s end our week by telling some of the things we know.

Pair children and have them tell each other some new things they have learned about butterflies. After partners have had time to talk, gather the group. Encourage children to share their ideas. **ASK** How does a caterpillar grow and change into a butterfly? Is there anything else you want to learn about butterflies? Tell what it is.

Display the poem “Just Wait.” Remind children that they listened to the poem at the beginning of the week. Reread the poem. Use the movements suggested on Day 1. Then have children echo each line and do the movements as you read again. **ASK** Which would you rather be, a caterpillar or a butterfly? Why? Encourage each child in the group to respond.

**Butterfly Dance** Invite children to join you in a butterfly dance. Clear a space. Provide appropriate music, if possible. Have children flutter gracefully around the room. Ask if a butterfly moves quietly or noisily, quickly or slowly.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Name a few ways a caterpillar changes before it becomes a butterfly. Show how a caterpillar moves. Show how a butterfly moves.

**Intermediate/Advanced**

**ASK** What is something surprising you know about butterflies? If a butterfly could talk to you, what would it say? What would you say to a butterfly?
Present Tense

Ask a child to come to the front of the class. Secretly give him or her an action to perform, such as swimming. On the board, write Vicki swims. Ask another child to join in the action. On the board, write Vicki and Amir swim. Tell children to keep swimming. Ask Is Vicki swimming right now or did she swim yesterday? Yes, Vicki swims now. Do Vicki and Amir swim right now or did they swim yesterday? Yes, Vicki and Amir swim right now.

Point to the words swims and swim. Ask children what kind of words they are. (action words) SAY Action words tell us what is happening. They also tell us when something is happening.

Play a game of “Simon Says” with children. Start with a short game played by the usual rules. Then tell children that you’re going to play a new version of the game. You will give the order, children will follow (if, of course you’ve said “Simon says”) and then, one at a time, children will say what they are doing, using the present tense of the verb. For example:

Teacher: Simon says put your hand on your head.
Child: I put my hand on my head.
Teacher: Simon says swim very fast.
Child: I swim very fast.

Remind children that in every sentence they are using action words that tell about something they are doing right at that moment. Then use Practice Book page 177 to review the concept of present tense with children. Have children share their completed pages or complete the pages with them.

Skill Objective
Children identify action words in present tense.

Academic Language
• present tense

Materials
• magazine pictures
• scissors, paste
• crayons
• posterboard
• Practice Book page 177

Language Transfer Support
For many second-language learners, the progressive tense in English is more natural to use than the present tense. Children may find it easier to say She is swimming rather than She swims.
Measurement

SAY Our world is a big place. We measure things in the world in many ways. We measure how tall people are in feet and inches. Measuring helps us compare one thing to another. Let’s listen to a poem about the size of some other things in our world.

Display “A Great Big World” on chart paper. Read the poem aloud a few times. Make the point that things in nature are being compared. Reread the three lines that offer comparisons. Sketch or show pictures of a mountain and a hill, a lake and a pond, and a tree and a bush so children can see the relative sizes. Point to each picture, name it, and then ask children to confirm that the mountain, lake, and tree are the bigger things.

SAY One of our stories this week is about a man named Paul Bunyan. He was twenty feet tall! How tall is that? Let’s find out. Measure several children. Gather enough measurements to yield a composite height of approximately twenty feet. Record each height. SAY If Bob, Jen, Tito, Maria, and Chan stood on each other’s shoulders, they would be about as tall as Paul Bunyan!

Invite children to help you measure the height of objects in the classroom using the tape measure. Measure objects large enough to yield results in feet. Have children repeat each measurement after you: The bookcase is four feet tall.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY Name something that is bigger than a hill. Show which is taller, a mountain or a hill.

Early Production/Speech Emergent

ASK Who is taller, (a child you measured) or Paul Bunyan? What is something in our room we measured?

Intermediate/Advanced

SAY Name some things that are taller than you are. Why do people measure things?
Paul Bunyan

Teacher Read Aloud, Teacher’s Edition pages T178–T179

Display page T179. **SAY** This is Paul Bunyan and his ox named Babe. What is Paul Bunyan carrying? Look at the trees and mountains in the picture. How can you tell that Paul Bunyan is very, very tall? Explain that the stories about Paul Bunyan are called tall tales. This story has strange and funny explanations for how real things on Earth were made by Paul and Babe. Discuss what makes a story a tall tale. Have children predict what might happen.

**Base Words and Endings -ed, -ing**

**Lead** a brief picture walk through *Hen’s Big Show*. **SAY** Name the animals you see. *What are they doing?* Help children come up with the verbs beg, flap, hop, skip and joke. Write these words on the board. To the right of each word, write its -ed and -ing forms.

**Assign** animal roles to children: Dog, Goose, Rabbit, Goat, Pig. You play the role of Hen. **ASK** *Who can beg?* The child who plays Dog acts out beg. **ASK** *What did Dog do?* The group replies: Dog begged! **SAY** Good begging, Dog!

**Repeat** for the other animals. Rotate roles as time permits. Then direct children’s attention to the words on the board. **SAY** We added endings to make new words. Point out that sometimes a letter is added (hop, hopping) and sometimes a letter is dropped (joke, joking) when these endings are used. Explain that each ending tells about when the action is happening—right now or in the past.

**Skill Objective**

Children decode words with base words and endings -ed and -ing.

**Materials**

- Phonics Library selection *Hen’s Big Show*
- index cards with endings -ed and -ing
Landforms

Read these sentences from Paul Bunyan: Lakes weren’t the only things made by Paul’s ox. Some folks claim that the Mississippi River was formed when bis ox slipped and knocked over a water tank. Say Let’s talk about lakes and rivers and other things we might see outside.

Sketch or display the ELL Picture-Word Cards in random order on the chalkboard: a lake, a hill, a grouping of trees, a pond, a tall mountain, and a winding river. Indicate flat land on either side of the hill and mountain for contrast. Then call on a child to come up and point out either the lake or the river. Ask the child to say the name of the body of water. Write a label for the picture. Repeat, having another child locate the other body of water.

Ask Who can find a piece of land that is bigger than all the land around it? What is it called? Repeat the name, hill or mountain, and label the picture. Finally, point to the group of trees. Ask What do we call a place where there are many, many trees together? Help children recall the terms woods and forest.

End with a game. Say I want to climb up very, very high. Where should I go? Children should respond with mountain, based on the clue “very, very high.” Repeat with other clues for the other landforms children have discussed.
On the Move, Anthology pages 182–183

Explain to children that reading these pages will help them get ready to read the story about Johnny Appleseed. Read the title and the paragraph with them. Have partners read the Words to Know and match them to words in the Practice Sentences. Help children read the sentences together.

Johnny Appleseed

Pages 184–189: Tell children that Johnny Appleseed lived at the time people were moving West. He wanted to make the West a nicer place to live. He decided to plant apple trees. Ask children what they think Johnny has in his bag.

Pages 190–195: Ask What does Johnny have on his head? How does Johnny walk through the snow? What is he planting?

Pages 196–199: Ask Does Johnny like animals? Where does he sleep?

Pages 200–206: Ask What kind of tree is the girl swinging from? Do you think Johnny is happy about all the trees he planted? Why?

High-Frequency Words

*put, butter, kind, person*

**Lead** a brief picture walk through *Writing Home*. Read the title. Point out the girl writing a letter on page 61. Explain to children that the story is a letter that the girl is writing to her father.

**Point out** the cupcake pan on page 65. Say *The girl put butter in the cupcake pan so that the cupcakes wouldn’t stick. This is called greasing the pan*. Write the phrase *put butter in the pan* on the board. Underline *put* and *butter*. Lead children in a clap-and-spell of the words.

**Write** Gran is a kind person. Say the sentence aloud, then chorally. Ask two children to underline *kind* and *person*. Say *person* aloud. Ask Does the word *person* have one syllable or two syllables? Draw a line between the two syllables. Model blending the sounds of each syllable to make the word. Then clap and spell *kind* and *person*. Explain what *kind* means in the sentence.

**Erase** Gran. Say Name a kind person you know: Use children’s suggestions to write new sentences for them to read.
Sky Watching

**SAY** One of our stories this week is about Johnny Appleseed. He loved the land and loved to be outdoors. In fact, he often slept outdoors under the sky. Let’s talk about some things we see in the sky.

**ASK** What do you see up in the sky during the daytime? Yes. We see the sun. What else do you see? Encourage children to talk about the different kinds of clouds they have seen—rain clouds; fluffy, white, fair weather clouds; thunderclouds. Hand out the ELL Picture Cards. Have children hold up each card as they discuss each object.

**At Night**

Ask children to name what they see in the sky at nighttime. Have them decide which is brighter, the stars or the moon. Invite children who have looked at stars at night to tell about their experiences. Tell children that the moon and stars are always in the sky. They just can’t be seen in the daytime.

**SAY** There are other things in the sky all the time that we can’t see because they are so far away. Do you know what they are? You need a telescope to see them. Tell children, as needed, that there are planets in the sky. Say that Earth is the planet we live on. Explain what a telescope is and that it helps us see things that are too far away to see just with our eyes.
**High-Frequency Words**

**carry, saw, were, work**

**Display** *Johnny Appleseed*. Write the following on the board:

Where *were* the people in the wagons going? They *were* moving West.
What did John Chapman *carry* in his bag? He carried apple seeds.
What kind of *work* did he do? He planted apple trees.
What did Johnny *see* in the sky at night? He *saw* the stars.

**Underline** the words *were*, *carry*, *work*, and *saw* in the sentences. Lead a clap-and-spell of the words. Display the word index cards for those four words. Hold up *saw*. **SAY** *I saw a big dog*. Give the card to a child. Ask the child to hold up the card and say a similar sentence with the same word. Continue with *were*, *carry*, and *work*.

**Review** the words using the story on *Practice Book* page 182. Hand out all the word cards. Read the story aloud. **SAY** *Listen and watch for your word. Hold up your card when we come to it in the story.*

**Revisit** the exercises on *Practice Book* page 181. Read the words in the Word Bank with children. If children have completed the page earlier, read the completed sentences with them. If they haven’t finished the page, complete it with them now.
Direction

Read these sentences from Johnny Appleseed: Johnny was young when our country was young. Back then many people were moving West. Ask Which direction were the people moving? Let’s talk about direction today.

Use masking tape to make a large compass rose on the classroom floor. Use a real compass to determine the correct position of North. Label the four points. Explain to children that a compass shows direction. Demonstrate. Say I want to go to the chalkboard. Point to the chalkboard for me. Now look at the compass. It shows that the way you are pointing is east. I will go east to get to the chalkboard. Continue several more times, always making the connection between the direction children are pointing and the corresponding point on the compass.

Now invite children to join in. Ask a child to go to the window. First, have the child point to the window. Have him or her look at the compass to identify the direction. Provide help. Then have the child use the direction name to say where he or she is going: I will go north to get to the window. Preplan your destinations for children so they are simply going north, south, east, or west and not to points falling in between. If necessary, strategically position objects to locate or retrieve before you begin.
Johnny Appleseed

Read aloud the Selection Summary for *Johnny Appleseed* (Master ELL 8–8). Have children tell some things they know about Johnny from the story. Then ask:

1. *What does Johnny like about the outdoors?* (the forest, trees, sky, animals)
2. *Name some things we get from apple trees. Look at page 206 for help.*
   (apples, apple butter, apple cider, apple trees to climb)
3. *Would you have liked to meet Johnny Appleseed? Tell why.* (Answers will vary.)

Base Words and Endings *-ed, -ing*

Display *Sam Sundown’s Problem*, read the title, and lead children on a picture walk. SAY: *Let’s read to see what problem Sam Sundown has.* Read the story aloud. Pause after page 70. ASK: *What is Sam doing to his suitcase?* (He’s sitting on it.) Pause after pages 71, 72, and 73 to ask the same question. Write sitting, hitting, dropping, and using a nail file on the board.

Cover the last syllable of sitting. ASK: *What is this word?* Uncover the last syllable. SAY: *Sits ends with the consonant t. We add another t and then the ending -ing to make sitting.* Repeat with hitting and dropping. Write use in front of using. Cover the last syllable of using. SAY: *Use ends with the vowel e. We drop the e and add the ending -ing to make using.*

Review, using the exercises on *Practice Book* page 180. Have children share how they completed their pages or complete the page together now.

Skill Objective

Children decode words with endings *-ed* and *-ing*.

Materials

- Phonics Library selection
- *Sam Sundown’s Problem*
- *Practice Book* page 180
- Anthology

MULTI-LEVEL PRACTICE

**Beginning/Preproduction**
Write and read word pairs, such as *sing, singing; drink, drinking.* Point to one pair. Read either word. Ask a child to point to it.

**Early Production/Speech Emergent**
Write base words, such as *sing, walk, drink, throw, write, dig, bake, take.* Ask children to say and write the word with *-ing*.

**Intermediate/Advanced**
Have children look in the Anthology for words with *-ed* and *-ing* endings. Have them list each word and its base word.
Pulling It All Together

SAY  This week we have read two stories about two famous men. Let's end our week by showing what we know about Paul Bunyan and Johnny Appleseed.

Tell children to choose a character and tell what they liked about him. Pair children and have them talk about their opinions. Then say that children will make believe they are either Paul Bunyan or Johnny Appleseed. Explain that they are going to pretend to be on television. You will interview them, or ask them questions about the character they are portraying.

Children may like to revisit each story before you begin the interviews. If time does not permit rereading the stories, share the illustrations with children. Distribute the ELL Picture-Word Cards to remind children of some of the outdoor things they learned about during the week.

Begin your interviews. Place two chairs at the front of the room. Sit in one and have your guest sit in the other. Have the child identify his or her character. Then ask questions such as How tall are you, Paul Bunyan? What can you do to show how strong you are? Johnny Appleseed, why do you like apples so much? Ask each guest two or three questions. You may want to assign partners to be interviewed together if children are nervous.

As a special treat after all the interviews, children may enjoy a snack of apple slices or apple juice.

Vocabulary
review of the week

Materials
• ELL Picture-Word Cards
  lake, river, mountain, hill, pond
  (See Master ELL 8–9.)

IF NEEDED...

Beginning/Preproduction
See Master ELL 8–7.

Revisit the poem “A Great Big World.” Read the poem through once. Tell children when you read it again you want them to say the word bigger each time it is needed. Say you want them to use big voices. Then read the poem and pause for children to supply bigger three times. On a final reading, have children shout out the last line of the poem and gesture with open arms to show just how big the world is.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

SAY  Draw a picture of the character you were. Show what is important about that character.

Intermediate/Advanced

SAY  Find a partner. You will be Johnny Appleseed. Your partner will be Paul Bunyan. Tell each other about yourselves. Then switch roles.
Action Words with -ed

Hand a child a toy or paper telephone. Say Please call (Juanita). After the second child answers the phone, the first child says: I called (Juanita). Continue by having the second child call another child, until everyone has called someone.

Write call and called on the board. Say When we said “I called Juanita,” it means we did it before. The ending -ed after the action word means that the action happened before, in the past.

Repeat the game, using talk and the sentence Please talk to Mario. Have children supply the -ed form and sentence: I talked to Mario. Write talk and talked.

Ask Which action word tells about an action that is happening right now? Which action word tells about an action that already happened?

Play a variation of “Simon Says” as follows, with children performing each action.


Continue with other action words and phrases, such as smile, clap, crouch, look up, wave, plant seeds, whisper. Afterwards, write all the base words used in the game. Make an index card with the ending -ed. Ask children to add the ending to each action word and say the new word.

Review Practice Book page 188. Ask What is happening in this picture? (Liz is picking tomatoes. She has dropped some. She is thinking about soup.) Read the sentence frames together. Have children explain their choices. Point out that the word they chose means that the action has already happened. Remind children that many action words that end in -ed tell about something that has already happened.