Theme 3

Incredible Stories
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Incredible Stories

Selections
1. Dogzilla
2. The Mysterious Giant of Barletta
3. Raising Dragons
4. The Garden of Abdul Gasazi
Today we are going to talk about going to the movies. What do you know about what happens at a movie theater? Have students describe or demonstrate what they know about a movie-going experience.

Display the poem “My Morning Movie” and read it aloud. As you read, use appropriate motions, such as serving or eating popcorn and taking tickets. Then have students read the poem with you. Have them do the motions as well.

Once students are familiar with the poem, divide them into four groups. Assign each group a role: one group works at a movie theater, one group portrays the actors in the movie, one group is the audience, and one group acts as the narrator. Divide the poem into the three roles: lines 1–3 are for the group that works in the theater, line 4 is for the movie actors, and lines 5–7 are for the audience. Let each group rehearse its part. You may wish to remind the audience group that the scream should be short and sudden. Then let the narrators read the poem line by line while the groups act out the poem. You may wish to have students change roles and perform the poem again.

**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Show how you laugh loudly. Show an applauding audience.

**Early Production/Speech Emergent**

**ASK** In the poem, how does the audience laugh? What does the audience do at the end? Name a favorite movie. Why did you like it?

**Intermediate/Advanced**

**SAY** Describe a scene from your favorite movie.
Get Set to Read

Movie Monsters, pages 308–309

SAY We have talked about movies. Now let’s look at Anthology pages 308–309. Read the title and the first paragraph with me. What are movie monsters? What kind of creatures are they? Read the second paragraph with students.

ASK How can people defeat a monster?

Dogzilla

Segment 1, pages 310–321

Lead students on a picture walk, using these prompts.

Page 311: Look at the pictures. Is Dogzilla a big dog? How can you tell?
Pages 312–313: Do the mice look busy? What are they doing? Do they need anyone else to help them? How do you know?
Pages 314–315: What do you see floating across the city? What do you think made this happen?
Pages 318–319: What is happening in the picture on these pages? Do you think the mice will harm Dogzilla? Explain your answer.
Pages 320–321: What do you think Dogzilla is doing? Why is Dogzilla acting this way?

Plural of Nouns Ending in -f or -fe

Review words that form the plural by adding -s or -es and changing y to i. Write on the board the following sentences: The wolf is a beautiful animal. A wolf often has a long life. Then write: Wolves are beautiful animals. They often have long lives. Ask students what they notice about the plurals of wolf and life. Point out that words that end in -f and -fe both end in -ves in the plural.

Show students sentences on the board with leaf and wife. Have students say the words with you. Listen for correct pronunciation of the f and v sounds. Make sure students know the meaning of both words. Use colored chalk to underline the changes. Write the -ves ending in a different color to make the change as visual as possible. Work with other examples such as: calf, loaf, knife. Have students go to the board and make the changes using colored chalk. Ask students to explain the rule they are applying.
Pets

Read the first two sentences on Anthology page 311: The stars of Dogzilla are the author’s pets. No harm came to any of the animals during the making of this book.

SAY Look at the pictures on page 311. What pets does the author have? What other kinds of pets do you know about?

Write the types of pets students mention in a chart similar to the one below. Add a column for each kind of pet as it is named.

<table>
<thead>
<tr>
<th>Favorite Pets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mice</td>
</tr>
<tr>
<td>Caleb</td>
</tr>
<tr>
<td>Victor</td>
</tr>
</tbody>
</table>

Add to the Chart Call on each student. ASK What is your favorite pet? Choose one from the chart. As students respond, have them write their names in the appropriate column of the chart. As names are recorded, give students sentences similar to the following. SAY Mice are Caleb’s favorite pets. Cats are Felipe’s favorite pets.

### LANGUAGE DEVELOPMENT 20–25 MINUTES

**Favorite Pets**

- **Mice**
  - Caleb
  - Victor
  - Blanca

- **Dogs**
  - Ashlyn
  - Enadia

- **Cats**
  - Felipe
  - Enadia

- **Fish**
  - Chiu-Tung

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

ASK What is your favorite kind of pet?

**Early Production/Speech Emergent**

ASK What kind of pet is Ashlyn’s favorite? How many people like fish best? Do more people like dogs or mice? How do you know?

**Intermediate/Advanced**

With students, write a summary of the information in the chart, similar to the following: Today we talked about pets. In our class, one student likes mice. More students like dogs than cats.
Dogzilla
Segment 2, pages 322–329

Lead students on a picture walk, using these prompts.

Pages 322–323: Why do you think the mice are having a meeting? Look at the diagram of Dogzilla on page 323. Describe Dogzilla, using the diagram.

Pages 324–325: What is the mouse on top of the fire truck doing? Why? What is on the bottom of the helicopters? What are the helicopter pilots doing?

Pages 326–327: Why do you think the mice on page 326 might be happy? What are they doing?

Page 328: Whose puppies are in this picture? What do you think they will do?

Possessive Nouns

Collect different objects from students’ desks, making sure the class sees what you are picking up from each person. Put everything on your desk. Ask Whose pencil case is this? Tell the owners not to respond. Continue asking, emphasizing the ‘s in the answer. Say That’s right! This is Peter’s notebook! After a few oral examples, start writing their answers. Ask What do you notice about the names of the students who own these items? Be sure students notice the ‘s. Explain that the ‘s means “property of.” Say and write the word apostrophe and have students say it with you. Make sure students understand where the apostrophe is placed and how it is made. Show students how to form the possessive of plural nouns by adding the apostrophe after the plural s. Then have them write several examples.
**Bath Words**

Read the first two paragraphs on Anthology page 324: "All right, Dogzilla," shouted the Big Cheese, "no more Mister Mice Guy—it’s BATHTIME!"

Suddenly, a blast of warm, sudsy water hit Dogzilla with tremendous force.

**SAY** Today we are going to talk about taking a bath. In the story, the mice scared Dogzilla into going home by giving him a bath. What words do you know that tell about taking a bath? Have students describe what they know about taking a bath. As students say words that are used to describe taking a bath, list them on the board. Possible words include soap, shampoo, bubbles, water, bathtub, shower, washcloth, sponge.

**Be an Artist** Give each pair of students a large sheet of drawing paper and colored markers. **SAY** Draw a picture of a dog having a bath. Use the words on the board to help you decide what to put in your picture. Then draw lines and label your picture using the words on the board.

After students complete their pictures, display them and let individual pairs of students describe their picture. Encourage them to use the words in their picture labels.
Using Context

Explain that instead of using a dictionary to learn the new meanings, students will use another way. Say Instead of using a dictionary, we will use context to figure out the meaning. Write the word context, and have students say it with you.

Write some sentences with clear clues, for example, Laura was so excited that she started jumping up and down and laughing out loud. Underline the word excited. Say What do you think excited means? To help us, let’s look at some of the other words in the sentence. Underline the words jumping and laughing.

Ask Do you think Laura is happy or sad? How do you know? Say That’s right, the words jumping and laughing tell us that Laura is happy. The context tells us that excited relates to being happy. Continue with additional examples.

Skill Objective
Students deduce word meaning from context.

Academic Language
- meaning
- context clue
- definition

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Use context clues in pictures to help students figure out the meaning of words. For example, show them a summer scene. Say It is very hot in this place. How do I know it’s hot? What in the picture helps me understand that it is hot?

Early Production/Speech Emergent
Have students match pictures with words and explain what clues in the picture helped them figure out the meaning. For example, show a picture of a birthday party, and display the word happy to go with it.

Intermediate/Advanced
On the board, write sentences from Dogzilla. Underline one word, and have students work in pairs to find context clues. Have students use think alouds to model how they use context clues to figure out meaning. Model with as many examples as needed.

Leveled Reader
Incredible Stories
Robocat Stops Crime!
by Andrew Clements
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
SIZE WORDS

Read the first paragraph on Anthology page 320: *The colossal canine followed the soldiers back to Mousopolis, licking up all of the food in her path.*

Direct students’ attention to the picture on page 320. SAY What do you think the word canine means? What size is the dog in the picture? What size are the mice? What words do you know that mean big?

Write student responses in a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Big</th>
<th>Small</th>
</tr>
</thead>
<tbody>
<tr>
<td>colossal</td>
<td>little</td>
</tr>
<tr>
<td>large</td>
<td>tiny</td>
</tr>
<tr>
<td>huge</td>
<td></td>
</tr>
</tbody>
</table>

ASK What words do you know that mean small? Write student responses in the chart.

Speaks Out
Display the Favorite Pets chart from Day 2. Have students identify which pets would be described by the size words in the chart. As words are identified, have students say sentences such as, *Mice are little. Some kinds of dogs are big. Some kinds of dogs are small.*

Multi-Level Response

### BEGINNING/PREPRODUCTION

**SAY** What is a word that means big?

### EARLY PRODUCTION/SPEECH EMERGENT

**ASK** What is another word for big? What is another word for small? How would you describe the size of a pet fish?

### INTERMEDIATE/ADVANCED

**ASK** How would you rank the pets in the Favorite Pets chart by size? Use a dictionary or a thesaurus to find other words to add to the Big/Small chart.
Selection Review

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

- **Restate:** Cook-Off
  - cookout, barbecue, picnic

- **Explain:** an expert
  - someone who knows how to do something very well

- **Model:** in a hurry
  - Demonstrate doing something in a hurry by walking quickly around the room or passing out paper quickly.

**Comprehension Questions for the Anthology Selection**

1. Look at the illustration on Anthology pages 316–317. Where did Dogzilla come from? What is the yellow light on page 317? (a volcano; lightning)
2. What is the difference between fantasy and realism? Which one of these is the story of Dogzilla? Give some examples. (Fantasy can’t happen in real life, but it often has realistic details that make it seem believable. Fantasy. Answers may vary. Suggested answers: Dogzilla is a giant dog. The mice act like people.)
3. What monster would you choose if you were writing a story like Dogzilla? (Answers will vary.)

**Possessive Nouns**

**Matching Game** Make two sets of cards; set A has sentences and set B has possessive nouns. For example: *Card A:* That student has two cats. *Card B:* the student’s cat
*Card A:* The two students have two cats. *Card B:* the students’ cats

Have students work in pairs to match the cards correctly.
Barbecue Events

Read with students the second paragraph on Anthology page 326: Within a year, Mousopolis had rebuilt itself... just in time for the Second Annual Barbecue Cook-Off. The mice of Mousopolis fired up their grills, confident that they would never see or hear from Dogzilla again.

Today we are going to talk about having a barbecue. Look at the picture on page 326. What are the mice doing at their barbecue? Have you ever been to a barbecue? What kinds of food would you serve at a barbecue?

List foods students name on the board. Then pick one kind of food and have a student write it in the center circle of a word web. Ask What do you need to go with hamburger?

Continue with different words from the list. Then have some students complete the sentence: I like ___ with my ___. For example, they might say, I like lettuce and mustard with my hamburger.
**Voice in a Journal**

**Explain** to students that the term *voice* refers to the way they use words to show their own ideas and feelings. Tell students that when they write in their journals, they should write informally as if they were talking to their best friend.

**Point out** a particular picture in *Dogzilla*. *Ask: How do you feel when you look at this picture?* Discuss students’ reactions. Then have them write two or three sentences about the picture as if it were in their journal. Have them share their writing in pairs. *Ask: Does your partner’s writing sound as if he or she is talking to you?*

**Language Experience Activity** With students, write a journal entry on chart paper. Display a magazine photo that will encourage strong feelings from students. Help them choose informal language to express their ideas. At the end of the writing activity, have students read the sentences chorally using the appropriate intonation. Tell them that they have written in the voice of their class.

**Skill Objective**

Students practice using voice in journal writing.

**Academic Language**

- *voice*
- *journal entry*

**Materials**

- pictures from magazines

Have students write a short journal entry that says what they would do if they met a giant dog such as *Dogzilla*.

**Beginning/Preproduction**

Have students write a short journal entry that says what they would do if they met a giant dog such as *Dogzilla*.

**Early Production/Speech Emergent**

*Ask: Which of these two sentences has the right voice for a journal?* *Dogzilla* seems to be a very strange animal, or *Dogzilla* is way cool.

**Intermediate/Advanced**

Have students write a journal entry about a favorite story or movie.
Types of Stories

**Today we are going to talk about different types of stories. What different types of stories do you know about? List student responses on the board.**

**Display a variety of storybooks that include mysteries, folktales, and fairy tales. Display the poem “What Book Would You Like?” Read the poem aloud and have students repeat each line after you. Make sure the three types of stories mentioned in the poem are included in your book display.**

**Have some students come up one at a time and select a book. Help them identify what type of story it is. Write the title and story characteristics in a chart similar to the one below.**

<table>
<thead>
<tr>
<th>Type of Story</th>
<th>Title</th>
<th>How We Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Folktale</td>
<td>The Ballad of Mulan</td>
<td>Set in the past. From a specific culture or country. Story with a difficult problem.</td>
</tr>
<tr>
<td>Fairy tale</td>
<td>Cinderella</td>
<td>Usually set in the past. Main character does good deeds. Main character defeats evil.</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY:** Look at the books in our classroom. Point to a mystery; a fairy tale.

**Early Production/Speech Emergent**

**ASK:** What type of story is The Ballad of Mulan? How can you tell?

**Intermediate/Advanced**

**SAY:** Think about the last story you read. What type of story was it? How do you know?
Get Set to Read

A Mysterious Statue, pages 336–337

**SAY** We have talked about different types of stories. Now let’s look at Anthology pages 336–337. Read the title and the first paragraph with me. When did the statue come to Barletta? Where did it come from? How did the people feel about it? Read the second paragraph with students. **ASK** Is Barletta a real place? How do you know? Is the statue real? How do you know?

The Mysterious Giant of Barletta

Segment 1, pages 338–347

Lead students on a picture walk, using these prompts.

**Pages 340–341:** The woman on page 340 is Zia Concetta. Describe her. Describe the statue on page 341.

**Pages 342–343:** Do the children and the adults in the picture seem to like the statue? How can you tell? Do the birds and the cat like him? How can you tell?

**Page 347:** Compare the size of Zia Concetta and the giant. How do you think the giant was able to get off his pedestal?

Word Endings -er and -est

**Show** three objects of different sizes, such as three books. Hold them up, one at a time, from small to smallest. **SAY** This book is small. This book is smaller than that one. This book is the smallest one. Write the sentences on the board, underlining small, smaller, smallest. Elicit from students how many they compared when they used smaller and how many when they used smallest. Explain that -er compares two and -est compares more than two.

**Display** pictures of objects and animals to introduce big, strong, long. Practice adding -er and -est to these adjectives. Have students say sentences about objects, animals, and people. Write their sentences on the board, and explain how they can add -er and -est to short, one-syllable adjectives to compare persons, places, and things. Make a chart of three columns, and use color markers to add the suffix to these adjectives. Post the chart. Point out the double consonant on words such as bigger, biggest.
Vocabulary
- square, street, house, church, statue, fountain, market, store, school

Materials
- Anthology
- paper for murals
- Picture-Word Cards
  - fountain, stores, town square
  (See Master ELL 3–6.)

Beginning/Preproduction
See Master ELL 3–4.
Display the poem and read it with students. Have students copy the following words on index cards: mystery, folk tale, fairy tale. Display story books for each type on a table. Give directions to individual students. Say: Point to the word mystery in the poem. Match it to the mystery book on the table. Continue with each of the words. Ask: How many books are on the table? How many can the person in the poem choose?

Things in a Town
Read with students the last two sentences on Anthology page 341: She lived right across the square from the giant statue. “Every day, every night, for my whole lifetime, I’ve looked out the window and there he is,” she would say.

SAY Today we are going to talk about things you see in a town. What kinds of things were in the town of Barletta? List student responses on the board. ASK What other kinds of things do you see in a town? Add student responses to the board. Be sure to include words such as square, streets, houses, churches, statues, fountain, market, stores, and schools.

Make a Mural
Divide the class into two groups. Tell students that each group is going to design its own town, using things from the list on the board. Have each group create a mural of its town. Tell students to label their towns using the words from the list on the board.

MULTI-LEVEL RESPONSE
Beginning/Preproduction
SAY Name one thing you see in a town.

Early Production/Speech Emergent
ASK Does the town in your mural have a town square? What is in the town square? If you lived in the town in your mural, how would you get to the market?

Intermediate/Advanced
ASK What part of Barletta would you like to live in? Why? How is this town alike and different from our community?
The Mysterious Giant of Barletta
Segment 2, pages 348–355

Lead students on a picture walk, using these prompts.

Pages 348–349: What do you think Zia Concetta is doing? Why is she doing this? What does she hand the giant on page 349? Why does she do this?

Pages 349–351: Is the giant really crying? What do you think is causing his tears? Why is the soldier pointing at the giant?

Pages 352–353: What is happening to the soldiers’ hats? What is the cause? What are the soldiers doing on page 353?

Pages 354–355: What is Zia Concetta doing? Why is the giant’s eye closed? Do you think Zia Concetta and the giant are happy? How can you tell?

What Is a Verb?

Focus on physical actions first to review what a verb is. Write on the board several sentences such as the following: The giant talks. The giant cries. Explain that most verbs are words that show action. Ask What action is in the first sentence? in the second? Circle the verbs. Review or introduce other action verbs. Have students demonstrate the verbs. Write these sentences and similar ones on the board: The giant is a statue. Zia Concetta was with him. Elicit the verbs from students. Then circle the verbs. Point out that some verbs do not show action, but show that something is or exists.

Skill Objective

Students identify action verbs and verbs of being or existence.

Academic Language

• action verb
• verb that shows being or existence

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Have students look at the picture on Anthology page 349. Say Give me a sentence with an action verb that tells me about Zia Concetta.

Early Production/Speech Emergent

Have students pantomime actions. Write sentences describing what they are doing. Then have students take turns reading the sentences and underlining the verb.

Intermediate/Advanced

Read a paragraph from the selection. Assign partners parts of the selection and have them identify verbs and record them on a two-column chart for action or existence.
Vegetables

Read the first paragraph of Anthology page 349: Someone quickly brought an onion. "Now, hide!" shouted Zia Concetta, and everyone scurried off.

Have students point to the onion in the picture. Use the Picture-Word Cards or have students look through magazines and grocery ads to find pictures of vegetables. Display and label the pictures.

**SAY** What vegetables did we find? Write the types of vegetables students mention in a chart like the one shown. Add a column for each kind of vegetable named.

Our Favorite Vegetables

<table>
<thead>
<tr>
<th></th>
<th>Onions</th>
<th>Corns</th>
<th>Peas</th>
<th>Carrots</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jack</td>
<td>Alyssa</td>
<td>Yin</td>
<td>Kareem</td>
<td>Malik</td>
</tr>
<tr>
<td>Clara</td>
<td>Fernando</td>
<td></td>
<td>Alfonso</td>
<td></td>
</tr>
</tbody>
</table>

**Chart Your Favorite**

**ASK** What is your favorite vegetable? Choose one from the chart. As students respond, have them record their names in the appropriate column of the chart. Give students sentences similar to the following ones. **SAY** Kareem likes peas. Malik likes carrots.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Point to your favorite vegetable on the chart.

**Early Production/Speech Emergent**

**ASK** What vegetables do most students like? Do more students like peas or corn?

**Intermediate/Advanced**

Using the tables from this lesson and other favorite foods, have students make lunch menus.
Dictionary: Choosing the Correct Meaning

Write on the board any letter of the alphabet. Then draw a letter that an athlete might wear, and a picture of an envelope that presumably contains a letter. Point to each. SAY, This is a letter. This is a letter. And this is a letter, too. Do the same with words such as square and sign.

Point out that some words have more than one meaning. SAY, When you look up a word in the dictionary, you need to decide its meaning based on the sentence in which it is used.

Write sentences on the board about the three meanings of the word letter or other words that you have written there. Read the sentences aloud, and have students decide which picture you are talking about.

Skill Objective
Students identify and use the correct meaning in a dictionary entry.

Academic Language
• dictionary entry
• definition
• multiple meaning

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Show students picture dictionary pages that show the different meanings of other words. Help students make sentences using those words.

Early Production/Speech Emergent
Give students a list of words that have multiple meanings such as letter, pipe, sign. Help them find the words in a dictionary. Then ask partners to think of sentences using one of the meanings. Have students say the sentences aloud while the rest of the group decides which meaning the student is using.

Intermediate/Advanced
Have students use a dictionary to find words with multiple meanings. Have them work in groups to write sentences using more than one meaning.

Leveled Reader
Incredible Stories
Krakus and the Dragon by Maryann Dobek
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

SELECTION 2: The Mysterious Giant of Barletta DAY 3
Common Phrases

Read with students the sixth paragraph on Anthology page 343: *Then the streets would be empty. Doves would settle on the giant’s bead and shoulders and arms and coo themselves to sleep, and Zia Concetta would open her window and call, “Buona notte, Colosso—good night, Big One.”*

**Ask** What did Zia Concetta say to the statue at bedtime? Review times of day from the chart made for Day 2 of *The Ballad of Mulan.*

**Ask** How do you greet someone in the morning? afternoon? evening?

Complete a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Time of Day</th>
<th>Greetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>Good morning</td>
</tr>
<tr>
<td>afternoon</td>
<td>Good afternoon</td>
</tr>
<tr>
<td>evening</td>
<td>Good evening</td>
</tr>
<tr>
<td>night</td>
<td>Good night</td>
</tr>
</tbody>
</table>

**Make Waves**

Write the times of day on index cards. Shuffle the cards and have a pair of students pick one card. Have them greet one another as if it were that time of day. Encourage students to use pantomime such as waving or shaking hands as part of their greetings.

**Multi-Level Response**

**Beginning/Preproduction**

Have pairs of students shake hands and greet one another.

**Early Production/Speech Emergent**

**Ask** What would you say to greet others in the morning? What would you say as you were going to sleep?

**Intermediate/Advanced**

As a group, have students write a dialogue between two children who meet on the bus on the way to school or on the playground after lunch. Then have two students read the dialogue as a play.
**Selection Review**

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

- **Explain:** a giant statue
  This is a very large statue that is bigger than any real person.

- **Model:** a giant boy crying
  Point out the picture of the giant on page 350. Demonstrate the way the statue is crying.

- **Restate:** spot
  special place

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**Comprehension Questions for the Anthology Selection**

1. **Look at the illustration on Anthology pages 350–351. Is the statue really crying? How do you know?** (no; the onion causes the tears)

2. **Who gave directions to people of Barletta about the onion and about how they should act? List the directions.** (Zia. First, find an onion. Second, stay out of sight. Third, don’t ask any questions.)

3. **Retell the story to a partner. Use the pictures to help you. Tell what happens in the beginning, middle, and end of the story. Then listen as your partner retells the story to you.** (Answers will vary.)

**What Is a Verb?**

**Charades** Divide the class in two groups. Prepare a set of cards with different verbs written on them. Include verbs of physical action and verbs of being. One student from each group takes turns picking up a card and pantomiming the verb for his or her group as the group guesses the verb. The group gets a point for every verb they guess. At the end of the game, groups take the cards they have, and use the verbs in a story.
Inside a House

Read aloud the fifth sentence in the last paragraph on Anthology page 348: Hide under the bed, hide in the closet, hide in the cellar; hide in the attic, but stay out of sight.

SAY: Today we are going to talk about what is inside a house. In the story, Zia Concetta mentioned the closet, the cellar, and the attic in a house. What other parts of a house can you name? Responses might include living room, bedroom, kitchen, bathroom.

Divide students into groups. Assign each group a room or area of a house. Let the group go through old catalogs and advertisements to find pictures of things that would be found in that area or room. Have them glue their pictures onto construction paper to form a collage. Have them label their pictures. Then have each group describe what is found in their area or room by saying such things as, A refrigerator is in the kitchen. A bed is in the bedroom.

Vocabulary
bed, closet, cellar, attic, living room, bedroom, kitchen, bathroom

Materials
• Anthology
• catalogs and advertisements
• scissors
• glue
• construction paper
• Picture-Word Cards closet, cellar, attic (See Master ELL 3–6.)

BEGINNING/PRODUCTION
See Master ELL 3–4.
Display the poem and have students read it chorally. Then distribute to partners the sets of strips from Day 4. Have students arrange their poem strips in order. Then have students take turns saying the poem from memory while their partner prompts them. After students have practiced several times, challenge partners to say the poem from memory together, then individually.

EARLY PRODUCTION/SPEECH EMERGENT
SAY Name one piece of furniture that’s in a bedroom.

INTERMEDIATE/ADVANCED
Have students write sentences describing their house using the information from the collages. For example, I have a couch, a TV, a table, and a chair in my living room.
Commas for Direct Address

**Review** with students the purpose of a thank-you note, which is to let the reader of the letter know that you are grateful for something that he or she has done for you. **SAY** One way to make the reader feel good is to use his or her name in some of the sentences in the letter.

**Model** direct address by calling on students by name and thanking them for something. **SAY** Jenna, thank you for the beautiful plant you sent me. Roberto, I really love the CD you gave me. Write these examples on the board. Ask students to describe what they see at the beginning of each sentence. Call their attention to the comma after the name.

**Explain** that the names of the people are in direct address. Tell students that the name can come at the beginning, the middle, or the end of a sentence. Give examples, such as Thank you, Jenna, for the plant. I love the CD you gave me, Roberto. Point out the position of the comma in these sentences.

**Language Experience Activity** As a class, write a thank-you note for somebody in the school. Use a real situation, such as thanking the principal for visiting the class, or another class for reading to them. Discuss the use of a comma after the name of the person. Have each student sign the card.

**Skill Objective**
Students identify and use commas in direct address and write a thank-you note.

**Academic Language**
- direct address
- comma

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Have students design and write a thank-you card to a real or imagined friend or relative. Have them illustrate the front of the card.

**Early Production/Speech Emergent**
Have students write a thank-you note or a birthday card to someone. Have them design the card and help them write several sample texts on the board. Discuss the situations in which you would use each kind of text, and point out the punctuation used, especially the comma after the name of the addressee.

**Intermediate/Advanced**
Have students write thank-you notes to somebody in the class or the school. Have them choose another student to proofread their cards.
Today we are going to talk about farm animals. What do you know about farm animals?

Have students name animals that live on a farm. List their responses on the board. Be sure they include pig, cow, chicken, and duck. Have students mimic each animal by making the animal’s noise.

Display “Farm Animals” on chart paper substituting cow and “Moo,” chicken and “Cluck,” and duck and “Quack” in the next three verses.

Let’s sing a fun song about animals on the farm. Sing the song through to the tune of “If You’re Happy and You Know It,” having students join in as soon as they pick up the pattern.

Once students are familiar with the song, divide them into four groups and assign each group one verse from the song. Have them illustrate their animal in a farm setting. Display the Picture-Word Cards of a pig, a cow, a chicken, and a duck. Then have the groups hold up their pictures as they sing their verse. You may wish to make up additional verses about other farm animals.

Once students are familiar with the song, divide them into four groups and assign each group one verse from the song. Have them illustrate their animal in a farm setting. Display the Picture-Word Cards of a pig, a cow, a chicken, and a duck. Then have the groups hold up their pictures as they sing their verse. You may wish to make up additional verses about other farm animals.
Get Set to Read

Working on the Farm, pages 362–363

SAY We have talked about farm animals. Now let’s look at Anthology pages 362–363. Read the title and the first two sentences with me. What do people do on a farm? What do you call the work that people do on a farm?

Raising Dragons

Segment 1, pages 364–375

Lead students on a picture walk, using these prompts.

Pages 366–367: Do you think the girl on page 367 lives on a farm? How do you know? Do you think she is happy? How can you tell?

Pages 368–369: What do you think the farmer is looking at on page 368? What do you think is inside the thing he is looking at? What do you think the little girl is doing on page 369?

Page 370: What do you think the girl is carrying? Where did it come from?

Pages 372–373: What is the little girl doing? What are the animals doing on page 372? Is the dragon happy? Why or why not?

Pages 372–373: What is happening in this picture?

Suffixes -y and -ly

Write the following sentence on the board: The dragon worked quickly.

ASK Can you tell me how the dragon worked? How did he work? Call students’ attention to the word quickly and its ending -ly. Underline the ending -ly.

SAY The ending -ly means “in a certain way.” Write quickly = in a quick way.

SAY The suffix -ly means “in a certain way,” so quickly means “in a quick way.” Let’s see if you can figure out the meaning of some other words. Do the same with words such as happily, loudly, noisily, quietly, angrily, proudly.

Write the following sentence on the board: The dragon worked even on a rainy day. SAY Tell me on what kind of a day the dragon worked. Call students’ attention to the word rainy and its ending -y. Underline the ending -y.

SAY The ending -y means “full of.” Write rainy = full of rain. SAY The suffix -y means “full of,” so rainy means “full of rain.” Let’s see if you can figure out the meaning of some other words. Do the same with words such as noisy, snowy, healthy, hairy. Act out or show pictures illustrating the meaning of the words.
Baby Animals

Read with students the second paragraph on Anthology page 371: *There in the corner of the cave, where I'd left it, was the egg. And pushing its way out, like I've seen so many baby chicks do, was a tiny dragon poking through that shell with its snout.*

**Ask** What do you call a baby chicken? List the farm animals from Day 1 in a chart like the one shown.

<table>
<thead>
<tr>
<th>Farm Animal</th>
<th>Baby</th>
</tr>
</thead>
<tbody>
<tr>
<td>chicken</td>
<td>chick</td>
</tr>
<tr>
<td>pig</td>
<td>piglet</td>
</tr>
<tr>
<td>cow</td>
<td>calf</td>
</tr>
<tr>
<td>duck</td>
<td>duckling</td>
</tr>
</tbody>
</table>

**Ask** What is a baby pig called? What is a baby cow called? Continue with each animal.

**Match Animals** Assign each student one animal from the chart. Have students draw and color a picture of their assigned animal. Have them label their pictures. Then have each child who drew a grown-up animal find the student who drew a picture of the baby. Have students write and say one sentence about their pictures, such as *A chick is a baby chicken. A lamb is a baby sheep.*
LITERATURE FOCUS 10–20 MINUTES

Raising Dragons
Segment 2, pages 376–387

Lead students on a picture walk, using these prompts.

Pages 376–377: What is Ma carrying on page 376? How big is the dragon?
Page 379: What are Ma and Pa and the little girl catching in their baskets?
Pages 380–381: What is the little girl showing to Hank the dragon? Do you know why she is doing this? Explain.
Pages 382–383: Are there other dragons besides Hank? How can you tell?
Pages 384–385: Do you think the little girl is sad? Why do you think so?
Pages 386–387: What is the little girl holding? What do you think is in it?

PRESENT TIME

Write on the board sentences, such as The dragon works on the farm. The girl’s parents work every day. Ask students to look at the subjects and the predicates in each sentence. Ask a student to circle the subjects and draw a line under the predicates. Point out that when the subject is singular, the verb ends in s, and when the subject is plural, the verb doesn’t. Point to the examples to illustrate what you are saying. SAY If a verb ends with s, sh, ch, or x, add es with a singular subject. If a verb ends with a consonant and y, change the y to i before adding es.

SKILL FOCUS: GRAMMAR 15–20 MINUTES

MULTI-LEVEL PRACTICE

BEGINNING/PREPRODUCTION

SAY Look at Anthology page 373. What does the girl do at night? Look at Anthology page 376. What does the mother grow? Write the answers on the board. Have students circle the verbs.

EARLY PRODUCTION/SPEECH EMERGENT

Do shared writing, using sentences from the story. Omit the verb and arrange the sentences so that they summarize the story. Encourage students to provide a verb.

INTERMEDIATE/ADVANCED

Have students write a paragraph telling their favorite part of Raising Dragons. Have them write in present time.

SKILL OBJECTIVE

Students form and identify verbs in the present time.

ACADEMIC LANGUAGE

• verb
• present time

LANGUAGE TRANSFER SUPPORT

Chinese, Thai, and Vietnamese have no tense inflections, so students may tend to omit any kind of inflections at the end of the verb, including the s in the present. Help students to understand and use the correct forms.
Farm Work

Read sentences two through four of the first paragraph from Anthology page 376: One morning with Samson, our mule, hitched for work, Pa set out to plow the fields. But all the work had been done. The ground was turned over and seeds had all been sown.

Today we will talk about work on a farm. The two main jobs to do on a farm are to care for the animals and to grow plants. What do you know about caring for the farm animals we sang about in Day 1? Lead students to brainstorm a list of tasks about taking care of farm animals such as, feed them and give them water.

As a group, create a schedule similar to the one shown.

**Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>6:00</td>
<td>feed and water cows</td>
</tr>
<tr>
<td>7:00</td>
<td>milk cows</td>
</tr>
<tr>
<td>10:00</td>
<td>let cows out to graze</td>
</tr>
<tr>
<td>11:00</td>
<td>clean out pens</td>
</tr>
<tr>
<td>3:00</td>
<td>get cows back in barn</td>
</tr>
<tr>
<td>4:00</td>
<td>feed and water cows</td>
</tr>
<tr>
<td>7:00</td>
<td>milk cows</td>
</tr>
</tbody>
</table>

**Brainstorming Session**

Ask: What kind of work does a farmer do to grow plants? Lead students in a brainstorming activity. Responses should include turning over the soil, planting seeds, watering, weeding, picking. Let students share their own experiences with gardening.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*Say* Look at the chart. What might a farmer do at seven in the morning?

**Early Production/ Speech Emergent**

*Say* Name some tasks a farmer does in a day.

**Intermediate/ Advanced**

Have students make a comic strip with captions showing the steps a farmer goes through to grow crops or take care of animals.
Dictionary: Pronunciation Key

Write on the board several words, such as letter, farm, sown, and plane. Have students look for these words in a dictionary. Using letter as an example, have them find the place where the pronunciation is given. Explain that the symbols in parentheses show how letter is pronounced. Show students the page in the front of the dictionary that explains all of the symbols. Concentrate on one vowel sound at a time. Within each group, show students several examples in the pronunciation key of words that have the same sound. Explain the symbol above the vowel each time. Show how they can compare words that have the same symbol to find out how to pronounce a new word.

Skill Objective
Students read and understand the symbols in the Pronunciation Key of a dictionary.

Academic Language
- pronunciation key
- pronunciation symbol

Language Transfer Support
English language learners whose first language uses a different alphabet may have difficulty understanding the purpose of these pronunciation symbols. Explain to students that the symbols in the pronunciation key show how a word is pronounced, but the symbols are not used in writing. Stress the fact that a Pronunciation Key is important because English has many different ways of writing the same sound.

Leveled Reader
Incredible Stories
Pick a Pumpkin by Maxine Effenson Chuck
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write the following words on the board, and ask students to pronounce them: farm, plant, letter. Then write the dictionary pronunciation from the pronunciation key on the board, so that students can check their own pronunciation.

Early Production/Speech Emergent
Write a sentence such as the following on the board: Hank was very helpful on the farm. Have students take turns pronouncing the words. Then have them look at the pronunciation key in a dictionary to check their own pronunciation.

Intermediate/Advanced
Write several words on the board, such as pen, barn, animal, plow. Have students work in pairs to look the words up in a dictionary, checking the pronunciation key. Then have them write the words and pronounce them again with the group.
Snack Foods

Read with students the first sentence of paragraph four on page 378: Hank was making popcorn.

SAY Today we are going to talk about snack foods, which are also called snacks. What snack food did Hank make? Have you ever had popcorn? What snack foods do you like?

If possible, bring or pop popcorn for students to try. Explain that snack foods are usually eaten between meals. Display the Picture–Word Cards.

Write the snacks students name in a chart like the one shown. Add a column for each kind of snack food as it is named. Encourage students to name healthful snacks.

<table>
<thead>
<tr>
<th>Favorite Snack Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popcorn</td>
</tr>
<tr>
<td>Joaquin</td>
</tr>
<tr>
<td>Analisa</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Snack Chart Have each student record his or her name in the appropriate column of the chart. As names are recorded reply with sentences such as these: SAY Joaquín likes popcorn. Mauro likes cookies.

LANGUAGE DEVELOPMENT 20–25 MINUTES

BEGINNING/PREPRODUCTION

Ask: Do you know other animals that live on a farm? Name some. Have students describe other animals they know. List their responses on self-sticking notes. As a group, decide what noise that animal makes. Write these on self-sticking notes. Use the notes to change the song lyrics on a copy of the song. Sing each new verse with the group.

BEGINNING/ PREPRODUCTION

See Master ELL 3–7.

Ask: Do you know other animals that live on a farm? Name some. Have students describe other animals they know. List their responses on self-sticking notes. As a group, decide what noise that animal makes. Write these on self-sticking notes. Use the notes to change the song lyrics on a copy of the song. Sing each new verse with the group.

VEGETARIAN

Ask: Do you know other animals that live on a farm? Name some. Have students describe other animals they know. List their responses on self-sticking notes. As a group, decide what noise that animal makes. Write these on self-sticking notes. Use the notes to change the song lyrics on a copy of the song. Sing each new verse with the group.
Summary and suggested strategies to support student comprehension.

**Restate:**
- raised food and animals
  - grew vegetables and took care of the farm animals

**Model:**
- He plowed.
  - Demonstrate a farmer plowing, then Hank plowing.

**Explain:**
- heat wave
  - a time when the weather is very hot for many days

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### Comprehension Questions for the Anthology Selection

1. Reread Anthology page 374 and look at the picture on page 375. Is the little girl afraid of the dark? Was she ever afraid of the dark? Why do you think she changed? (no; yes; because she is protected by Hank)

2. At the end of the story, the girl has many dragon eggs. What does this tell you (or what conclusions can you draw from this)? (There will soon be baby dragons.)

3. Do you think it would be fun to have a dragon for a friend? Why or why not? (Answers will vary.)

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### Present Time

**Time Game** Brainstorm with students their favorite part of *Raising Dragons* or another story. Form two teams. Have each team write one paragraph about the story. Tell them they must write in present time. Have some members of each team write single sentences from their paragraph on strips of paper, leaving a blank for the verb. Have other members write the verbs that were omitted on strips of paper. Have the teams exchange sentence strips and verb strips. The first team that successfully puts the sentences together is the winner.
Games

Read with students the last two sentences of the first paragraph on Anthology page 383: Hank felt right at home. When I saw Hank playing run-and-fly-and-chase, I knew he had found the perfect place to be. **Ask** What game was Hank playing? What games do you like to play?

Have students name, describe, or demonstrate games they like to play. List their responses on the board.

Make a calendar. With students, choose two games from the list. Record the choices on the calendar so that you have a game to play for some or all of the days of the week. Your calendar might look like the one shown.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>hide and seek</td>
<td>kickball</td>
<td>tag</td>
<td>kickball</td>
<td></td>
</tr>
<tr>
<td>Lodi</td>
<td>Dao</td>
<td>Pilar</td>
<td>Lupe</td>
<td></td>
</tr>
</tbody>
</table>

**Play the Game**

Assign a student to be the game leader each day. That student will get equipment and help organize the players. When it is time for outdoor play, consult the calendar to see who is the leader and what the game will be.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**Ask** What game does Lodi want to play on Monday?

**Early Production/Speech Emergent**

**Ask** On what days will we play kickball? Describe your favorite game.

**Intermediate/Advanced**

**Ask** On what days are you assigned to be game leader? What will you do on your day? How would you divide the group to play kickball?
Using Commas with Introductory Phrases

Discuss the purpose of an opinion paragraph, which is to tell the reader what the writer knows about a topic. Point out that writers often need to list reasons for having an opinion. When they list these reasons, they need introductory phrases.

Write on the board some examples based on an opinion about Raising Dragons. Say First, I like the story because it is funny. Next, I like it because it’s about an imaginary character. Have students point out the introductory phrases. Show them that each one is followed by a comma. Make a list of introductory phrases on the board, such as first, second, first of all, in addition, next, finally.

Language Experience Activity Choose pictures from the Anthology selection for students to look at. Have individual students describe what is happening in the story, based on the pictures. Have them use introductory phrases when they describe. Prompt students with questions. Ask What happened first? What happened next? Write the summary on chart paper, using color markers for the introductory phrases.

Skill Objective
Students use commas correctly with introductory phrases.

Academic Language
• comma
• introductory phrase

Multi-Level Practice

Beginning/Preproduction
Write on the board a skeleton paragraph, with just three introductory phrases written (First, Second, Finally). Show students a sequence of three pictures from the Anthology selection or another story. Discuss the pictures first, and then have students tell the story again. Write the sentences after the introductory words.

Early Production/Speech Emergent
Refer students to the chart with introductory phrases, and have them write an opinion paragraph on a topic of their choosing, using those phrases.

Intermediate/Advanced
Write on the board a paragraph with no introductory phrases. The paragraph can be a description of a process such as how to make a sandwich. Have students work in pairs to decide how they can improve the paragraph by using the introductory phrases listed in the chart. Have them rewrite the paragraph.
Today we are going to talk about gardening. What are some things that grow in a garden? You may wish to display the vegetable chart from Day 3 of *The Mysterious Giant of Barletta* to remind students of vegetables that are grown in gardens. Lead students to name bushes, shrubs, and flowers as well. Display the Picture-Word Cards.

Display the poem “That’s Gardening” and read it aloud, making motions such as digging, planting seeds, watering the seeds, and picking flowers. You may wish to display gardening tools or pictures of a hoe, shovel, seeds, and watering can. Have students identify each item and how it is used. Have students read the poem, doing the motions.

Once students are familiar with the poem, write each line on a sentence strip. Distribute a separate sentence strip to six students. Have them arrange themselves in order, and then have each say his or her line.

**Be a Poem**

Using the list of things grown in gardens, have students use grid paper to design the layout of their own gardens. Then have them describe their gardens, using the grid paper layouts.
Get Set to Read

Unusual Gardens, pages 394–395

**SAY** We have talked about gardens. Now let’s look at Anthology pages 394–395. Read the title and the first two sentences with me. How long have people enjoyed gardens? Why do people sometimes build fences or walls around their gardens? Now read the rest of the first paragraph with me. What might happen when you go into a garden with high stone walls?

**The Garden of Abdul Gasazi**

Segment 1, pages 396–405

Lead students on a picture walk, using these prompts.

**Page 397:** Look at the picture on page 397. Are these real animals? What do you think they are?

**Pages 398–399:** Can you see a dog in this picture? Where is it? What is the boy doing?

**Pages 400–401:** Alan is taking the dog Fritz for a walk. Describe what they are walking on. Describe Alan’s clothing.

**Pages 402–403:** What is happening to Alan? Have you ever seen a dog like Fritz? Describe Fritz.

**Pages 404–405:** Have you ever seen a house like the one on page 404? Describe the house on this page. Look at the picture on page 405. Do you think Alan is polite? How can you tell?

**Prefixes un-, dis-, and non-**

**Write** on the board: *Alan is unhappy when Fritz runs away. Fritz disappears. Is this story nonfiction? Underline unhappy, disappears, nonfiction. **ASK** What do these words mean? Can you see a base word in each of them? Have students underline the base words and circle the prefixes. **Point out** the prefixes un-, dis-, and non-. Tell students that these suffixes all mean “not” or “the opposite of.” **Write** on the board true, happy, fair, like, appear, cover, sense. Using a colored marker or chalk, add the correct prefix before the word and write the new meaning: unhappy = not happy. Have students add prefixes to the other words.

Discuss the meaning of each word. When possible, have the students act out or add a visual to go with the two words.
Things You See on a Walk

Read with students the second, third, and fourth sentences on Anthology page 400: The bad-mannered dog was ready for his afternoon walk. Alan fastened Fritz’s leash and the dog dragged him out of the house. Walking along, they discovered a small white bridge at the side of the road.

**SAY** Today we are going to talk about things you might see on a walk. What did Alan see when he took Fritz on a walk? What might you see on a walk in this neighborhood (or on these school grounds)?

List student responses. Lead them to answers like sidewalk, fence, sign, crosswalk. Then take students for a walk in the neighborhood or on the school grounds. Give each student several index cards to carry on the walk.

**SAY** As we walk, look around you. When you see something that most people see when taking a walk, write it on an index card. Help students with pronunciation and spelling.

When you return to the class, collect the index cards. Have students make a map of the path you took by placing the cards in the order in which you saw things.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

**ASK** What was one thing you saw on the walk?

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** If you were walking a dog in this neighborhood, where do you think he would run to? What would happen then?

**INTERMEDIATE/ADVANCED**

**ASK** How is where we walked different from where Alan and Fritz walked? Where would you rather walk, around our school or in Mr. Gasazi’s garden? Why?
The Garden of Abdul Gasazi

Segment 2, pages 406–413

Lead students on a picture walk, using these prompts.

Pages 406–407: Why are there so many ducks in Mr. Gasazi’s garden?
Page 409: What does the duck have in its mouth? Does Alan look worried? Why or why not?
Pages 410–411: Do you think Alan is happy in this picture? Why or why not?
Pages 412–413: Where did the hat come from? Do you think Fritz really became a duck? Why do you think so?

Past Time and Future Time

Show a calendar to establish the idea of yesterday. Talk about what day it is today and what day it was yesterday. Tell students they are going to talk about things they did yesterday. ASK: Who watched TV last night? Who talked on the phone? Write students’ answers on the board, such as Roberto climbed a tree yesterday. Explain that you added the ending -ed to the verb climb because you are talking about yesterday. Do the same with other verbs. As irregular verbs come up, say that these also describe the past even though they look different. Follow the same procedure to talk about future time. Be sure that students understand that the future refers to tomorrow or some other time that hasn’t yet occurred. Point out the helping verb will that goes with future-time verbs.
**Words about Landscapes**

Read with students the first three sentences on Anthology page 404: *Alan started running. In front of him he could see a clearing in the forest. As he came dashing out of the woods he stopped as quickly as if he had run up against a wall.*

Explain and discuss the meaning of landscape, which here means “outdoor scenery that can be seen in a single view.” Ask whether students can explain clearing and woods.

**SAY** We are going to talk about different kinds of landscapes. *Alan saw a forest and the woods. We have seen some different landscapes in the stories we have read.*

Record the kinds of landscapes from *The Garden of Abdul Gasazi* on a chart similar to the one shown. Show students the picture on Anthology page 366, *Raising Dragons*. **SAY** This landscape is a field. Record it on the chart.

<table>
<thead>
<tr>
<th>Landscape</th>
<th>Story</th>
</tr>
</thead>
<tbody>
<tr>
<td>woods</td>
<td><em>The Garden of Abdul Gasazi</em></td>
</tr>
<tr>
<td>forest</td>
<td><em>The Garden of Abdul Gasazi</em></td>
</tr>
<tr>
<td>field</td>
<td><em>Raising Dragons</em></td>
</tr>
</tbody>
</table>

**Beginner/Preproduction**

Recite the poem “That’s Gardening!” with students, doing the motions from Day 1. Then repeat the poem, having students hold up the illustrations they made on Day 2 each time that word is said. Students may wish to exchange pictures and say the poem again.

**Be a Painter**

Have students look through previously read stories for pictures of other types of landscapes. For example, desert in *Dancing Rainbows* and mountains in *Cliff Hanger*. Using pictures from the stories and nonfiction books, have pairs of students paint a picture of a landscape.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What story has a landscape picture of woods?

**Early Production/Speech Emergent**

**ASK** What landscape did you see in *Raising Dragons*? Which landscapes have many trees?

**Intermediate/Advanced**

**SAY** Compare and contrast a desert with a field of corn.
Using a Thesaurus

**Write** on the board a sentence such as *The ducks walked across the lawn.* Point out the word *walked.* **Ask** Can you think of another word that would be more interesting than *walked*? Encourage students to give you some synonyms. Then write this sentence on the board, *The ducks waddled across the lawn.* Demonstrate a duck waddling if students don’t understand the meaning.

**Remind** students that a synonym is a word that has the same or almost the same meaning as another word. Then say the word *thesaurus.* Have students say the word with you. **Explain** that they can use this book to find synonyms for many words. Show students a thesaurus and model using it.

**Skill Objective**
Students use a thesaurus to find words with the right shade of meaning.

**Academic Language**
- thesaurus
- synonym

**Materials**
- thesaurus

**Beginning/Preproduction**
Write on the board words such as *running,* *walking,* *funny,* *pretty.* Have students draw pictures to go with these words. Then have them make a picture thesaurus by pasting their pictures on chart paper and writing the appropriate word under the picture.

**Early Production/Speech Emergent**
Write two sentences on the board, using very general words. Have students point out these words. Have them look in a thesaurus to find more interesting words. Then have several students erase the old words and replace them with the new ones.

**Intermediate/Advanced**
Have students work with partners. Write a paragraph on the board with very general words repeated several times such as *ran,* *nice,* *pretty,* *walked,* *talked.* Have students consult a thesaurus to change the paragraph using different words. Have students share their paragraphs and talk about how they changed.

**Leveled Reader**
**Incredible Stories**
*Saul’s Special Pet* by Philemon Sturges
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Words and Phrases of Greeting

Read with students the last two sentences on Anthology page 405: There, in the shadow of the hallway, stood Gasazi the Great. “Greetings, do come in” was all that he said.

SAY “Greetings” is one way to greet or say hello to someone. What do you say to greet someone? Write students’ responses on the board. Add phrases such as those shown if necessary. SAY These are some words and phrases people often use to greet one another.

Greetings
Hello.  Hi.
Good afternoon.  How are you?  How’s it going?

Have pairs of students walk across the room and greet one another, using the phrases on the board. Have students include gestures of greeting such as waving and shaking hands.

Vocabulary
greetings, hello, hi, How are you? How’s it going?

Materials
• Anthology

IF NEEDED . . .

Beginning/Preproduction
See Master ELL 3–10.
Display “That’s Gardening!” Read it with students. Then underline the words dirt, seed, water, flowers in the poem. Have students make word flashcards of the underlined words. Then cover the underlined words with self-sticking notes. Say: I’m going to read the poem aloud. When I get to a covered word, hold up the flashcard for that word and say it aloud. Repeat the poem twice for students.

Act It Out

Beginning/Preproduction
Have pairs of students greet one another, using appropriate words and gestures.

Early Production/Speech Emergent
Have partners write a short dialogue greeting one another outside of school. (Let them choose the setting.) Have them read their dialogues aloud with expression and gestures.

Intermediate/Advanced
As a group, have students create dialogues that include Alan from the story, such as Alan greeting Miss Hester when he arrives to dog sit, Alan meeting Abdul Gasazi, or Alan meeting Miss Hester to tell her Fritz is gone. Help students with sentence construction and organization, but let students do the telling.
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

- **Restate**: watch her dog Fritz
take care of her dog Fritz

- **Explain**: turned Fritz into a duck
changed Fritz so that he was a duck, not a dog

- **Model**: Alan was very worried.
Show how Alan was worried by having students look at the illustration on Anthology page 409.

Comprehension Questions for the Anthology Selection

1. **Reread Anthology page 406 and look at the picture on pages 406–407.** What does Mr. Gasazi say happens to dogs that he finds in his garden? Do you think he is saying that this has happened to Fritz? **Explain your answer.** (He turns them into ducks. Yes; he shows Alan all the ducks in his garden.)

2. **Name the characters in this story.** What is the setting? What is the plot in the story? (Alan, Miss Hester, Fritz, Abdul Gasazi; a house, a bridge, a garden; Alan takes care of Miss Hester’s dog; Fritz, the dog, runs away.)

3. **Tell about a time when you helped someone.** (Answers will vary.)

Past Time and Future Time

**Chants** Chant *I walked in the park yesterday.* Have students chant back *Yes, you did.* Yes, you did or *No, you didn’t.* No, you didn’t depending on whether the verb and the time word agree. Chant several sentences, both correct and incorrect. Use the same activity with the future tense. Next, ask a question: *Did you walk in the park yesterday?* Yes, *I did.* Yes, *I did.* Will you *watch TV tonight?* *No, I won’t.* No, *I won’t.* Students clap their hands, or follow the rhythm with their arms as they chant. You might also use the activity to review the selection.
Read with students the first two sentences on page 410:

When Miss Hester came to the door Alan blurted out his incredible story. He could barely hold back the tears; then, racing out of the kitchen, dog food on his nose, came Fritz.

**SAY** What do you think “hold back the tears” means? Alan was trying not to cry when he talked with Miss Hester. When you cry, how do you feel?

On the board, write the word **sad** in the center of a web. Write **cry** on one of the spokes. **ASK** What other ways do you show that you are sad? Students may answer with frown, sit quietly. Make a second web with the word **happy** in the center. **ASK** How do you show that you are happy? Have students demonstrate or describe their answers. They may say smile, laugh, jump up and down.

**Show Your Feelings** Write the sentences I feel happy; I feel sad; I feel angry; I feel sorry; I am surprised on sentence strips. Have one student select a strip and read what it says to the class. Students in the class respond by pantomiming that emotion. You may wish to have pairs of students take turns showing a sentence strip and acting it out.

**BEGINNING/PREPRODUCTION**

Give each student a clean individual milk carton or another small container. Have students fill each carton with dirt. **SAY** Find the word dirt in the poem. Have each student dig a small hole in the soil. **SAY** Find the word dig in the poem. Continue with planting seeds and watering the seeds. As a group, recite the poem. Let students care for their plants, practicing their new words as they discuss what happens.

**EARLY PRODUCTION/SPEECH EMERGENT**

**SAY** Show how you look when you are happy. Show how you look when you are sad.

**INTERMEDIATE/ADVANCED**

**SAY** With a partner, write a dialogue that deals with being surprised about something. Then role-play the dialogue with your partner.
Capitalization and Punctuation with Quotations

Point out parts of the selection that have dialogue. For example, point out the dialogue sections on Anthology page 406. Before you read the dialogues aloud, remind students that the characters in the story are talking to one another. While students follow along, read aloud a dialogue such as this one on page 406: “Certainly you may have your little Fritzie. Follow me.” Ask How do you know that someone is talking here? Then call students’ attention to the quotation marks and the capital letters.

Show students other quotations in the selection. Be sure they notice the use of capital letters, and quotation marks as well as the punctuation within or around a quotation. Call on students to read the quotations.

Skill Objective
Students use capital letters and punctuation correctly in quotations.

Academic Language
• quotation marks
• punctuation

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Copy some text from the story on chart paper, without the quotations and punctuation. Read it aloud. Ask students what is missing, and have them put in the quotation marks and correct punctuation using a color marker.

Early Production/Speech Emergent
Have students look at a page in the selection that has an interesting illustration and dialogue; for example, Anthology pages 406–407. Cover the text and discuss the illustration. Have students write what is being said. Remind them to use quotation marks, correct punctuation and capital letters.

Intermediate/Advanced
Have students change a narrative paragraph into dialogue, using the appropriate markers. Give students sentences such as: Alan told Miss Hester that he had lost Fritz. Miss Hester smiled and said that everything would be fine. Have them write and share their dialogues.