THEME 6: Talent Show
Talent Show

Selections
1 The Art Lesson
2 Moses Goes to a Concert
3 The School Mural
One of the stories we will read this week is about an animal named Omar. Omar has trouble with one subject in school, art, but he is very good at something else. Before we find out what that is, let’s share a poem. Display the poem “Here in the Classroom.” Read and sing the poem to the tune of “Down by the Station.” As you sing, use appropriate motions, such as pantomiming writing as if solving a math problem, and pantomiming painting brushstrokes.

Then have children read and sing the poem with you, including the motions. Ask: What is the poem about? What are we learning now?

Omar has trouble with art class in school, but he is a very good ice skater. What are you good at? What do you know about ice skating or other winter sports?

Show a variety of pictures of winter sports, such as skiing, ice skating, and sledding. Help children identify each picture. Invite them to share what they know about each winter sport. Ask children to pantomime participating in each sport.
**Omar on Ice**

**Teacher Read Aloud, Teacher’s Edition**

Display the Read Aloud illustration. **SAY** This story is about an animal named Omar. **What sort of animal is Omar?** Omar has a special talent. **What is a talent?** Do you have a special talent? **Is there anything that is especially difficult for you to do?**

**Skill Focus: Phonics**

**Vowel Pairs oo, ew, ue, ou**

**Display** the words *moon, true,* and *blew.* Model blending the sounds to read them. Underline the letters in each word that stand for the /oo/ sound. Have children blend the sounds to read the words with you.

**Write** *group, clue, hoop,* and *new* on the board. Help children blend sounds to read them. As each word is read, underline the letters that stand for the /oo/ sound.

**Review** by displaying page 2 of the Phonics Library selection *Our Classroom Zoo Book.* Point to the words *Moon, cool, tools, drew,* and *glue.* Have children use what they know about blending and the letters that stand for the /oo/ sound to read the words.

**Literature Focus**

**10–20 Minutes**

**The Art Lesson**

**SELECTION 1: The Art Lesson**

**DAY 1**

**Skill Objectives**

**Children**

- **associate the /oo/ sound with the vowel pairs oo, ew, ou, and ue**
- **read and write words with oo, ew, ou, and ue**

**Academic Language**

- **vowel sound**

**Materials**

- Phonics Library selection *Our Classroom Zoo Book*

**Multi-Level Practice**

**Beginning/Preproduction**

Write this caption on the board: *A new cool blue pool.* Have children draw a swimming pool with blue water in it. Then have them copy the caption below the drawing. Have children read the caption with you.

**Early Production/Speech Emergent**

Read pairs of words with children. Have them select the word that has the /oo/ sound. Use *troop/trip, you/yes, stole/stool, flow/flew, clue/cloud.*

**Intermediate/Advanced**

Have partners work together to write funny sentences that include these words: *blue, moon, grew,* and *soup.*
People and Places in a School

SAY Today we’re going to talk about a place. It is a place you know about. It has students and teachers. What is this place called? On the board, draw a chart such as the one below and ask children to list the people and places in a school.

ASK Who works in the office? Where do we go to find the nurse? Who works in the cafeteria? Have children ask and answer questions using the information on the chart.

School

<table>
<thead>
<tr>
<th>People in a School</th>
<th>Places in a School</th>
</tr>
</thead>
<tbody>
<tr>
<td>students</td>
<td>classrooms</td>
</tr>
<tr>
<td>teachers</td>
<td>classrooms</td>
</tr>
<tr>
<td>principal</td>
<td>office</td>
</tr>
<tr>
<td>nurse</td>
<td>clinic</td>
</tr>
</tbody>
</table>

Go to Class Create an oversized board game with a school theme in which players’ goal is to get from the entrance to the classroom. Make simple task cards, such as Forgot your homework: lose a turn or Took a note to the office: move ahead two spaces.

GUIDE small groups of children in playing the game by following the directions of the task cards. Direct children to stand and walk directly on the game board.

BEGINNING/ PREPRODUCTION

See Master ELL 6–1.

Display “Here in the Classroom” and read it with children, using the motions. Have children use a pattern to trace a paper doll and cut it out. Ask them to write their name on the cutout. Choose two children at a time. Have them attach their name dolls to the chart over the word students. Reread the poem with the group, using the two children’s names. Repeat until everyone has been featured in a reading.
Get Set to Read

Be an Artist, pages 350–351

Have children find Anthology pages 350–351. **Ask** What do you see on page 350. What are these things used for? What is the boy on page 351 doing? What is he holding in his hands? What word do we use to describe a person who likes to paint or draw? Do you like to paint or draw?

**The Art Lesson**

**Pages 352–353:** Tommy is a boy who likes to paint and draw. Describe Tommy. What is on the table behind Tommy? What is Tommy doing?

**Pages 354–355:** Tommy’s twin cousins told Tommy never to copy and to practice, practice, practice. What are they painting?

**Pages 356–358:** Where do the people in Tommy’s family hang his pictures?

**Pages 361–364:** Describe Tommy’s classroom. Describe his art teacher.

**Pages 366–368:** Tommy was given a box of crayons for his birthday, but his teacher said that he could use only school crayons in school. What is Tommy’s teacher holding in her hand?

**Pages 370–373:** Tommy didn’t want to use the school crayons, and he didn’t want to copy the art teacher’s drawing. Why do you think he didn’t want to use school crayons? Why didn’t he want to copy?

**Pages 374–377:** Tommy’s teachers agreed to let him draw his own pictures after he copied the art teacher’s drawing. What did Tommy draw?

**Page 378:** Tommy is an adult now. What does Tommy still like to do?

**High-Frequency Words**

**fair**

**Lead** children on a quick picture walk of the Phonics Library selection *Our Classroom Zoo Book*. Pause at page 2. Say the word *fair* and point to it in the text. Display the Word Card *fair*. Read the word for children and have them repeat it. Have children use *fair* in a sentence, for example, *Be fair and follow the rules*. If children have not completed *Practice Book* page 210, read aloud the Word Bank words and the definitions with them.
School Subjects

Help children find Anthology page 367. Read it aloud: “Class,” said Miss Landers, the first-grade teacher; “next month, the art teacher will come to our room, so on Monday instead of Singing, we will practice using our crayons.”

We’ve talked about the people and places in a school. Today, we’re going to talk about things students learn in school. Think about our school day. What kinds of things do we study and learn about? Let’s list them in the order we do them. Use children’s responses to complete a schedule of daily activities.

Daily Schedule: Monday

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45–9:45</td>
<td>Reading</td>
</tr>
<tr>
<td>9:50–10:15</td>
<td>Silent Reading</td>
</tr>
<tr>
<td>10:20–11:30</td>
<td>Science</td>
</tr>
<tr>
<td>11:35–12:15</td>
<td>Lunch and Recess</td>
</tr>
<tr>
<td>12:20–1:30</td>
<td>Math</td>
</tr>
<tr>
<td>1:35–2:30</td>
<td>Art</td>
</tr>
</tbody>
</table>

Prepare a list of simple statements based on units of study for each curriculum area, such as $4 + 4 = 8$ and A tree is a plant. Prepare labels with the titles of curriculum areas appropriate for your classroom, for example, Math, Science, Language Arts, and so on. Have children take turns drawing a statement from a container, reading it aloud, and putting it in the correct subject pile.

BEGINNING/PREPRODUCTION

Have children read statements from above aloud, then name the appropriate subject area.

EARLY PRODUCTION/SPEECH EMERGENT

ASK Which is your favorite subject in school? What will we study today right after lunch?

INTERMEDIATE/ADVANCED

ASK Which subject do you think you are the best at? Why do you think that is? Which subject would you most like to teach to someone else? Why?
Remind children that sometimes the last consonant letter in a base word is doubled before an ending is added. Write the words clapped and tapping on the board. Circle each ending. Have children identify each base word.

Display the Phonics Library selection Jade’s Drumming. Read the title aloud and have children identify the word that has an added ending. Have children search page 13 for words with -ed or -ing endings. Children should identify drumming, grabbed, patting, tapping, and bugging.

Display the Word Cards gold and woman. Provide children with two index cards each. Have them copy one high-frequency word on each card. Hold up one of your Word Cards. Have children say the word with you, then hold up their matching card.

Distribute individual copies of the Phonics Library selection Our Classroom Zoo Book. Have partners read together, alternating pages of text. When they come across a high-frequency word, each partner should circle it in his or her copy of the story.
Grade Levels in School

Help children find Anthology page 365. Read it aloud. **SAY In this part of the story, Tommy and Jeannie are talking about something that will happen to them next year. When this part of the story takes place, Tommy and Jeannie are in kindergarten. The following year they will be in first grade. What grade will they be in the year after that? What grade are you in now?**

Lead children in a discussion about grade levels in your building. Invite children to share what they know about other grade levels, particularly if they have siblings in other grade levels. Encourage children to discuss what they know about subjects studied at other grade levels, and about general differences or similarities between grade levels.

<table>
<thead>
<tr>
<th>Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>Kindergarten</td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>Fourth</td>
<td>Fifth</td>
<td>Sixth</td>
</tr>
</tbody>
</table>

On the board, create a grade-level timeline, beginning with pre-K or kindergarten, depending on your school’s arrangement, and extending through twelfth grade. Read each grade, inviting children to join in. Point out the grades in your building, and clarify which grades are middle school and high school in your district. **ASK What will you learn about in fifth grade? in tenth grade? Which school will you go to when you are in sixth grade? in ninth grade?**

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What grade are you in now? What grade will you be in next year? What grade were you in last year?

**Early Production/ Speech Emergent**

**ASK** Which grade are the youngest students at our school in? Which grade are the oldest students at our school in?

**Intermediate/Advanced**

**ASK** Do you think third grade will be different from second grade? In what way? Which grade are you looking forward to the most? Why?
Selection Review

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

Restate: could not wait
was looking forward to, really wanted to

Explain: didn't stick
The paint would not stay on the paper. It came off easily.

Show: Pilgrim
Point out the illustration of the Pilgrim couple on page 375. Explain that the Pilgrims were a group of people who came to North America from England in 1620.

Comprehension Questions for the Anthology Selection

1. Do you think the author thinks that being an artist is a good job for an adult? (Answers should include some favorable reference to Mrs. Bowers, the art teacher, or to the fact that Tommy remained an artist as an adult.)
2. Describe Tommy’s kindergarten classroom. (Children sit at tables, use easels, and so on.)
3. What sort of job would you like to have when you grow up? Why? (Answers will vary.)

Skill Objective
Children recognize words in the same word family.

Academic Language
• word family
• base word

Word Families

Write these words on the board: painter, painting, paints. Remind children that words that have the same base word are part of a word family. Underline the base word paint in each word.

Display the following groups of words and have children identify the common base word for each word family: wins, winner, winning; snowed, snowing, snows; biked, biking, biker.
**Art Words**

Help children find Anthology page 362: Miss Bird made the paint by pouring different colored powders into different jars and mixing them with water.

**SAY:** This part of the story tells about a kind of activity that we sometimes do in school. What kind of activity is it? Which words in this part of the story tell about art things?

Make an arrangement of real objects associated with art, such as paints, paint brushes, paper, crayons, scissors, and paste. Have children identify each item. Then have children pantomime movements associated with art, such as painting, drawing, cutting, and pasting. **ASK:** What other art words do you know? Think of some naming words and some action words that tell about art. Record children’s responses on a chart.

### Art Words

<table>
<thead>
<tr>
<th>Naming Words</th>
<th>Action Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>paints</td>
<td>mix</td>
</tr>
<tr>
<td>crayons</td>
<td>draw</td>
</tr>
<tr>
<td>scissors</td>
<td>cut</td>
</tr>
</tbody>
</table>

**Art-O!** With children, make a list of twelve art-related words, such as *paintbrushes* or *cutting*. Give each child a blank 3 x 3 bingo grid. Have children label nine of the blank squares in order to complete the bingo card. Then call out the art words in random order. Have children use bingo chips or squares of paper to cover the appropriate square as you call out art words. Children who cover a row of objects should call out *Art-O!*

### Vocabulary

- **Naming Words:** paint, paintbrush, paste, draw, cut
- **Action Words:** mix, draw, cut

### Materials

- Anthology
- objects associated with art
- index cards
- markers
- Picture-Word Cards
  - paints, paintbrushes, crayons, scissors
  - (See Master ELL 6–3.)

### IF NEEDED...

**Beginning/Preproduction**

See Master ELL 6–1.

Display the poem. Sing it and perform the motions, asking children to join in. Have children use assorted objects related to the various curriculum areas, such as a ruler, a paintbrush, and a hand lens, to point to various words you name in the poem. Identify for children the object and which subject matter the object is usually used with.

**Beginning/Preproduction**

**SAY:** Show how you paint with a paintbrush. Show how you mix paints together.

**Early Production/Speech Emergent**

Have each child draw a self-portrait of himself or herself as an artist. Have them label their illustration.

**Intermediate/Advanced**

Have each child draw a self-portrait of himself or herself as an artist. Ask them to describe it in a paragraph using some of the words they have learned.
Other Irregular Verbs

Display these sentences: We give gifts on special days. We gave our mom flowers on her birthday. Read the sentences with children. Explain that the spelling of some verbs changes when they tell about a past action. Have children compare the spellings of give and gave.

Create a chart that shows present and irregular past tense verbs, for example, see/saw, come/came, go/went, do/did, run/ran. Post the list in the classroom for children to use as a reference.

Dictate simple sentences that include some of the verbs listed above, for example, The dog ran home. She went out last night. Have children underline the verb in each sentence they write.

Is It a Sentence?

Display this sentence: My sister rides her bike. Remind children that a sentence has a naming part and an action part, begins with a capital letter, and ends with a period. Ask Does this group of words have a naming part? an action part? Have children identify My sister as the naming part and rides her bike as the action part of the sentence. Have them point to the capital letter at the beginning and the period at the end of the sentence.

Practice with children. Have them follow the same steps to test these groups of words: Runs and plays. He feeds the birds. Her long green scarf.


**Music Words**

Display the poem “Make a Little Music.”

**SAY** Let’s read a poem about making music. Read and sing the poem to the tune of “Twinkle, Twinkle, Little Star.” As you sing, use appropriate motions, such as pretending to strum a guitar, beat a drum, tap your toe, and so on. Then have children read and sing the poem with you, including the motions. **SAY** Show how you drum. Show how you clap.

On the board, draw a concept web with the words Making Music in the center oval. **ASK** What are some words about making music in the poem? What other words about making music do you know? Record children’s responses.

**Sing a Song**

Have children hum or sing a part of their favorite song while others try to guess the name of the song.

Choose a familiar song and ask children to join you in performing the song in different ways. For example, for the first part of song, call out **sing** and sing the words. Give other directions during other segments of the song, such as **hum**, **clap**, **snap**, or **drum** and perform those actions to the beat of the song rather than singing the words.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Hum a part of your favorite song. Sing some of the words.

**Early Production/Speech Emergent**

**ASK** What is the name of your favorite song? What is the difference between humming and singing?

**Intermediate/Advanced**

**SAY** Name a song you like. What does it make you think of? How do you make music?
**LITERATURE FOCUS 10–20 MINUTES**

**Sam Sings**

**Teacher Read Aloud, Teacher’s Edition**

*Display* the Read Aloud illustration. **SAY** *This story is called Sam Sings. What sort of animal is Sam? What are the figures in the illustration? (musical notes) How are they used? Do you like to sing? Have you ever sung in front of an audience? Would you like to sing in front of an audience?*

**Long i (igh, ie)**

**Say** these words, stretching the long i vowel sound: *tie, bright, high, pie.* Then have children repeat the words with you. Isolate and say the /i/ sound. Identify the sound as the long i vowel sound.

**Display** *tie, bright, high,* and *pie.* Model blending the sounds to read them. Underline the letters in each word that stand for the vowel sound. Point to the *gb* in the *igh* spelling and remind children that they have learned that the letters *gb* can be silent in some words. Have children blend the sounds to read the words with you.

**Review** by displaying page 19 of the Phonics Library selection *Dwight the Knight.* Point to the words *right, pie, Dwight, brightly, knights,* and *fight.* Have children use what they know about blending and the letters that stand for the long i sound to read the words.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give each child a large cutout circle, or pie. Have children label it *Long i Word Pie.* Have them copy these words on the pie: *sigh,* *tie,* *night,* *pie,* and *light.*

**Early Production/Speech Emergent**

Read pairs of words with children. Have them repeat the word that has the long i sound. Use *might/miss, lit/light,* *slight/slip,* *tie/tin.*

**Intermediate/Advanced**

Have children use long i words to write rhymes such as *When I put out the light,/Everything goes right out of sight!*
Audience Behavior

**SAY** We’ve talked about what an audience is and what it means to behave politely when you are a member of an audience. Let’s talk more about what we know. Organize children into small groups. Have them discuss rules they remember about good audience behavior. Then bring the groups back together. Tell them to practice being good audience members as they listen to other groups share their ideas about being a part of an audience.

**Teach children the vocabulary words** polite and impolite. **ASK** What does it mean to be polite? What does it mean to be impolite?

<table>
<thead>
<tr>
<th>Audience Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Polite</strong></td>
</tr>
<tr>
<td>Listen while someone is speaking</td>
</tr>
<tr>
<td>Sit quietly</td>
</tr>
</tbody>
</table>

**Present children with a variety of scenarios related to audience behavior, such as** Someone is talking to a neighbor while the speaker is talking. An audience member claps when the performance is over. Have children respond to the scenario by classifying it as polite or impolite.

**Have children return to their small groups. Direct them to role-play a mini-scene depicting audience behavior. Have the audience identify the behavior as polite or impolite.**

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how you clap at the end of a performance. Show how you raise a hand to ask a question.

**Early Production/Speech Emergent**

**ASK** What is one way you can show polite audience behavior? Which is the hardest thing for you to do as part of an audience?

**Intermediate/Advanced**

**SAY** Describe a time you were a member of an audience. How were you polite? What could you do if a member of a school audience wasn’t being polite?
Get Set to Read

Communicating with Sign Language, pages 388–389

Have children find Anthology pages 388–389. SAY: The woman in the photograph on page 388 is a deaf musician named Evelyn Glennie. What does the word deaf mean? Many people who are deaf use the manual alphabet to communicate. The manual alphabet is shown on page 389. Describe the manual alphabet. Spell your first name using the manual alphabet.

Moses Goes to a Concert

Pages 392–393: Moses can’t hear sounds, but he can feel vibrations. What is a vibration? How does Moses feel vibrations?

Pages 394–399: Moses and his classmates are going on a field trip to a concert. They communicate by signing to each other. What is signing?

Pages 400–403: What do you see on the stage? in the audience?

Pages 404–405: Their teacher gives Moses and his classmates balloons to help them feel the music. How will balloons help them feel the music?

Pages 406–409: One of the musicians, the percussionist, is also deaf. What instruments does a percussionist play? The percussionist is not wearing shoes. Why do you think this is?

Pages 412–417: After the concert, the percussionist speaks with the children and lets them play her instruments. Why might deaf children enjoy playing percussion instruments?

Pages 418–423: At home, Moses tells his parents that he thinks people can be anything they want to be if they work hard enough. Why do you think Moses feels this way?

High-Frequency Words

alphabet

Display the Word Card alphabet. Read the word for children and have children repeat it. Have them use alphabet in a sentence, for example, The little girl is learning to say the letters in the alphabet.

Guide children on a picture walk through the Phonics Library selection Dwight the Knight. Have children find the high-frequency word alphabet on page 22. Have them read aloud the sentence in which it appears.
Instrument Families

Help children find Anthology pages 414 and 415. Read them aloud. SAY The instruments on this page belong to a family of instruments. All of these instruments have something in common. What do they have in common? (They are all percussion instruments and are played by hitting or striking the instrument.)

SAY All of these instruments are percussion instruments. What are some words on pages 414 and 415 that tell you how percussion instruments are played? (strikes, pounds, beats, hits, thumps, bangs)

SAY We’ve talked about musical instruments before. What do you remember about them? If necessary, remind children that some instruments, called string instruments, are played by touching strings, and others, called wind instruments, are played by blowing into them. Have children name percussion, string, and wind instruments. Record responses on a chart.

Instrument Families

<table>
<thead>
<tr>
<th>Percussion</th>
<th>String</th>
<th>Wind</th>
</tr>
</thead>
<tbody>
<tr>
<td>• bass drum</td>
<td>• guitar</td>
<td>• flute</td>
</tr>
<tr>
<td>• gong</td>
<td>• violin</td>
<td></td>
</tr>
</tbody>
</table>

Strike Up the Band

Provide trade books and simple reference materials and help children find the names of instruments belonging to the string and wind families. Encourage children to find out information about the instruments from the story.

Beginning/Preproduction

Display “Make a Little Music” and sing it with children, using the motions. Provide a set of rhythm sticks. Give children directions for pointing out words in the poem and passing the sticks to a classmate, such as ____, point to the word drum in the chart. Now give the sticks to _____.

Early Production/Speech Emergent

Have children choose an instrument to complete the following frame: A _____ instrument, such as the _____, is played by _____.

Intermediate/Advanced

Have children use the information in the chart to write a brief summary of what they learned about musical instruments.
Vowel Pairs oo, ew, ue, ou

Say the word moon and then isolate and stretch the vowel sound. Tell children you will read some words. Each time they hear a word with the /oo/ vowel sound, they should shout “Boo!” Use these words: book, food, flew, bubble, true, and shut.

Write these words on the board: spoon, grew, blue, and soup. Have children blend sounds to read them with you.

Display the Phonics Library selection Who Drew the Cartoon? Have children read page 28 aloud with you. Have them identify words with the /oo/ sound. Children should identify cartoon, room, moon, and few.

High-Frequency Words

heart, mind

Display page 18 of the Phonics Library selection Dwight the Knight. Point out the high-frequency word heart. Have children read the sentence in which the word occurs.

Display the Word Cards heart and mind. Tell children to listen to some clues that will help them identify each word. Say If you take away the first two letters, you get the word art. This word rhymes with find. Have children copy heart and mind on a sheet of paper. Then have them write each word in a sentence.
Jobs and Careers

Help children find the picture on Anthology pages 394 and 395. SAY
Think about this part of the story and look at the picture. What do
you see? Who in the picture is working at a job? What are their jobs? Think
about some jobs that you know about. Let’s make a list. Record children’s
responses under the heading Jobs.

Then have children turn to page 422. Read the page aloud. Discuss and
add to the list those jobs not already included. Have children help you
alphabetize the list of jobs.

Show children several pictures of people working at an identi-
fiable job. Identify the job and discuss details about it, such
as what the person in the picture does, tools the person uses, and special cloth-
ing or uniforms the person may wear.

If possible, provide simple costumes and props for a variety of jobs. Set up
several role-play centers, such as a school, an office, a hospital, and a con-
struction site. Have children take turns participating in career role-plays.

MULTI-LEVEL RESPONSE

Beginning/ Preproduction

SAY Say the name of
a job you’d like to
have when you’re
older. Show what a
bus driver does.

Early Production/ Speech Emergent

ASK What jobs do peo-
ple do in a restaurant?
in a store? What does
a bus driver do?

Intermediate/ Advanced

ASK What job do you
think you’d like to do
when you are grown
up? Why? Tell what
you think a day at that
job would be like.
Master ELL 6–5
Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

Explain: field trip
A field trip is a short visit usually made by students for the purpose of observing something, for example, a performance or a museum.

Show: balloons
Provide inflated balloons for children to hold in order to feel sound vibrations like the students in Moses Goes to a Concert.

Restate: set your mind to it
decide that you really want to do something

Comprehension Questions for the Anthology Selection
1. What do the children in Moses’ class do when the percussionist appears on stage? (Some of the children wave and some applaud.)
2. What instruments does Marjorie Elwyn play? Name some of the instruments. (Eleven instruments are named on pages 414–415.)
3. Have you ever been to a concert? Describe it. (Answers will vary.)

Multiple-Meaning Words
Remind children that two words that look exactly the same may have different pronunciations and meanings.

Display the following sentences and have children read them with you. Ask them to identify clues in each sentence that help them decide how to pronounce each underlined word. Take a close look at this leaf. Please close the door. The wind blew the window shut. You have to wind the toy up for it to move.
Performances

Help children find Anthology page 406. Read it aloud: *The conductor turns to face the orchestra and raises his baton. The percussionist strikes the huge gong and the concert begins.*

SAY This part of the story tells about the concert that Moses and his classmates attend. What do you know about concerts? Record children’s responses under the heading *Concerts and Performances.* *ASK* Besides concerts, when are you part of an audience? Think about performances you have seen at school. Guide children in listing plays, puppet shows, poetry or other readings, movies, and listening to speakers. Add responses to those already listed.

**Manuel’s Puppet Show**

*Tuesday, May 30*

*10:00 a.m.*

*Park School Classroom #203*

Provide several newspaper ads that advertise live performances in your area. As you look over the ads, discuss each type of performance. Point out relevant information in the ads, such as when and where the performance will be held, and the cost of tickets.

Have children make posters advertising a performance featuring themselves. Remind children to include the date, time, and location of the performance. Invite them to share their work. Encourage audience members to ask questions about the performance.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

SAY Show how you clap at the end of a performance.

**Early Production/Speech Emergent**

ASK Which kind of performance is your favorite? Have you ever been to a puppet show? Tell about it.

**Intermediate/Advanced**

ASK Which of these kinds of performances have you been to? Tell about your experience.
Adjectives, including a, an, the

Remind children that an adjective is a describing word. SAY Adjectives answer the questions What kind? or How many? Display this sentence: She carries ten pink flowers. Have children identify ten and pink as adjectives. Then display these sentences: The sun is out. He eats an apple. A dog barked at me. Underline the, an, and A. Tell children these words are special adjectives that also tell about nouns.

Dictate the following sentences to children. Have them underline the adjectives in each sentence. I ate a delicious snack. The six puppies played. He found an old picture.

Skill Objectives

Children
• paraphrase sentences in a paragraph
• identify and use adjectives, including a, an and the

Academic Language
• adjective

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have children copy this sentence and underline the adjectives: The cold, wet snow fell for hours.

Early Production/Speech Emergent
Have children identify the adjective in each phrase: small children, the green book, a rose, ten fingers.

Intermediate/Advanced
Have children write sentences that include adjectives that answer the questions How many? and What kind?

Paraphrasing

Remind children that to summarize a story, they must be able to paraphrase it, or tell the story in their own words. Display and read the following sentences: Rain water flooded many homes. Strong winds knocked down trees. Lightning started fires. SAY I see that the rain, wind, and lightning caused problems and damage. Here’s how I will summarize what happened in my own words: The big storm caused problems and damage.

Practice paraphrasing the following sentences with children: A messenger brought a note to the king. After reading the note, the king stomped his feet, twisted his beard, shook his fists, and roared with anger. (The king became very angry after reading a note.)
It’s Great to Work Together

It’s great to work together. It’s what I like to do. It’s great to work together. Do you like it, too? It’s great to work together. It’s fun with two or three. It’s great to work together. So come and work with me!

Display the poem “It’s Great to Work Together.” Say, Let’s read a poem about working together. Read the poem aloud. As you read, use appropriate motions, such as clasping hands to show working together, using a questioning gesture, holding up fingers to indicate numbers, and pointing to children. Say, Use your hands to show you are asking a question. How do you work together in the classroom? How do you work together at home? Do you do different jobs at different times of the year?

Present actual classroom scenarios in which your class has worked together to get a job done. Then organize children into small groups. Give them task cards that describe group tasks, such as making sandwiches for the whole school, or making invitations for everyone in the room. Have them brainstorm ways they might work together to get the task done.

Cooperative Groups

Give groups a simple task to complete together, such as a food preparation activity, a craft project, or an experiment. Assign each child in the group a role, such as materials handler, reader, leader, or cheerleader. After children have completed the task, have them describe how they worked together and how having assigned roles contributed to the process.

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

Ask: Who was in your group? What did your group do?

**Early Production/Speech Emergent**

Have children draw a picture of a group working together. Have them write words or a sentence that tells about working together.

**Intermediate/Advanced**

Have small groups work together to write a set of rules for working together on a specific task.
Mr. Mell Goes to Camp

Teacher Read Aloud, Teacher's Edition

Display the Read Aloud illustration. **SAY** This story is called Mr. Mell Goes to Camp. *Mr. Mell is the name of a musical instrument. What sort of instrument is Mr. Mell? What family of instruments does Mr. Mell belong to? Do you play an instrument? If you could play any sort of instrument, what instrument would you play?*

More Words with **–ed** or **–ing**

**Display** the words *wave/waving* and *trade/traded*. Have children compare the words in each pair. **ASK** What change was made before the **–ing** and **–ed** endings were added? Point out that both *wave* and *trade* follow the CVCe pattern, so the final *e* is dropped when **–ing** or **–ed** is added. Write *smiling, baked, tracing, and tasted* on the board. Have children identify the ending on each word and then say the base word. Write each base word as it is named.

**Review** by displaying page 33 and then 34 of the Phonics Library selection *Will Holly Sing?* Point to the words *whined* and *sneezed* on page 33 and the word *wheezed* on page 34. Have children read the words, identify the ending, and tell what the base word is.

**Skill Objectives**

**Children**
- identify base words and endings
- read words with the endings **–ed** and **–ing**

**Academic Language**
- CVCe pattern
- base word
- ending

**Materials**
- Phonics Library selection *Will Holly Sing?*
- index cards

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Prepare two sets of word cards. Set 1 words: saved, dancing, pasted, having. Set 2 words: save, dance, paste, have. Display a word from set 1 and have children point out the base word in set 2.

**Early Production/Speech Emergent**
Read these words: saved, dancing, pasted, having. Have children say what the base word is in each.

**Intermediate/Advanced**
Have children write these words as you dictate: eating, cooked, stapling, danced.
Numbers and Numerals from 50 to 100

SAY We’ve talked about numbers and numerals. What is the difference between a number and a numeral? (A numeral is a written symbol for a number, for example, 10. A number is the word used to name that numeral, for example, ten.)

Divide the class into two equal groups. Give each child in the first group a card with a two-digit numeral, from 50 to 99, on it (50, 55, 60, and so on). Give each child in the second group a card with the number word for the numeral (fifty, fifty-five, sixty, and so on) on it. Have children find their match. If time permits, mix up the cards and repeat the activity.

Make a masking tape line on the floor. Add the numerals and number words to make a number line.

Prepare two sets of cards, the first giving instructions such as Hop to number ___. Walk backwards to number ___. Skip to numeral ___. The second set of cards should contain numbers and numerals, in intervals of five, from fifty to one hundred. Have children select a card from each group and follow the instructions. After everyone has had a turn, have children give directions.

Vocabulary
number, numeral, number words from fifty to one hundred

Materials
• index cards
• masking tape
• Picture-Word Cards numbers, numerals
(See Master ELL 6–9.)
Get Set to Read

A Mural, pages 430–431

Have children find Anthology pages 430–431. Ask What are the children in the photograph doing? Where are they? The painting they are working on is called a mural. Have you ever seen a mural? How is a mural like a painting or illustration? How is it different?

The School Mural

Pages 432–433: The School Mural is about a group of schoolchildren who work on a big project together. What is a project?

Pages 434–435: One of the students in the class, Mei Lee, sees a mural. Describe the mural that Mei Lee sees.

Pages 438–439: The class has to vote on a project. Mei Lee suggests a mural. What other ideas did the students suggest?

Pages 440–441: Mrs. Sanchez, the teacher, and Mr. Ford, the principal, congratulate Mei Lee. What do you think they said to her?

Pages 444–447: The class begins to work on the mural. Describe the mural.

Pages 448–451: A newspaper reporter visits the school to talk with the children. He writes an article about the mural. What do you think the article says? How do you think the children and the adults at the school feel about the mural?

High-Frequency Words

below

Lead children on a picture walk through the Phonics Library selection Will Holly Sing? Read aloud the title. Pause at page 36. Ask Is the man putting the bears above or below the bench? Point out the word below on page 36.

Display the Word Card below. Read the word and have children use it in a sentence, for example, The train travels below the ground. If children have not completed Practice Book page 249, read the first activity together and have children complete it.
Help children find Anthology page 448. Read it aloud. SAY This part of the story tells about a newspaper. What is a newspaper? Show children a newspaper. Briefly display the various sections of the newspaper, explaining the purpose and reading the title or heading of each section. SAY A newspaper is a printed form of the news. A newspaper is divided into different sections.

Organize children into small groups. Give each group a section of the paper. Have children identify and tell about the section. Ask them to locate the date, the headlines, photograph, captions, and so on. Switch several times so that children see various sections.

Write the headings of the sections of the newspaper on the board. Ask children which part of the newspaper they would look in to find various information, such as which team won a baseball game, who won the mayor's race, what new business is opening in your city or town, and a story about something important that is happening in the country.

Vocabulary
date, headlines, photograph, captions, sports section

Materials
• Anthology
• newspaper
• markers
• Picture-Word Cards
• newspaper, headline, date, photograph, caption, sections
(See Master ELL 6–9.)
**Long i (igh, ie)**

**Say** the words *sigh* and *pie*. Ask children what vowel sound they hear in the words. *(long i)* Write *sigh* and *pie* on the board and underline *igh* and *ie*.

**Write** these words on the board: *flight, night, right,* and *lies*. Have children blend the sounds to read them with you.

**Display** the Phonics Library selection *Fright Night*. Focus children’s attention on page 43. Point to *spotlight, Knight’s, tie,* and *Mighty*. Have children blend sounds to read the words.

**High-Frequency Words**

**neighbor, should**

**Read** and display the Word Cards *neighbor* and *should*. **Say** This word rhymes with *could*. This word rhymes with *labor*. Have children identify the appropriate high-frequency word.

**Display** the Phonics Library selection *Will Holly Sing?* Direct attention to page 34. Point out the words *neighbor* and *should*. Have children read the sentence in which each word occurs. Have children use *neighbor* and *should* in sentences.

**Skill Objectives**

**Children**
- associate the /ı¯/ sound with *igh* and *ie*
- read words with *igh* and *ie*
- read and write the high-frequency words *neighbor* and *should*

**Materials**
- Phonics Library selection *Fright Night*
- Word Cards *neighbor, should*
- Phonics Library selection *Will Holly Sing?*

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

**ASK** Does a neighbor live nearby or far away? What should you say when someone gives you a gift?

**Early Production/Speech Emergent**

Display the Word Cards for *neighbor* and *should*. Read them with children. Have children identify the word that completes each oral sentence. Use: *I saw my ___ at the store. People ___ eat lots of vegetables.*

**Intermediate/Advanced**

Model how to write a “good neighbor” rule, for example, *Good neighbors should help each other*. Have children write their own rules using the words *neighbor* or *neighbors* and *should*.

**Phonics Library**

**Talent Show**

Each selection offers children opportunities to practice and apply phonics skills and high-frequency word knowledge during the week.
Symbols of School Pride

Help children find Anthology page 436. Read it aloud. SAY This part of the story tells about ideas that the students in the story had. These are some ways the students had to show their school pride. What is pride? How do you feel when you feel proud? What is school pride? How could we show school pride?

Make a list of responses on the board, encouraging children to think of their own ideas in addition to the ones listed in the story.

School Pride Projects

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<tbody>
<tr>
<td>4</td>
<td>Jean</td>
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<td>3</td>
<td>Luis</td>
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<td>2</td>
<td>Leah</td>
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<td>1</td>
<td>Roslyn</td>
<td>Maxime</td>
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<tr>
<td></td>
<td>Song</td>
<td>Poster</td>
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Take a Vote

Use children’s responses to create a tally sheet such as the one above. Have children vote for a group project that shows school pride by writing their name above the box that shows the project they’d like to work on. Allow children to fill in their own names. Have them complete the project that gets the most votes.

BEGINNING/PRODUCTION

ASK How many people voted for the song? Who voted for the play?

EARLY PRODUCTION/SPEECH EMERGENT

ASK Did you vote for the banner or the song? Which project got the most votes? Which got the least?

INTERMEDIATE/ADVANCED

ASK Why did you choose the project you voted for? Why should we be proud of our school?
Strategies for Comprehensible Input

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

**Explain:** event

An event is something that happens or takes place, for example, a parade or holiday celebration.

**Model:** took a vote

Have children discuss and vote on a question of classroom interest, for example, whether desks are better arranged in rows or in groups.

**Show:** newspaper

Display a newspaper for students. Point out reporters’ names on bylines at the heads of articles.

Comprehension Questions for the Anthology Selection

1. **Why is taking a vote a good way for Mrs. Sanchez’s class to choose their project?** (With a vote, the majority of children should be satisfied.)
2. **Describe the mural that the children painted.** (Answers should include the school, banner, musical instruments, flowers and athletic equipment.)
3. **If your class had to make a big project, what would you want it to be?** (Answers will vary but should include suggestions that would involve a number of students.)

Using Context

**Write** the word *chisel* and the following sentence on the board: *Mark uses a hammer and a sharp chisel to cut and shape wood. Say, I don’t know the word chisel. A chisel is something Mark uses with a hammer. The chisel is sharp and Mark uses it to cut. I’d say that a chisel is a sharp cutting tool.*

**Write** the following sentence and help children use context clues to understand the meaning of the underlined word: *The children like to swim in the little creek near the forest.*
Taking Turns

Help children find Anthology page 445. Read it aloud. SAY This part of the story tells how the class worked together to paint their mural. All of them couldn’t paint at once, so they found a way to take turns. What might have happened if the children didn’t take turns?

Discuss the importance of taking turns. ASK When do we take turns in school? When do you take turns at home or with your family? Organize children into small groups. Have each group choose and talk over a situation that involves taking turns, for example, standing in line at a store, or playing baseball.

Have groups draw and label a poster of several people taking turns to do or play something. After children have completed the task, have them share their posters with the class. As they tell the class about their posters, guide children in asking questions such as, Did you take turns when you made this poster? Why are the people in your poster taking turns? What would happen if they decided not to take turns?

MULTI-LEVEL RESPONSE

Beginning/Preproduction
ASK What does your poster show? Who was in your group? Did everyone in the group take turns?

Early Production/Speech Emergent
Have children write words or a sentence that tells about their taking-turns poster.

Intermediate/Advanced
Have small groups work together to write a set of rules for taking turns in a given situation, such as waiting for and getting onto a bus.
Comparing with Adjectives

**Draw** two trees on the board, one taller than the other. **Ask** Which tree is taller? Write the word *taller* under that tree. Underline the *-er* ending. Remind children to add *-er* to an adjective to compare two things.

**Add** a third tree, the tallest tree of the three. **Ask** Which tree is the *tallest*? Write *tallest* below that tree, underlining the *-est* ending. Remind children that *-est* is added to most adjectives to compare three or more things.

**Display** the following sentences and have children choose the correct comparative form.

- *Nell is a ___ runner than Carla.* (faster/fastest)
- *Mr. Welch is the ___ teacher in the school.* (nicer/nicest)

**Giving Examples**

**Tell** children that when they write to compare and contrast two things, it is important to include examples of similarities and differences. Help children compare and contrast a chicken and a duck. List similarities on the board: *Both are birds; Both hatch from eggs.* Then list differences: *Ducks can swim; Chickens cannot swim.*

**Practice** using examples to write. Have children work with you to turn the lists you made into a comparison/contrast paragraph.