Theme 2

THEME 2: Nature Walk
Nature Walk

Selections

1 Henry and Mudge and the Starry Night
2 Exploring Parks with Ranger Dockett
3 Around the Pond: Who’s Been Here?
Have children point to and name objects represented in their murals. 

Display and read the poem “Camping We Will Go.” Use motions, such as swimming, hiking, playing a guitar, and looking up at stars. Then read the poem again, having children repeat each line after you. SAY Show how you play a guitar. Finally, read the poem together, with motions. SAY Show how you look at stars.

Show children pictures of the night sky. Help them identify and name the moon and stars. Encourage them to share experiences they have had looking up at the night sky. Share songs and poems about the night sky, such as “Twinkle, Twinkle Little Star” and “Star Light, Star Bright.”

Give small groups a length of black paper. Have them cut shapes such as clouds, stars, moon, and planets from construction paper and paste them to the black paper to create a night-sky mural.

Direct children to use chalk to label the objects in their mural. Once the mural is on display, read the poem again with children and “look at the stars” together.

Making a Mural

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

Have children point to and name objects represented in their murals.

**Early Production/Speech Emergent**

SAY Point to the moon on your mural. Point to a star. Do you see stars in the day or at night?

**Intermediate/Advanced**

SAY Imagine that you are looking up at the sky at night. Describe what you see. Does the moon always look the same? Tell how it looks at different times.
The Big Dipper

Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud illustration. Explain that a group of stars that seems to form a picture is called a constellation. Have students share what they know about stars and constellations with the class. SAY We are going to read about the Big Dipper. The Big Dipper is the name in English of an important constellation. Point to the illustration on page T33. ASK What do you think the name of this constellation might be? Why? What other constellations can you name? Have children describe or draw any constellations with which they are familiar.

Long Vowels CVCe: o, u, e

Display the Phonics Library selection Miss Pig’s Garden. Lead children on a picture walk and identify the characters: Miss Pig, Mule, Dog, Frog, Pete Goat. SAY Miss Pig plants a rose garden. Say rose with me, listening for the long vowel sound. Repeat for Mule and long u and for Pete and long e.

Write rose, mule, and Pete on the board. Have children name each letter. Then have them say each letter sound and blend the word. Point out the CVCe pattern in each word. SAY In a CVCe word, the letter e is silent but it helps to signal a long vowel sound.

Preview Practice Book page 113 for additional practice in reading words with long vowels o, u, and e.

Skill Objective
Children read words with the long vowel o, u, and e in CVCe patterns.

Academic Language
• vowel
• long vowel

Materials
• Phonics Library selection Miss Pig’s Garden
• Practice Book page 113

Language Transfer Support
Because Spanish does not use silent e to signal a long vowel, children may vocalize it in CVCe words. Model the preferred English pronunciation as needed.
Camping

Display the poem “Camping We Will Go” and read it aloud once. As you read, use appropriate motions, such as swimming, strumming a guitar, and hiking. Then have children read the poem with you, including the motions.

**SAY** Today we are going to talk about camping. People go camping to spend time enjoying the outdoors. Have you ever gone camping? What would you take with you if you were going to go camping outdoors for two or three days? List children’s responses around a concept web with the word **Camping** in the center oval.

![Concept Web](image)

Have children sit in a circle. Have available objects or pictures related to camping. Guide children in identifying the objects and describing their uses.

Play a game in which children pass around one object while music is playing. When the music stops, ask the child holding the object to name and describe the object and its use.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

Display a group of four or five objects. Have children name each object. Then have children look away as you remove an object. Challenge children to name the missing object.

**EARLY PRODUCTION/SPEECH EMERGENT**

ASK What would you wear to go camping? Where would you sleep? Do you think you would enjoy camping? Why?

**INTERMEDIATE/ADVANCED**

ASK What would you take with you on a camping trip? Why? Describe a place you would like to go camping.
Get Set to Read
Camping and Hiking, pages 130–131
SAY The boy in the picture on the left and the family on the right are going camping. What should they take with them? What do you think the boy might have in his backpack? What would you carry in your backpack? What is the family doing?

Henry and Mudge and the Starry Night
Pages 133–137: Henry and his dog, Mudge, and Henry’s mother and father are going to camp at a place called Big Bear Lake. How old do you think Henry is? Describe Henry’s mother and father. Describe Mudge. What does Henry’s family take with them when they go camping?
Pages 138–143: What does Henry think they might see while they are camping? How do you know? What do they take with them to go hiking?
Pages 144–147: What does Mudge do during the trip?
Pages 148–153: What do Henry and his family do at night after their hike? What does Henry’s father like to do? What does Mudge like to do?
Pages 154–157: Where are Henry and Mudge and Henry’s mother and father? What are they doing? Describe Big Bear Lake.

High-Frequency Words
beautiful, even
Display Word Cards beautiful and even. Read the words aloud.
SAY Miss Pig planted a beautiful garden. Miss Pig thought her garden might even win a prize.
Write beautiful on the board. Have children say and spell it after you. Repeat with even. Then use each word in a simple sentence, such as I saw a beautiful rainbow in the sky.
Review by having children suggest sentences for the high-frequency words.
Woodland Animals

Help children find Anthology page 138. Read it aloud. Call attention to the illustration in the thought bubble. **Ask** What do we call the animals shown in this illustration? (deer)

**Say** We’ve talked about going camping outdoors. If you go camping in the woods, you might see animals. Today we are going to talk about some of the animals that live in the woods, such as deer. Can you think of another animal that lives in the woods? List children’s responses on the board.

Have available labeled pictures or books about common woodland animals, such as deer, raccoons, bears, and fish. As you display each book or picture, have children name the animal represented. Share the materials with the group, and identify and discuss each animal.

Direct children to do a quick drawing of an animal that lives in the woods. Have them label their drawings. Encourage children to share their drawings, telling what they know about woodland animals.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have partners take turns holding up their drawings and identifying the animals represented.

**Early Production/Speech Emergent**

Have pairs work together to label pictures of woodland animals in appropriate settings. Encourage them to write a short description of each animal beneath the appropriate label.

**Intermediate/Advanced**

Guide children to write a brief comparison of two woodland animals. Have them fill in a Venn Diagram first, then help them use the information from the diagram to complete their descriptions.
Long Vowels CVCe: a, i

Display the Phonics Library selection Mike and Dave Sleep Outside and lead children on a picture walk. Read aloud the title. SAY Listen as I say one of the names again: Mike. What vowel sound do you hear? What vowel sound do you bear in Dave?

Write Mike and Dave on the board. Recall with children that they have learned that vowels in a CVCe pattern can have a long vowel sound. Have children identify the CVCe pattern in each name. Then have them blend and read the names.

High-Frequency Words
quiet, straight, year

Display Word Cards for quiet, straight, and year. SAY I’m thinking of a word that means “not speaking” or “silent.” Have a child point to and say the word. SAY Now spell quiet with me: q-u-i-e-t, quiet! Repeat for the remaining words.

Instruct children to say and write each word on a separate index card. Children then hold up the index cards to complete oral sentences, for example, The classroom desks are in _____ rows. (straight) I will be in third grade next ____. (year) We must be ____ in the library. (quiet)

Skill Objectives
Children
• say the long vowel sound when they see a and i in CVCe patterns
• read and write new high-frequency words quiet, straight, and year

Academic Language
• vowel
• long vowel

Materials
• Phonics Library selection Mike and Dave Sleep Outside
• Word Cards quiet, straight, year
• index cards

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Say each word. Have children hold up the matching index card and read the word.

Early Production/Speech Emergent
Have pairs of children say and spell each word and use the word in an oral sentence.

Intermediate/Advanced
Have children write sentences using quiet, straight, and year.

Phonics Library
Nature Walk
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Musical Instruments

Help children find Anthology page 148. Read it aloud. **SAY** In the story, Henry’s father plays the guitar. A guitar is a kind of musical instrument. People play the guitar by moving their fingers on the strings.

Have children pretend to strum a guitar. **ASK** Have you ever seen or heard a guitar? Do you know anyone who can play the guitar?

If possible, display pictures or illustrations of a variety of musical instruments, including a guitar. **SAY** There are many kinds of musical instruments. Some, like a guitar, are played by touching the strings. Other instruments, like a drum, are played by hitting them. And some instruments, like a flute, are played by blowing into them. Let’s look at some instruments and think about how they are played.

As you discuss the instruments, lead children in a pantomime to demonstrate how each is played. Help children identify each instrument. Then guide children in categorizing instruments by using a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Musical Instruments</th>
<th>Play by Touching Strings</th>
<th>Play by Blowing</th>
<th>Play by Hitting</th>
</tr>
</thead>
<tbody>
<tr>
<td>guitar</td>
<td></td>
<td>flute</td>
<td>drums</td>
</tr>
<tr>
<td></td>
<td></td>
<td>trumpet</td>
<td>bells</td>
</tr>
</tbody>
</table>

**Beginning/Preproduction**

Display the poem. Read the words and perform the motions. Encourage children to join in. Prepare word cards for tent, lake, woods, stars, and guitars. Say: We are going to hum the poem and say only the words I show. Lead children in humming. At appropriate points in the poem, show a word card. Have children read the word together.

**Early Production/Speech Emergent**

**SAY** Show how you would play the drums. Which instrument has strings, a flute or a guitar?

**Intermediate/Advanced**

**ASK** What are some different ways you can play instruments? Which instrument would you like to play? Why?
Selection Review

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

- **Explain:** hike
  A hike is a long walk taken for pleasure or exercise.

- **Show:** deer
  Point out the illustration of the deer on page 138. Explain that a male deer, called a buck, has large antlers, whereas a female deer, called a doe, and baby deer, called fawns, do not.

- **Model:** sat by the fire
  Have a small group of children join you as you pantomime sitting around a campfire. Model warming your hands and cooking over the “fire.”

Comprehension Questions for the Anthology Selection

1. **Retell the story to a partner.** Use the pictures to help you. Tell what happens at the beginning, middle, and end of the story. (Answers should demonstrate an understanding of story sequence.)

2. **How are Henry’s mother and father alike and different?** (They both enjoy camping. Henry’s mother knows all about camping. His father doesn’t know anything about it.)

3. **Would you like to go camping?** What would you like best about it? What wouldn’t you like? (Answers will vary.)

Skill Objective
Children identify compound words and the smaller words that make up compound words.

Academic Language
- compound word

Compound Words

**Write** the word outside on the board. **Say** A compound word is a word made up of two smaller words. What two small words do you see in the word outside? What does outside mean?

**Display** the following compounds words: baseball, campfire, flashlight, bedtime. Help children identify the two smaller words in each compound word.

**Review** by having children use outside, baseball, campfire, flashlight, and bedtime in oral sentences.
**Day 5**

**Theme 2/Selection 1: Henry and Mudge and the Starry Night**

**Language Development 1: Bodies of Water**

**Vocabulary**
- water, body of water, stream, waterfall

**Materials**
- Anthology
- Art materials

**IF NEEDED...**

**Beginning/Preproduction**
See Master ELL 2–1.

Display the poem. Assign partners or small groups the middle lines of each stanza. Have a choral reading of the poem, with the whole group reading together on the first line, partners reading the middle lines, and everyone reading together again on the last line. Give each child a copy of the poem, omitting the nouns tent, lake, woods, stars, and guitars. Direct children to use the displayed poem to complete their version.

**Beginning/Preproduction**

Have partners make two sets of word cards using the names all of the bodies of water described above. Have them play a memory game by placing the cards face down, turning over two at a time, and keeping any matching pairs.

**Early Production/ Speech Emergent**

Invite children to write a sentence about another group’s model, using the vocabulary on the board. Display the sentence near each group’s model.

**Intermediate/Advanced**

Have groups work cooperatively to write a short, informative description of another group’s model. Have children read their descriptions to the group. Display the descriptions near the models.

**SAY** Many camping sites are near water. In the part of the story we just read, Henry saw a stream, a waterfall, and a lake. Today we are going to talk about the bodies of water you see in nature. What is a body of water?

List the names of bodies of water and discuss general characteristics of each, such as salty, still, or moving water. Then organize children into small groups and assign each a body of water, for example, a lake, pond, stream, or waterfall. Have them write what they know about the body of water, then draw and label a diagram of what it might look like.

Have children use their diagrams to plan and make a model of a body of water. Provide a variety of materials, such as paint, colored clay and small stones. Invite groups to share their models. Have children display their diagrams and written descriptions alongside their completed models.

**Multi-Level Response**

**THEME 2: Nature Walk**

58
Telling Sentences and Questions

Write these sentences on the board. Invite children to act them out. The baby is taking a nap. Ed ran across the street. Ms. Lee read a long book.

SAY Some sentences are telling sentences. What do these sentences tell? (Who is taking a nap or what the baby is doing.) Then explain that some sentences ask questions about someone or something. Display the following: Who is taking a nap? Where did Ed run? What did Ms. Lee read?

Review by underlining the initial capital letter and the end marks for both sets of sentences. SAY Both telling sentences and questions begin with capital letters and end with end marks. A telling sentence ends with a period. A question ends with a question mark.

Making Complete Sentences

Demonstrate how questions can be used to make answers that are complete sentences. ASK Who is sitting in the front row? Record children’s responses. SAY If you answered, for example, Paul and Melina, would that answer be a complete sentence? What words can we add to Paul and Melina to make a complete sentence? Have children supply words to complete the sentence. Repeat with other questions and responses, for example, When do we eat lunch? at twelve.
Today we are going to talk about park rules. A park is a place for people to enjoy the outdoors. But there are also rules to follow in a park. What park rules do you know?

Have children describe and demonstrate actions related to park rules.

Now let’s read a poem about parks. Listen and watch as I read. Display the poem “Park Rap” and read it aloud.

As you read, use appropriate motions, such as peering up at something, looking at something small, and hiking. Then have children read the poem with you, including the motions.

Write common park rules on the board, such as Keep the park clean, Stay off the grass, Please don’t feed the animals, Stay on the trails, and No swimming. Read each rule and discuss its meaning. Then direct children to design and share their own park rule signs.
A Moose in the Bathroom

Teacher Read Aloud, Teacher’s Edition

Display the Read Aloud illustration. SAY In this story, a girl goes camping with her family. While she is camping, the girl sees a moose. Point to the illustration on page T115. ASK What is a moose? What does a moose look like? Where do you think moose live? What do you think happens when the girl meets the moose? Would you like to see a real moose?

Consonant Clusters (r, l, s)

Display the Phonics Library selection A Trip to Central Park and read the title. SAY  Say the word trip and listen for the beginning sounds. How many consonant sounds do you hear at the beginning of trip?

Write trip on the board and circle tr. SAY This word contains a consonant cluster which ends in r. To read this word, sound out and then blend each consonant. Have children say trip, listening for the blended tr. Continue with small and plant. Explain that consonant clusters can appear at the beginning, in the middle, or at the end of words. Ask children to listen for the consonant clusters in these words: crisp, central, secret. Then list the words and circle the clusters.

Demonstrate that often it is possible to break a word into smaller parts by keeping a cluster together. (cen/tral, se/cret) Write the words on the board, then have children blend and read them.

Skill Objective
Children read one- and two-syllable words with consonant clusters.

Academic Language
• consonant cluster

Materials
• Phonics Library selection A Trip to Central Park

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Help children name the pictures on Practice Book page 136. Have children stretch out the words in order to hear the letters that make up each cluster.

Early Production/Speech Emergent
Have partners write the column headings r, l, and s across the top of a sheet of paper. Have them search for and list words with r, l, and s clusters.

Intermediate/Advanced
Have pairs of children read the Phonics Library selection together.
**Things in a Park**

**SAY** We’ve talked about parks and about park rules. Today we are going to talk about some things you can see in a park. Let’s record the names of some things you can see in a park.

![Concept web](image)

On the board, draw a concept web with the words **Things in a Park** in the center oval. Around the web, record children’s responses. Prompt with questions such as _Which animals would you see in a park? What do you see growing in a park?_

**Plan a Park** Have children work together to plan and complete a mural of a park. Generate and distribute a list of things that should be included somewhere in the mural, such as plants, animals, statues, and trails. Help children label their murals.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have children name objects from their park murals as you point them out.

**Early Production/Speech Emergent**

**ASK** What kinds of plants might you see in a park? What other things would you see in a park?

**Intermediate/Advanced**

Guide children to write two or three sentences about the park in their mural. Remind them to include a name for the park.
Get Set to Read
Park Rangers, pages 166–167

Point out the picture of the park ranger on Anthology page 166. SAY Park rangers are people who help take care of parks. Rangers wear uniforms and sometimes ride horses in the park. ASK What does a park ranger do at work? What is the ranger in the picture on page 166 doing? What are the rangers in the photographs on page 167 doing? Do you think that being a park ranger would be an interesting job? Why or why not?

Exploring Parks with Ranger Dockett

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

Page 169: Ranger Dockett is a park ranger. How do you know that Ranger Dockett is a park ranger? What is Ranger Dockett holding in his hand?

Pages 170–175: Ranger Dockett gives tours of the parks. What is a tour? What do you think Ranger Dockett is explaining to the people in his tour group? What might Ranger Dockett see or show people during his day at work?

Pages 176–177: Ranger Dockett teaches people how to take care of the plants and animals in the park. What do you think Ranger Dockett is telling the girl in the picture? What will Ranger Dockett do with the trees in the pots?

Pages 178–183: Who is with Ranger Dockett? What do you think Ranger Dockett and the children are doing near the pond?

High-Frequency Words
busy, important

Display the Word Cards busy and important. Read the words for children. Then display the Phonics Library selection A Trip to Central Park. SAY Gran says the trip is an important day for her. What are important days for you? Gran and the boy are busy getting ready. Are you busy now?

Write important on the board. Have children say and spell it after you. Repeat with busy. Then have children use each word in a simple sentence, such as It is important to learn to read.
Ponds

Read Anthology page 178: Sometimes he teaches classes at the pond. He talks about the plant life at the water’s edge. His students look for turtles, frogs, and insects.

We’ve talked about park rules and about things you can see in a park. Today we’re going to talk about a special place in some parks—a pond. What is a pond? Have you ever been to or seen a pond? What lives in or near a pond?

Lead children in a pantomime. Include motions such as walking up to the pond, standing at the water’s edge, stepping in mud, and picking up and skipping a rock.

Plan a Pond

Use mural paper to create a pond. Include the water’s edge, mud, rocks, and grass, and nearby trees or vegetation. Have children create word cards for the things in and near the pond. Talk about the different elements of the pond and have children place their labels accordingly.

Vocabulary

pond, plant, turtle, frog, insect

Materials

• Anthology
• mural paper
• paints and colored markers or crayons
• Picture-Word Cards pond
(See Master ELL 2–6.)

IF NEEDED...

Beginning/Preproduction

See Master ELL 2–4.

Display the poem. Have children lay their picture cards from the previous day face down to create their own trail to the poem. Tell children to walk along their trail, turning over the cards and reading the picture names. When children reach the poem, read it aloud and perform the motions, encouraging children to join in.

SAY Name two things that live in a pond.

ASK What do you find around a pond? What do you find in a pond?

Intermediate/Advanced

Have children take turns giving directions for moving around the pond.

LANGUAGE DEVELOPMENT 15–20 MINUTES

Plan a Pond

Use mural paper to create a pond. Include the water’s edge, mud, rocks, and grass, and nearby trees or vegetation. Have children create word cards for the things in and near the pond. Talk about the different elements of the pond and have children place their labels accordingly.

rocks, grass, trees, frog, fish

MULTI-LEVEL RESPONSE
Long Vowels CVCe: o, u, e

Display the Phonics Library selection Zeke and Pete Rule! Take a picture walk with children. SAY Zeke wrote songs and played the flute. Pete danced. Say the names Zeke and Pete. What vowel sound do you hear? Repeat for the word wrote and long o and the word flute and long u.

Write Zeke, Pete, wrote, and flute on the board. Remind children that the CVCe pattern signals a long vowel sound. Have children identify each letter in the CVCe pattern in each word.

High-Frequency Words
later, touch, young

Display the Word Cards later, touch, and young. SAY I’m thinking of a word that begins with /l/. It means “not at this time.” Have a child point to and say the word. Now spell later with me: l-a-t-e-r, later! Repeat for the remaining words. SAY I’m thinking of a word that begins with /t/. It means “to come against something or someone.” (touch) … begins with /t/. It is the opposite of old. (young)

Instruct children to say and write each word on a separate index card. Children can then hold up the index cards to complete oral sentences, for example, Do not _____ a hot stove. (touch) A puppy is a _____ dog. (young) I will finish reading the book _____ (later)

Skill Objectives
Children
• say the long vowel sound when they see o, u, and e in words with the CVCe patterns
• read and write new high-frequency words later, touch, and young

Academic Language
• vowel
• short vowel

Materials
• Phonics Library selection Zeke and Pete Rule!
• Word Cards later, touch, young
• index cards

Phonics Library
Nature Walk
Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Animals in a Park

Read Anthology page 181 aloud: Will they find a beetle or a dragonfly?

We’ve been talking about parks. Parks are homes for many animals. Some animals in a park live in trees in the park. Other animals live in or near a pond in the park. Let’s brainstorm a list of animals you might see in a park, and talk about where they live.

Help children develop a list of animals that might be found in a park. Then have children pantomime each animal’s movements.

Create a chart like the one above, omitting the animal names. Have available an assortment of pictures of animals found in parks, such as turtles, frogs, snails, squirrels, fish, and birds, or have children create illustrations depicting those animals.

Let’s sort the pictures according to where in the park the animal lives. First say the animal’s name. Then decide where we should put its picture on the chart. Have children place photographs or illustrations of animals in the appropriate space on the chart, then label each with the animal’s name.

LANGUAGE DEVELOPMENT

Animals in a Park

<table>
<thead>
<tr>
<th>Live in Trees</th>
<th>Live on/in ground</th>
<th>Live in/near water</th>
</tr>
</thead>
<tbody>
<tr>
<td>squirrels</td>
<td>snakes</td>
<td>turtle</td>
</tr>
<tr>
<td>birds</td>
<td></td>
<td>fish</td>
</tr>
</tbody>
</table>

Create a chart like the one above, omitting the animal names. Have available an assortment of pictures of animals found in parks, such as turtles, frogs, snails, squirrels, fish, and birds, or have children create illustrations depicting those animals.

Let’s sort the pictures according to where in the park the animal lives. First say the animal’s name. Then decide where we should put its picture on the chart. Have children place photographs or illustrations of animals in the appropriate space on the chart, then label each with the animal’s name.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Cover the animal names. Have children point to the appropriate photograph as you name the animals.

Early Production/Speech Emergent

ASK Which animals live in trees? Does a fish live in a tree or in water?

Intermediate/Advanced

ASK Which animal would you like to see in a park? Why? If you wanted to watch animals in a park, would you sit near a tree or near a pond? Why?
Selection Review

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

**Model:** tours
Have a small group of children assist you as you model giving a tour of the classroom.

**Show:** snail
Draw a simple diagram of a snail on the chalkboard. Label the head, body, and shell.

Comprehension Questions for the Anthology Selection

1. What are some of the things Ranger Dockett sees on his tours of the parks? (statues, plants, animals)
2. What sorts of things does a park ranger do? (Rangers give tours, enforce park rules, and teach about the parks.)
3. What would you like or dislike about being a park ranger? (Answers will vary.)

Antonyms

**Display** these sentences on the board: *Leah smiles when she is happy.*
*Marcos frowns when he is _____.* Read the sentences with children. Have children demonstrate smiling and frowning. *Say* Some words have completely different meanings from other words. *These words are called antonyms, or opposites.* Which words in these sentences are antonyms? *(smiles, frowns)* *Which antonym for happy would complete the second sentence?* *(sad, unhappy)*

**Create** an antonym chart. As you say a word, have children suggest a word that is its antonym. Possible antonym pairs include: *bot/cold, in/out, big/little, tall/short, top/bottom, left/right, sit/stand, cry/laugh.*

**Preview** the words on *Practice Book* page 148 with children. Use the words in simple sentences to help children derive their meanings from context.
Community Helpers

Read Anthology page 170: Right in the middle of busy New York City is a wide, wonderful park. It is one of many parks that Ranger Dockett takes care of as an Urban Park Ranger. Each day, he has many tasks. He takes visitors on bird-watching walks. And he gives special tours of the parks.

SAY Parks are places in a community with special helpers, the park rangers. Think about places you go in the community, such as the library or the Post Office. Who is there to help you? Who else helps people in your community? What do they do?

List children’s responses and discuss the job of each community helper. Be sure to include police officer, firefighter, bus driver, crossing guard, and any other helpers children may have contact with in your community.

Lead children in a pantomime while singing verses such as This is the way the bus driver drives; This is the way the teacher teaches; or This is the way the doctor helps.

Have children think of an appropriate action to show for each helper. Have them pantomine the actions as others in the group supply verses to describe the pantomime.

Vocabulary
community, community helper, job

Materials
- Anthology
- oak tag
- Picture-Word Cards
  police officer, firefighter, bus driver, crossing guard
(See Master ELL 2–6.)

BEGINNING/ PREPRODUCTION
See Master ELL 2–4.
Display the poem. Sing it and perform the motions, encouraging children to join in with you. Assign each child one line to copy on a sentence strip. Help children practice reading their lines. Then have them assemble the sentence strips in order and read the poem.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
SAY Show how a driver drives. Show how a teacher teaches. Would you like to be a teacher? a police officer?

EARLY PRODUCTION/ SPEECH EMERGENT
ASK Which helper would you like to be? Have children tell or demonstrate their answer. Include children’s names in cloze replies, such as Ricardo would like to be a _____.

INTERMEDIATE/ ADVANCED
Ask children which helper they would like to be. Have them write two or three sentences telling which helper they would choose to be and why.
Main Idea and Details

Guide children in creating a class book about community workers. Conduct the lesson as a language experience activity, and develop the pages together. Help children choose a worker, write a topic sentence, then write three or more simple sentences about the worker, for example: Firefighters are important community workers. Firefighters don't only fight fires. They also teach kids about fire safety. They make sure buildings follow fire safety laws.

Model how to improve the paragraph by adding details to the sentences. You might prompt children with questions such as What do firefighters teach about fire safety? What fire safety laws should buildings follow?

Commands

Remind children that they have learned about two kinds of sentences: telling sentences and questions. Have children give examples of each. Then explain that they will learn about another kind of sentence, a command. Write these examples on the board and read them with children: Sit at the table. Read the book. Sharpen the pencil. Guide children to see that a command is a sentence that tells what to do. Tell children that commands begin with a capital letter and end with a period.

Review by helping children to create a list of commands they hear often in the classroom or around school. As you review the list, encourage children to add the word please to each command.

Skill Objectives

Children
- write a paragraph
- improve their writing by writing a topic sentence and adding details
- identify commands
- use please in commands

Academic Language
- telling sentence
- question
- command

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Choose three to four of the most useful commands from the class list to practice with children, for example: Line up, please.

Early Production/Speech Emergent
Have children play a variation of “Simon Says.” Have them follow only commands that include the word please.

Intermediate/Advanced
Have one partner give a command and the other respond with a telling sentence, for example: Erase the board, please. I will erase the board.
Words That Show Position

Display the poem “The Pond.” SAY. Listen and watch as I read this poem about being at a pond. As you read, include motions, such as fanning yourself and arching your hand to demonstrate over. Include diving and splashing movements. Read the poem again, having children repeat each line after you. Finally, read the poem together, having children perform the motions with you. SAY Show where something is if it is over your head.

Place a book on a desk. SAY Today we are going to talk about words that show where something is. Where is the book? The book is on the desk. Write the preposition on the board. Repeat the demonstration by moving the book to different positions, describing its relationship to the desk and writing the preposition on the board. Have children use and demonstrate each preposition.

Create a set of instruction cards which include prepositions in simple activities that children will be able to perform, for example, Place a pencil under a desk, or Hold a book over a chair. Have one child act out and others try to guess the instruction, including the preposition, as a volunteer records the correct wording on the board.

Vocabulary
on, over, under, in

Materials
• index cards
• Picture-Word Cards
dive, splash
(See Master ELL 2–9.)

Technology
Get Set for Reading
CD-ROM
Around the Pond: Who’s Been Here?

Education Place
www.eduplace.com
Around the Pond: Who’s Been Here?

Audio CD
Around the Pond: Who’s Been Here?
Audio CD for Nature Walk

Multi-Level Response
Beginning/Preproduction
SAY Put a book on the desk. Hold your hand over your head.

Early Production/Speech Emergent
Have children describe your actions as you place a book on, under, over, and in a desk.

Intermediate/Advanced
Have partners give and follow simple directions for placing an object on, under, over, and in another.
Display the photographs with the Read Aloud. **SAY** *This selection tells about two kinds of animals, squirrels and chipmunks. Look at the photographs. How are squirrels and chipmunks alike? How are they different? Where do squirrels and chipmunks live? Have you ever seen a squirrel or a chipmunk?*

**Double Consonants**

**Display** the Phonics Library selection *In the Woods* and lead children on a picture walk. Have children identify the animals and woodland things they see. Make sure to include **tall trees**, **bill**, **grass**, **rabbit**, **bollow stump**, and **yellow jacket**.

**Read** through the list with children. As you come to a word with double consonants, underline the consonants. **SAY** *Tall ends in ll. Read the word with me. The ll is said as one sound. Let’s find other words with double consonants that stand for one sound. Continue reading the list. ASK How many syllables do you hear when I say the word rabbit? What sound do you hear at the end of the first syllable?*

**Review** double consonants and practice reading two-syllable words with the following words: **pillow**, **yellow**, **lesson**, **skillet**.

**Multi-Level Practice**

**Beginning/Preproduction**

Help children identify the items on **Practice Book** page 154 by providing them with sets of letter choices, for example: **What letters can you add to yell to describe the color of a lemon, er or ow?**

**Early Production/Speech Emergent**

Have partners find words with double consonants in the Phonics Library selection. Children can list and sort the words by letter pairs.

**Intermediate/Advanced**

Have pairs of children read the Phonics Library selection together.
Weather

**SAY** Today we are going to talk about weather—how it feels outside. Write the word *muggy* on the board. *Explain* that *muggy* is used to describe weather that is very warm and humid. **ASK** What other weather words do you know?

**Draw** shapes on the board, such as a sun, a raindrop, a cloud, and a snowflake, and record children’s responses below the shapes. Ask what children think about each kind of weather. Ask them to describe what clothing they might need in each kind of weather.

Pantomime being in one kind of weather. Have children describe the weather and what you are doing because of it. Then have children pantomime weather-related activities as others describe the weather and the activity represented.

**How’s the Weather?**

<table>
<thead>
<tr>
<th>warm</th>
<th>raining</th>
<th>cloudy</th>
<th>snowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>hot</td>
<td>pouring</td>
<td>humid</td>
<td>cold</td>
</tr>
<tr>
<td>sunny</td>
<td></td>
<td></td>
<td>freezing</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Pantomime simple weather-related activities, such as holding an umbrella or shivering in the cold, and have children describe the type of weather being represented.

**Early Production/Speech Emergent**

**ASK** What kind of weather are we having today? How was the weather yesterday?

**Intermediate/Advanced**

Have children keep a simple weather log for a week. Entries should include the date and time of the observation.
Get Set to Read

Ponds, pages 188–189

Direct children to the photographs on Anthology pages 188–189. SAY A pond is a small body of water. Many plants and animals live on and near a pond. What sorts of animals would you expect to see near a pond? What types of plants would you expect to see growing near a pond? Have you ever visited a pond? Would you enjoy taking a bike around a pond? Why?

Around the Pond: Who’s Been Here?

Page 191: Cammy and William spend a day biking around a pond. What do you think Cammy and William might find around the pond?

Pages 192–195: Cammy and William are with their dog, Sam. What time of the year do you think it is? How do you know?

Pages 196–197: Cammy and Sam are looking at a footprint in the mud. What kind of animal might have made the print? How do you know? What does Sam have in his mouth?

Pages 206–209: What do Cammy and William see floating on the water? What do they see just under the water? What opened the shells?

Page 210: Where are Cammy and William? Why do you think they are there? What is in the two plastic containers? How did the containers get there?

Pages 212–213: Who is with Cammy and William? What are they doing? What is Sam doing?

High-Frequency Words

*brother, great*

Display the Word Cards brother and great. Read the words aloud. Display the Phonics Library selection In the Woods, then lead children on a brief picture walk, using these prompts and pointing to the corresponding Word Card. SAY The girl and her brother are taking a walk. Do you have a brother or sister? A great horned owl is very big. What other animals might be great, or very big?

Write brother on the board. Have children say and spell it after you. Repeat with great. Then use each word in a simple sentence, such as I have an older brother. Ask children to point to and say which word they hear.
Things You Do in Water

Read Anthology page 213 aloud: “Come and join us,” calls their father. And in they go!

Encourage children to look at the illustration and describe what each character is doing. **SAY** We’ve talked about words that tell where things are, such as on, in, over, and under. Today we’re going to talk about words that tell about what you can do when you are in the water. What words do you know that tell about moving in the water?

Have children pantomime being in water while they brainstorm a list of words. Record children’s responses around a semantic web with the words **In the Water** in the center oval.

**Make a Splash**

Have children make several word cards for each word. Put the cards into a container. Direct children to take turns choosing a card, pantomiming the action, and having classmates guess the action.

**Vocabulary**
water, splash, dive, wade, float, swim

**Materials**
- Anthology
- word cards
- container
- Picture-Word Cards
- wade, float, swim

(See Master ELL 2–9.)
Consonant Clusters with r, l, s

Display the Phonics Library selection A Snake Sheds Its Skin. Read the title aloud. SAY What sounds do you hear when you say the words snake and skin?

Write snake and skin on the board. Remind children that sometimes two or more consonants appear together in a word. SAY In a consonant cluster, each consonant is sounded and then blended. Say these words with me: snake, skin. What are the consonant clusters in snake and skin?

Display the words grow, place, stick, scales, slides, dry, smooth, and ground.

Have children identify the consonant cluster in each word, blend the sounds, and read the words.

High-Frequency Words

cross, stand

Display the Word Cards across and stand. SAY I’m thinking of a word that begins with /st/. It means the opposite of sit. Have a child point to and say the word. Now spell stand with me: s-t-a-n-d, stand! Repeat for across. SAY I’m thinking of a word that begins with a vowel. It means “on the other side.”

Instruct children to say and write each word on a separate index card. Children can then hold up the index cards to complete oral sentences, for example, Look both ways before you walk _____ the street. (across) We must _____ in line quietly. (stand)
Pets

Help children find Anthology page 197. Read it aloud. *SAY* The children in the story took their pet with them to the pond. A pet is a kind of animal that lives in a home with people. A pet is different from a wild animal that lives in a forest or in a pond. What kinds of animals do people keep as pets? Record children’s responses.

Have children pantomime each animal’s movements and make the animal’s sound, if applicable. Compare how animal sounds are represented in English and in children’s primary languages. You may also want to have children pantomime pet care actions, such as brushing a dog or feeding a cat.

**Our Favorite Pets**

Ask children to think about what kind of pets they like. Have them vote for common pets, such as dogs, cats, fish, birds, and hamsters. Use the information to create a class bar graph entitled *Our Favorite Pets*. Have children use the information on the bar graph to ask and answer questions such as *How many children like cats as a pet?*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*ASK* Do you have a pet? What is it? What sort of animal would you like to have for a pet?

**Early Production/Speech Emergent**

*SAY* Point to the part of the graph that shows how many children like dogs best. Do more children like hamsters or birds as pets?

**Intermediate/Advanced**

*ASK* Why do you think more children picked ___? What did you choose? What were the reasons for your choice?
Selection Review

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

Explain: clues
A clue is something that helps a person solve a problem or a mystery.

Show: footprint
Draw a variety of footprints, such as human footprints, and bird and animal tracks, on the chalkboard.

Comprehension Questions for the Anthology Selection

1. What are some of the clues that William and Cammy see on their walk around the pond? (Answers might include white feathers, footprints, and so on.)
2. Which of the animals named in the selection have feathers? Which have fur? (Wood ducks and the great blue heron have feathers. A raccoon, a beaver, and an otter have fur.)
3. Have you ever tried to find something by looking for clues? What was it? (Answers will vary.)

Multiple-Meaning Words

Write the following sentences on the board, underlining the word park in each:
Let’s take a walk in the park. Dad found a place to park the car.

Read the sentences with children and discuss the meanings of the words.

SAY Some words, like park, have more than one meaning. What can the word park mean? What does park mean in each of these sentences?

Write rock on the board. ASK What meanings do you know for the word rock? What does rock mean in these sentences? The snake rubs its nose against a rock. Grandma will rock the baby.
Day 5

Theme 2/Selection 3: Around the Pond: Who’s Been Here?

Language Development 15–20 Minutes

Fruit

Help children find Anthology page 205. Read it aloud. Say In the story, the children want to pick blueberries. Blueberries are a kind of fruit. We eat many other kinds of fruit. What kinds of fruit do you like? List the names of fruit as children respond.

If possible, bring in a variety of fresh fruits for a fruit tasting party. Otherwise, use magazine photographs or illustrations. For each fruit, have children describe the fruit and its flavors. List children’s descriptions under the name of each fruit. Challenge them to group fruit by categories, such as sweet, sour, hard, and soft.

If needed...

Beginning/Preproduction

See Master ELL 2–7.

Display the poem. Read it and perform the motions, encouraging children to join in with you. Have children write their names on cards. Choose three children at a time to stand near the poem. Lead the whole group in reading the poem, replacing each you with one child’s name.

Materials

• Anthology
• Chart paper
• Magazine pictures of fruit

Look

Speak

Make a Collage

Distribute magazine pictures of fruit. Have children draw and label their own picture of a fruit shown in a magazine. Help children create a class fruit collage on chart paper. Use the magazine photographs as well as the children’s illustrations.

Multi-Level Response

Beginning/Preproduction

Ask Do you like to eat fruit? What fruit is your favorite? Is a banana soft or hard?

Early Production/Speech Emergent

Have children complete the sentence frame My favorite fruit is ___. Have them illustrate their sentence and share their work.

Intermediate/Advanced

Direct children to write a riddle page about a favorite fruit. Have them fold their paper in half and write clues about the fruit’s shape, size, color, and taste. On the inside of the page, have them write the answer and draw the fruit.

Vocabulary

fruit, pick (verb), blueberry

Fruit

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<th>Hard</th>
<th>Soft</th>
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Exclamations

Remind children that they have learned about three kinds of sentences, telling sentences, questions, and commands. Explain that they will learn about a fourth kind of sentence, an exclamation. Write these examples on the board and read them with children: Watch out! I won the race! Wait for me!

Lead children to see that an exclamation is usually a telling sentence or a command but that it ends with a different end mark. Explain that the end mark, an exclamation mark, signals that a sentence shows great feelings, such as fear, surprise, or excitement.

Demonstrate reading the sentences with and without feeling. Say, When you see a telling sentence or a command that ends with an exclamation mark, you should read it with feeling. Have children repeat and act out the sentences.

Telling More

Display the Phonics Library selection A Snake Sheds Its Skin and lead children on a picture walk. Ask what each page shows. As you discuss a page, ask children to supply a sentence about it. Chart their sentences.

Model how to improve sentences by adding details or additional sentences. You might prompt children to look more closely at the pictures or at the text for ideas. Add the new details and sentences to the chart as they are suggested.

<table>
<thead>
<tr>
<th>Telling More</th>
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<tbody>
<tr>
<td>A snake shed its skin.</td>
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<tr>
<td>A snake rubs against something hard to split the skin.</td>
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Continue with other sentences about A Snake Sheds Its Skin.