ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Voyagers

Selections
1 Across the Wide Dark Sea
2 Yunmi and Halmoni’s Trip
3 Trapped by the Ice!
Directions

**Vocabulary**
directions, North, South, East, West, compass rose

**Materials**
- United States map
- chart paper
- Picture-Word Cards compass rose (See Master ELL 5–3.)

**SAY** Today we are going to talk about directions used on a map. What do you know about the directions on a map? Display a map of the United States. Point out the compass rose on the map. Have students name the letters and what each stands for.

**Display the chant “Look on the Map.”**

**SAY** This chant is about directions on a map. Listen as I read it. Read the chant in the style of a football cheer.

**Have students read the chant and point to the N, S, E, W on the compass rose.**

**Give a Cheer** Once students are familiar with the chant, assign each of four students one direction. As the large group says the chant, have the four students point in the appropriate direction. Have students locate their state on the map. Then have them identify where their state is in relation to Washington, D.C., in relation to the Pacific Ocean, in relation to Mexico.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Look at the compass rose. Point to the north. Point to the south.

**Early Production/Speech Emergent**

**ASK** What does E stand for? If you were in California and went north, what state would you be in?

**Intermediate/Advanced**

**SAY** Describe a trip you could take to visit another state. Use direction words to describe your route.
Get Set to Read

Journey of the Pilgrims, pages 154–155

**SAY** We have talked about directions on a map. Now let’s look at Anthology pages 154–155. Read the title and the first paragraph with me. When did the Pilgrims come to America? Where did they come from? What was the name of their ship? Have students look at the photos on these two pages. **SAY** What is the name of the ship in the photo on page 155? What do you think a replica is? What does II mean after the name of the ship?

Across the Wide Dark Sea

Segment 1, pages 156–165

Lead students on a picture walk, using these prompts.

**Page 158:** Where are the people standing? Why do you think some of them are waving?

**Page 160:** What are the large cloth-like things in the picture? What do you think they are for?

**Page 163:** What do you think is happening to the man in this picture?

**Page 164:** Where are the people in this picture? What are they are doing?

Suffixes –less and –ness

**Write** on the board sentences such as Some of the people on the ship were fearless. When the voyage was ended, they were filled with happiness. Underline the words fearless and happiness. Ask students to tell you what the base words are. **Point out** the suffixes. **SAY** What does fearless mean? What does happiness mean? Write fearless = without fear. Underline the ending -less. **SAY** -less means “without.” Let’s see if you can figure out the meaning of these words. Write on the board sugarless, endless, hopeless.

**Continue** with –ness, explaining that this suffix changes a word from a describing word (an adjective) to a noun. Write on the board The boy is sick. **SAY** The word sick is an adjective. It describes the boy. Then write His sickness is not serious. Talk about sickness being a noun. Do the same with words such as goodness, kindness, silliness.

**Skill Objective**

Students read words with the suffixes –less and –ness.

**Academic Language**

- base word
- suffix

**Language Transfer Support**

In Chinese and Japanese, nouns and adjectives have the same form. In languages such as Spanish, adjectives have both gender and number. If students experience problems, explain the English usage.
Storms

Read with students the first part of paragraph 6 on Anthology page 161:

*Then the storm broke. Wind howled and waves crashed. The ship shuddered as it rose and fell in seas as high as mountains.*

**SAY** Today we are going to talk about storms. A storm is a heavy fall of rain, snow, or sleet. It has strong winds and is often loud. What do you know about stormy weather? Elicit from students that a storm consists of clouds, wind, lightning, thunder, rain, snow, sleet.

**SAY** Other kinds of storms are hurricanes, cyclones, tornadoes, and hailstorms.

**Make a Storm** Distribute drawing paper and colored pencils and have students draw a storm. Then have them label the clouds, wind, lightning, rain, or parts of other types of storms. Have students share their pictures. Then have them complete the cloze sentences:

*I see ____ in a storm. I hear ____ in a storm.*
Across the Wide Dark Sea

Segment 2, pages 166–177

Lead students on a picture walk, using these prompts.

Page 167: The man standing on the top of the mast is the lookout. Do you think he has found what he is looking for? How do you know?
Page 169: What is the boy’s mother doing in this picture? Where is she?
Page 171: What season do you think it is in this picture? What is the man pushing? Why is he doing this?
Page 172: Why is the boy carrying wood?
Page 175: Where are the boy and his mother? What are they doing? What kind of bird is in the picture?

Subject Pronouns

Write on the board: Linda is 9 years old. Linda goes to Garfield Elementary School. Linda is in the third grade. Linda likes school. Linda is a very good student. Have students read the paragraph aloud. Ask: What could we say instead of repeating Linda so many times? Explain that the word she is a pronoun and that it can be used to replace Linda’s name. Have students say each sentence, using the pronoun she in place of Linda. Give other examples, using a boy’s name. Then go over each subject pronoun, both singular and plural, being sure to include a verb. Check to see that students use the correct verb form with the pronouns.

Beginning/Preproduction
Say sentences using the names of students in the classroom. Have students repeat the sentence using a subject pronoun. Write students’ sentences.

Early Production/Speech Emergent
Write sentences on the board, using the names of students. Be sure to use some compound subjects so that students will use plural verbs. Ask several students to rewrite the sentences, replacing the names with subject pronouns.

Intermediate/Advanced
Write sentences from the selection. Show students how to rewrite the sentences by replacing the subject with a subject pronoun. Write, for example, My mother and brother were seasick down below. They were seasick down below.
**Ships**

Read aloud part of the first paragraph on Anthology page 168: *The ship dropped anchor in a quiet bay, circled by land. Pale yellow sand and dark hunched trees were all we saw.*

**SAY** Today we are going to talk about the ship the family sailed on. The passage says the ship dropped anchor. An anchor is a heavy object that is let down into the water by a chain to keep a ship from moving.

Direct students’ attention to the illustration on Anthology page 160. Help them identify the various parts of the ship, such as **sails**, **the mast**, **the deck**, and **ropes**. Encourage students to share their own experiences with and knowledge of ships.

Using self-sticking notes, have students label the various parts of the ship on page 160. Then have each student complete the sentence *I see ____ on the ship.* Encourage students to use descriptive language when completing the sentence, such as *I see a tall mast on the ship. I see four sails on the ship.*

**Vocabulary**
- dropped anchor
- bay
- hunched trees
- sails
- mast
- deck
- ropes

**Materials**
- Anthology
- self-sticking notes
- Picture-Word Cards
  - anchor
  - deck
  - sails
  (See Master ELL 5–3.)

**Beginning/Preproduction**

See Master ELL 5–1.

Display a map that has a compass rose. Using the flashcards students made for Day 1, help them match each card to the correct direction on the compass rose. Read “Look on the Map” aloud and have a student point to each direction on the map and the compass. Repeat with other students.

**Language Development** 20–25 minutes

**Parts of a Ship**

Using self-sticking notes, have students label the various parts of the ship on page 160. Then have each student complete the sentence *I see ____ on the ship.* Encourage students to use descriptive language when completing the sentence, such as *I see a tall mast on the ship. I see four sails on the ship.*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Name one part of the ship in the story.

**Early Production/Speech Emergent**

**ASK** Where do people stand on a ship? What helps a ship to sail?

**Intermediate/Advanced**

As a group, have students write about what happens on the ship pictured in *Across the Wide Dark Sea*. They might write in this way:

*People sleep below the deck of the ship. On the deck the sailors work and watch for land. Some sailors climb the mast to fix the sails. The sails move the ship across the sea.*

**Theme 5/Selection 1: Across the Wide Dark Sea**

**Theme 5: Voyagers**
Dictionary: Syllables

**Practice** tapping out or clapping out syllables in several known words. Then use a dictionary students are familiar with to show them that the dots in the entry word show where the word separates into syllables. Tap or clap out several more words to show that the dots match the syllable breaks.

**Review** vowels by having students name them. **Remind** students that a syllable is a word part that has a single vowel sound.

**Write** several words from the story on the board. For example, write *winter, December, searching, sailor*. Help students look up the words to find out how to divide them into syllables. Have students go to the board to place the dots where the words are divided.

**Skill Objective**
Students identify the part of a dictionary entry that shows syllabication, and they break words into syllables.

**Academic Language**
- dictionary entry
- vowel
- syllable
- syllable break

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write words from the story on the board. Help students use the dictionary to check the syllable breaks. Have them show you what they found and what part of the entry they are looking at. Then have students tell you where to break the words.

**Early Production/Speech Emergent**
Give students words from the story. Have them work in pairs to find the words in the dictionary and mark where the syllables break. Have students take turns going to the board and showing where the syllables break while they pronounce the words.

**Intermediate/Advanced**
Give students words from the story. Have them work in pairs to find the words in a dictionary and mark where the syllables break. Have students count the syllables in each word. Have them go back to the story and find other words with one, two, and three syllables. Have students confirm this by using the dictionary.

**Leveled Reader**
*Voyagers*
*Going to America* by Lee S. Justice
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

**SELECTION 1:** *Across the Wide Dark Sea* DAY 3
Tools

Read paragraph 4 on Anthology page 165 with students: *Then someone thought of the iron jack for raising houses that they were taking to the new land. Using it to lift the cracked beam, the sailors set a new post underneath, tight and firm, and patched all the leaks.*

**SAY** Today we are going to talk about tools. *In the story, the sailors used a jack to lift the beam. A jack can be used to lift a car if you need to change a tire. What other kinds of tools do you know about?*

Bring to class pictures of common tools such as a screwdriver, wrench, hammer, and pliers. Demonstrate how each tool is used. Write the names of each tool on index cards. Have students say each word several times.

Have students play an identification game. Spread the pictures of tools on a table and shuffle the index cards. Let pairs of students set the identifying card on each tool. You may wish to provide a diagram to serve as an answer key.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What did the sailors use to lift the beam on the ship?

**Early Production/Speech Emergent**

**ASK** What tool would you use to pound a nail into a board? If you had a flat tire and needed to lift the car to change it, what tool would you need?

**Intermediate/Advanced**

Have students think of something they want to fix. Have them tell one another what tools they would use.
Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** to live in another country
This is a story about the Pilgrims, who came to this country from Europe a long time ago.

**Restate:** journey
trip, voyage

**Model:** They taught the people how to fish and grow crops.
Demonstrate how Native Americans helped the Pilgrims.

### Comprehension Questions for the Anthology Selection

1. **Retell the story to a classmate.** Be sure to include a beginning, a middle, and an ending. (Answers will vary.)
2. **Turn to page 163 in your Anthology.** Describe what is happening to the man in the picture. (Answers may vary. Possible answers: The man is falling into the ocean from the ship. He is very frightened. He holds on and is saved.)
3. **The boy in the story takes a very long trip.** Tell about a time when you took a long trip. Say how you got there. Was it in a plane, a boat, a car? Tell how you felt during this journey. (Answers will vary.)

### Subject Pronouns

**Noun or Pronoun?** Make cards with nouns written on them. For example, write: Sarah and I; Monica; the girls; Jessica and Pedro; the chairs on one side and the corresponding subject pronoun on the other side. One student shows the rest of the group a card with a noun. The student who says the correct subject pronoun first gets the card. That student then chooses a card to show.
Read aloud the first sentence in the sixth paragraph on page 165: *For six weeks we had traveled, and still there was no land in sight.*

**Today we are going to talk about lengths of time. How long had the people traveled? How many days are there in a week?**

Display a one-year calendar. Tell students that months are referred to by both name and number. Go month by month, naming each month and asking what number it is (January, 1; February, 2; and so forth). Then, as a group, count the number of days in a week. Have a student write the number on a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Number of Days</th>
<th>Number of Weeks</th>
<th>Number of Months</th>
<th>Number of Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>28–31</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>365</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>Decade</td>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Century</td>
<td></td>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

**Guess a Century** Using the calendar, help students count to complete the first three rows of the chart. Let students guess the number of years in a decade and a century before completing the chart.
Using Exclamations

Write some simple sentences on chart paper, some with exclamation points and some with a period at the end. For example, write

- It is sunny outside. Let’s go outside! It is time to go home. I am so tired!
- Read the sentences aloud, and ask the students what they notice. Remind students that when they want to show strong feeling in a written sentence, they add an exclamation point. Have students practice saying the sentences with you. Be sure they say the sentences with feeling. Have students make up some exclamatory sentences of their own. Write them on the chart paper.

Skill Objective
Students use exclamation points correctly to improve their writing.

Academic Language
- exclamation point

Language Transfer Support
Keep in mind that different languages use different punctuation. Some languages such as Chinese do not use end punctuation, while languages such as Spanish use inverted exclamation points and question marks to introduce an exclamation or a question. If students experience problems, explain the English usage.

Multi-Level Practice

Beginning/Preproduction
Write sentences with exclamation points on sentence strips. For example, use Watch out! Let’s go out and play! Show them to students, and have students read the sentences after you, matching your intonation.

Early Production/Speech Emergent
Write sentences with no end punctuation. Read the sentences aloud. Ask volunteers to add either a period or an exclamation point, depending on the intonation you give the sentence. Then have students make up one sentence each. Each student writes the sentence and says it aloud. Another student goes to the board to punctuate.

Intermediate/Advanced
Have partners write three sentences of their own using exclamation points. Have them work with another pair to share the sentences and practice saying them aloud, while you circulate around the room checking for intonation.

Selection 1: Across the Wide Dark Sea

Day 5
Today we are going to talk about preparing to take a trip. What do you know about getting ready for a trip? Have students describe or demonstrate what they know about getting ready for a trip. Write their responses on the board. Then have students put the steps in a logical order.

Display “Getting Ready for a Trip” and read it aloud, using appropriate motions, such as packing a bag, getting a ticket, hurrying through an airport. Then have students read the poem with you, including the motions.

Using steps from the list on the board, help students rewrite lines 1, 2, 5, and 6 of the poem. Record the new poem on chart paper and read it with students, doing appropriate motions.

Display “Getting Ready for a Trip” and read it aloud, using appropriate motions, such as packing a bag, getting a ticket, hurrying through an airport. Then have students read the poem with you, including the motions.

Using steps from the list on the board, help students rewrite lines 1, 2, 5, and 6 of the poem. Record the new poem on chart paper and read it with students, doing appropriate motions.

### Vocabulary
- airport gate, call a cab

### Materials
- chart paper
- labels
- Picture-Word Cards
  - airplane, airport, plane
  - ticket, jacket
  (See Master ELL 5–6.)

### Vocabulary
- airport gate, call a cab

### Materials
- chart paper
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- Picture-Word Cards
  - airplane, airport, plane
  - ticket, jacket
  (See Master ELL 5–6.)

### Get camera and film
- Pack bags
- Take cab to airport
- Go to bus station
- Get on airplane
- Buy ticket

### A New Poem

### MULTI-LEVEL RESPONSE

#### Beginning/Preproduction
**SAY** Show how you hurry.

#### Early Production/Speech Emergent
**ASK** What would you do first to prepare for an airplane trip?

#### Intermediate/Advanced
Have pairs of students make a comic strip of preparing for a trip. Have them use dialogue bubbles and labels for each frame.
Get Set to Read
Visiting Another Country, pages 186–187

SAY We have talked about getting ready for a trip. Now let’s look at Anthology pages 186–187. Read the title and the paragraph on page 186 with me. What are some of the things that people see when they visit another country? What country will the girl in the next story visit? Who will be with her? Now point out the photos on both pages. ASK What is a passport? Name a big city in Korea.

Yunmi and Halmoni’s Trip
Segment 1, pages 188–199

Lead students on a picture walk, using these prompts.

Page 190: Where do you think Yunmi and her grandmother are? What are they doing? How is their clothing different?

Page 193: Why do you think Yunmi and Halmoni are in different lines in this picture? Where are they?

Pages 194–195: What are the people in the picture on page 194 doing? Why do you think they are doing this? What are Yunmi and her cousins doing on page 195? Are they having fun? How do you know?

Page 197: Where do you think Yunmi and her cousins are?

Page 199: What are the cousins doing in this picture? Where are they sitting?

Possessives

Write on the board sentences such as Mario’s backpack = the backpack belongs to Mario. Lucy’s books = the books belong to Lucy. The students’ books = the books belong to the students. Then write ‘s = possession; it belongs to ___ , s’ = possession; they belong to. List some examples, using students’ names, and objects that really belong to them, to aid their comprehension. Be sure to include some plural possessives. Show the objects when you say the phrase, and then write it. Then use the same objects for the following questions. ASK Whose books are these? Whose backpack is this? Point at the phrases on the board to encourage students to use the possessive. Proceed in the same way using students’ belongings.
Modes of Transportation

Read with students the last two sentences on page 194: Finally they walked past a long line of green and yellow taxis. An uncle ushered Halmoni and Yunmi into his car, and the rest of the relatives piled into cars and cabs.

Today we are going to talk about kinds of transportation. What two kinds of transportation did the family use when they left the airport? How did Halmoni and Yunmi get to Korea? What kind of transportation did the family in Across the Wide Dark Sea use? What other kinds of transportation do you know about? List student responses on the board.

Assign pairs of students one mode of transportation. Have students find or draw pictures of their mode of transportation. They might find some on the Internet, in newspapers, or in magazines.

Label a bulletin board “Types of Transportation.” Make columns on the bulletin board for each mode of transportation students are researching. Have each pair of students make a title for their section of the bulletin board. Then have them hang their pictures in the appropriate section.

Have students describe their section of the board to the class.

Vocabulary
modes, transportation, taxis, ushered

Materials
• Anthology
• newspapers
• magazines
• markers
• tacks
• Picture-Word Cards
taxi, bus, train
(See Master ELL 5–6.)

BEGINNING/REPRODUCTION
See Master ELL 5–4.

Display the poem and read it with students, using motions. Write the following words on the board: pack, get, hurry, meet, call, grab. Then say: Find the word pack in the poem. Show what pack means. Continue with each word. Have partners make word flashcards of the six words. One partner quickly illustrates a word. In response, the partner says the word and holds up the flashcard that names the action.

BEGINNING/ PREPRODUCTION
ASK: How did Yunmi and Halmoni get to Korea?

EARLY PRODUCTION/ SPEECH EMERGENT
SAY: Name one kind of transportation you have used. Name one kind Yunmi used. Describe how you get to school.

INTERMEDIATE/ ADVANCED
SAY: Tell, in order, the kinds of transportation Yunmi might have used to go from her house to her cousin’s house in Korea.
Lead students on a picture walk, using these prompts.

Pages 202–203: Do you think Yunmi is happy or sad? How do you know?
What is the family doing in the picture on page 203?
Pages 204–205: What is happening in these pictures? Do you think Halmoni loves Yunmi? How do you know?
Page 207: Is Yunmi happy in this picture? How do you know?

Object Pronouns

Review subject pronouns. Remind students that subject pronouns can only be used as the subject. Write on the board Halmoni took Yunmi to the long line.

Ask If you want to say the same thing without saying Halmoni’s name, what can you say? Then write on the board She took Yunmi to the long line. Point to the original sentence. Ask If you want to say the same thing without saying Yunmi’s name, what do you say? Then write on the board Halmoni took her over to the long line. Explain that if students want to replace Yunmi, they must use a different set of pronouns because Yunmi is the direct object of the verb.

List the object pronouns on the board, both singular and plural, explaining what they replace. Give examples of pronouns that are objects of prepositions as well. Present examples from the story.

Skill Objective
Students identify object pronouns and use them in sentences.

Academic Language
• object pronoun

Language Transfer Support
In languages such as Chinese, Korean, Spanish, and Thai, there is no distinction between subject and object forms of pronouns. Help students if they use incorrect pronouns.
The next day was Grandfather's birthday. They loaded all the food and drink into big vans they had rented. Everyone, all the cousins and uncles and aunts, climbed in, and they sped toward the outskirts of Seoul where Grandfather was buried.

There are many people in a family. Who were some of the people in Yunmi's family who celebrated Grandfather's birthday? What other family members do you know about?

Have students make a class family quilt on paper squares. Students draw a picture of a family member. They label their pictures. Then they put all the parts of the quilt together on the bulletin board.
**Analogies**

**Write** on the board an analogy such as, *Shoes are to feet as gloves are to hands.* Explain that this is called an analogy. **SAY** *An analogy compares one set of words to another set of words. What is being compared in this analogy?** **Draw** an arrow between shoes and feet and an arrow between gloves and bands. Show how shoes and gloves are both things that can be put on similar parts of the body, feet and bands. **SAY** *Shoes go on feet. Gloves go on bands.*

**Tell** students that to help them solve the meaning of an analogy, they should look at the word pairs and see how they match. Write other analogies on the board, and have students explain what they mean. For example, show students pictures of a lemon and honey, and start the analogy by using complete sentences. Show a picture of a lemon. **SAY** *The lemon is sour.* Show a picture of honey. **SAY** *The honey is sweet.* Then guide students in saying *Lemon is to sour as honey is to sweet.*

**Skill Objective**

Students learn how to solve analogies.

**Academic Language**

- analogy
- comparison

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Show a picture from the selection. Then show a photograph from another selection. Have students complete the following analogy: *Photographer is to photograph as painter is to __.*

**Early Production/Speech Emergent**
Have students write an analogy based on the selection. Give them the words with one element missing and ask them to complete the analogy in writing. Have students share and check with the rest of the group.

**Intermediate/Advanced**
Have students write their own variations of the examples given in this lesson. For example, they might say: *Vinegar is to sour as sugar is to sweet. Computer is to writing as calculator is to math.*

**Leveled Reader Voyagers**

*Max Visits London*
by Marcy Haber
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Countries of the World

Read with students the third sentence on Anthology page 191: Her Halmoni, or grandmother, had come from Korea to take care of Yunmi while her parents were at work.

Display a world map to help students locate Korea and other countries in this lesson. SAY Today we are going to talk about some countries of the world. What country did Yunmi visit? Let’s find it on the map. What continent is Korea on?

On index cards write United States, Canada, Mexico, and countries that students and their families came from. Show each card and say the name. Have students repeat it after you.

Shuffle the cards and distribute one or two to small groups. One at a time, have the group locate the country on the map. Then have them complete the sentence The country of _____ is on the continent of ____. They might say, for example, The country of China is on the continent of Asia.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION

ASK What country did Yunmi visit?

EARLY PRODUCTION/SPEECH EMERGENT

ASK What country is north of the United States? What country is south? What country would you like to visit? Why?

INTERMEDIATE/ADVANCED

SAY Find a country on the map. What countries are near it? Do a survey of classmates to find what countries their relatives and ancestors came from.
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

Show: Korea
Show students Korea on a world map.

Explain: sightseeing
Going around a new city with people who show you all the interesting sights and places in the city.

Restate: reminded Yunmi
told Yunmi again

Comprehension Questions for the Anthology Selection

1. Look at the picture on Anthology page 190. Describe Yunmi. Tell about her clothing and what she is doing. (Students should describe colors and details: how Yunmi’s feet look and the way the photos are falling onto the floor.)

2. When you read pages 202 and 203 and looked at the pictures, what did you think Yunmi would do next? When you continued reading the story, were your predictions correct? Explain. (Answers may vary, but should mention the way Yunmi felt and the way she looks in the picture. Students may say that they thought Halmoni would make everything turn out fine in the end.)

3. Have you ever been very happy the way Yunmi was when she found out how much Halmoni loved her? Tell about such a time. (Answers will vary.)

Object Pronouns

Find the Object Write sentences on the board, leaving blanks for object pronouns: Yunmi showed ___ the passport. She was happy to see ___. She was happy to be with ___. Ask partners to think of object pronouns they could use to complete the sentences. Have them copy the sentences to share.
Languages

Read with students the last two sentences on Anthology page 196: "Yunmi was having fun with her cousins, but it was a little hard to understand their English. And when Yunmi spoke Korean, her cousins giggled and said she sounded funny.

People all over the world speak different languages. What language did Yunmi’s family speak in Korea? What language did Yunmi speak in the United States? What language do most people speak in the United States? Explain that English is spoken in some other countries, too. Make a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Country</th>
<th>Language Most People Speak</th>
</tr>
</thead>
<tbody>
<tr>
<td>Korea</td>
<td>Korean</td>
</tr>
<tr>
<td>United States</td>
<td>English</td>
</tr>
<tr>
<td>Canada</td>
<td>English</td>
</tr>
<tr>
<td>Australia</td>
<td>English</td>
</tr>
<tr>
<td>Mexico</td>
<td>Spanish</td>
</tr>
<tr>
<td>France</td>
<td>French</td>
</tr>
</tbody>
</table>

Have students add countries they know about to the chart. You may wish to leave the chart in a permanent place and add to it as the year’s study progresses.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** What is your primary language?

**Early Production/Speech Emergent**

**ASK** What two languages could Halmoni speak? Name a country you’d like to visit. What language would you need to know?

**Intermediate/Advanced**

Have students write survey questions for classmates to determine what languages they know. Then have them interview other students.
Writing Complete Information

Write a voice-mail message on chart paper. For example, write: **Hello, Rosa. This is Lydia. I lost my homework, so please, call me at 772-555-4637. I would like to come to your house so you can help me.**

Demonstrate to students how you would take notes of this message to give to your sister Rosa. Write the information on chart paper, and go over everything you wrote, and everything you left out, explaining your thinking. **Explain** to students that when they give someone else a message, they should include everything that is important, such as the name of the person who left the message, the person’s phone number, and so forth.

**Language Experience Activity** Show students other voice-mail messages, and have them decide how they would phrase the message. Encourage them to discuss why some information should be in the message and why something should be left out. Write what students decide.

**Skill Objective**

Students record complete information when taking a message.

**Academic Language**

- message
- complete information

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Show students cards with voice-mail messages written on them, and cards with written messages. Have them match the voice mail and the written message. Discuss what information was included in the written message.

**Early Production/Speech Emergent**
Show students cards with voice-mail messages written on them, and cards with written messages. Have students match the voice mail and the written message. Leave some information out in the written messages, and have students decide what should be added and why.

**Intermediate/Advanced**
Show students cards with voice-mail messages written on them. Have students work in pairs to write the written message. Share with the class and discuss the information that was included.
Maps

**Vocabulary**
heading, Weddell Sea, Antarctica, Africa

**Materials**
- world map
- index cards

**Getting Ready**

We have talked about the continents and we’ve talked about directions on a map. (If necessary, review continents from *The Talking Cloth* and directions from *Across the Wide Dark Sea.* Now we’re going to play a map game to find the continents on a map. Display “Map Game” and read it aloud. Then have students read it with you.

Display a world map. Have students reread the poem, while you use a pointer as a compass to follow the directions in the poem. Repeat the poem letting several students take turns using the pointer.

Have groups of students play the following game. Have a recorder for each group copy this paragraph: *First, we started in ____. Then we went ____ to ____. Next, we went ____ to ____. Finally, we went ____ to ____.* Give each group north, south, east, west index cards. Let the group pick a continent to start and complete the first sentence. Then have them draw a direction card and move it in that direction until they find another continent. They complete the second sentence with something like, *Then we went south to South America.* Play continues until they complete the paragraph.

**Multi-Level Response**

**Beginning/Preproduction**

**ASK** What direction is not mentioned in the poem?

**Early Production/Speech Emergent**

**ASK** What direction is Africa from Antarctica? What can you use a map for?

**Intermediate/Advanced**

Have students play Simon Says. **SAY** Take three steps north. Look east. They should also be told to point in a certain direction.
Get Set to Read

Exploring Antarctica, pages 214–215

SAY We have talked about directions and have mentioned the continent of Antarctica. Now let’s look at Anthology pages 214–215. Read the title and the first paragraph with me. Where is the continent of Antarctica located? What is the land like there? Why? Now look at the second paragraph. When did Sir Ernest Shackleton explore Antarctica? Why was this a difficult voyage? Have students look at the globe and the map on page 214. SAY Name a continent that is north of Antarctica.

Trapped by the Ice!

Segment 1, pages 217–229

Lead students on a picture walk, using these prompts.

Page 219: Where do you think this ship is? Do you think it would be difficult to sail the ship?
Pages 220–221: Where have the explorers made their camp? What is everyone looking at on page 221? What has happened?
Pages 222–223: What kind of boat are the men pulling? What do you think is in the boat?
Pages 224–225: What kind of animal is in the picture? Do you think it is dangerous? How do you know?
Pages 228–229: What are the men doing here? What do you think might have happened to the man in the sleeping bag if he hadn’t been helped?

VCCV Pattern

Review syllable breaks with students. Go over also how they can use the dictionary to help them figure out how to divide words into syllables. Remind students about what vowels and consonants are. Practice counting syllables in words. Then present the VCCV pattern, and explain how this pattern will help them break a word. Use words from the story such as canvas to present the VCCV pattern; write VCCV above appropriate letters in the word. Show students how to divide the word between the two consonants, and explain how this will help them decode the word. Do the same using several other words from the story. Students will benefit from seeing pictures of some of these words.
Dates

Read with students the date at the top of Anthology pages 218, 220, and 222: October 27, 1915; November 21, 1915; December 23, 1915. Read the numbers as twenty-seventh, twenty-first, and twenty-third. **SAY** This is the way we read the days in dates.

Write the dates on the chalkboard. **SAY** Today we are going to talk about dates. What can you tell me about the dates we just read? Elicit from students that the date shows the month, day, and year. **SAY** Using a calendar, tell me what today's date is.

**Find Birthday Months** Have each student write his or her birthdate on an index card, and tape or pin it on like a name tag. Then have students mingle and find others who were born in the same month. Have that group write and read a sentence similar to **We were born in ___.** Again, have them write and read a sentence describing their group. Finally, have them form groups based on their date of birth.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** In what month is your birthday?

**Early Production/Speech Emergent**

**ASK** How many students were born in May? What is today’s date?

**Intermediate/Advanced**

Have students look through the story and determine how many days and/or months passed between each diary entry. Help students write sentences to explain what they found.
Trapped by the Ice!

Segment 2, pages 230–245

Lead students on a picture walk, using these prompts.

Pages 230–231: Do you think the voyage in the waves is difficult? Why do you think so? Why do you think one of the men is holding the sail? Why do they have oars and a sail?

Pages 234–235: What are the men doing here?

Pages 236–237: What will happen when the boat and the wave meet?

Pages 240–241: Do the men have the tools they need to climb an icy mountain? What tools do they have?

Pages 242–243: What is happening to the man in this picture?

Possessive Pronouns

Write on the board a sentence such as, Monica’s books are on the table. Ask Whose books are on the table? Remind students of possessive nouns. Then remind them of the fact that pronouns replace nouns. Say Her books are on the table. Underline Her in the sentence. Tell students that Her replaces Monica’s in the sentence. Explain the use of possessive pronouns, and make a chart showing which person corresponds to each: I—my, you—your, she—her; and so on. Post the chart.

Skill Objective

Students identify possessive pronouns and use them in sentences.

Academic Language

• possessive pronoun

Language Transfer Support

Farsi and Thai do not make the distinction between he/she and his/her. You can expect students to mix these up in English since they do not have a point of reference. Provide extra practice with possessive nouns, and then work with the corresponding pronouns.
Teamwork

Read aloud the second sentence in the first paragraph on Anthology page 242: The men stopped only to eat a soup called “hoosh,” to nibble on stale biscuits, or to nap five minutes, with each man taking a turn awake so that there would be someone to wake the others.

SAY Today we are going to talk about teamwork. Teamwork means that a group of people is working together. What were the examples of teamwork in the sentence we just read? Point out to students that the men took turns resting, they shared the food, and they took turns staying awake.

SAY Today we are going to clean the classroom. Let’s start by making a plan. What jobs do we need to do?

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

<table>
<thead>
<tr>
<th>Job</th>
<th>Who will do it</th>
<th>How we will work</th>
</tr>
</thead>
<tbody>
<tr>
<td>washing</td>
<td>Alexi</td>
<td>Divide board into</td>
</tr>
<tr>
<td>chalkboards</td>
<td>Simona</td>
<td>sections and each take</td>
</tr>
<tr>
<td></td>
<td>Domenico</td>
<td>one.</td>
</tr>
<tr>
<td>cleaning</td>
<td>Wei</td>
<td>Wei will put books in</td>
</tr>
<tr>
<td>bookshelves</td>
<td>Therese</td>
<td>order.</td>
</tr>
<tr>
<td></td>
<td>Both will dust.</td>
<td></td>
</tr>
</tbody>
</table>

Record the names of students who agree to do each job. Finally, help students plan ways they can take turns or share the tasks.

Vocabulary

teamwork, nibble, stale, biscuits

Materials

- Anthology
- Picture-Word Cards
- biscuit, bookcase, chalkboard

(See Master ELL 5–9.)
Homophones

**Explain** to students that in English some words sound the same, but they are spelled differently and have a different meaning. Use pairs of words for which you have pictures. For example, use sea, see; blue, blew (a person blowing); one, won (somebody winning a race), and so on. Say the word in isolation, and ask students to guess which one you are referring to. Make sure students understand that without context, there is no way to determine which word is being said. **Write** the words on the board, so that students can see the difference in spelling of the pairs.

Then say a sentence for each word, such as, *I have a blue coat; He blew all his candles out at the birthday party.* **Discuss** how the context of the sentence helped them know which word you were using. **Explain** that these pairs are called *homophones*. Write and say the word homophone; have students say the word with you.
Survival Needs

Read aloud the first paragraph on Anthology page 224: Over the next few months, food was always a concern, and it was Tom Orde-Lee’s job to find it. Penguins and seals were growing scarce. To find meat to eat, hunters had to go farther away.

**SAY** Why was food a problem for the men? Can we live without food? Today we are going to talk about what we need to survive. One thing we need is food. What other things do we need to survive?

Record student responses on the board. They may include many of the items shown.

How to Survive

Go through each item on the list. **ASK** Do you need food to live? Without food, would you survive? Do you need a car to live? Without a car, would you survive?

Help students pare the list down to just the basic necessities for survival.
Selection Review

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

Show: the South Pole in Antarctica
Show students the area on a world map or a globe.

Explain: ice floes
large, thick pieces of ice that float on top of the ocean

Restate: had survived
still lived, didn’t die

Comprehension Questions for the Anthology Selection

1. Does the author tell the story in an organized way? How does he help you to understand what is happening? (Yes; the title explains what the story is about; the author tells everything in order; the illustrations help.)

2. Reread Anthology page 234. Describe the shelter that the men made for themselves. (They turned the two boats upside down, side by side, covered them with canvas, and put a cookstove inside.)

3. If you were on this voyage, what job would you like to have?

Possessive Pronouns

Chant sentences using students’ names in the possessive form. For example, chant: This is Bob’s coat. Students point to the person whose coat it is, and they respond It’s his coat! Use a chant rhythm for both your sentence and the response. Students should point while following the rhythm. Display pictures of famous people and objects to have a wider variety of sentences.
Forms of Water

Read the last two sentences on Anthology page 228 with students: Reaching down, he pulled the soggy bag out of the water with one mighty jerk. And just in time, too—within seconds the two great blocks of ice crashed back together.

SAY Water can be a liquid, solid, or gas. Today we are going to talk about how we see water in these three ways. In the sentences we just read, when was water solid?

Pour water into a pitcher. Have students feel it. Explain that it is a liquid. Tell students that ice is frozen water. Ask whether they have made ice cubes. Tell them that steam is what comes from a kettle when water boils. Make a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Liquid</th>
<th>Solid</th>
<th>Gas</th>
</tr>
</thead>
<tbody>
<tr>
<td>water</td>
<td>ice</td>
<td>steam</td>
</tr>
<tr>
<td>rain</td>
<td>hail</td>
<td>cloud</td>
</tr>
</tbody>
</table>

What other forms of water do you know of? Add students’ examples, such as snow, fog, hail to the chart. Help students conclude that water is a solid when it is cold and it is a gas when it is hot.
Writing Dates and Times

Have students tell you the date. As they answer, write the date on the board as, for example, May 19, 2002. Have all the students say the date with you. Check for the correct use of the ordinal number. Analyze with them the elements of the date: the month first, always capitalized, followed by the number, a comma, and the year. Ask how students would write it in all numbers (5/19/02). Work with yesterday’s date in the same way. Do the same with tomorrow’s date.

Look at the clock with students, and have them tell you the time. Write the time and add A.M. or P.M. Explain what A.M. and P.M. are used for, and ask questions regarding students’ schedules. Write their responses on the board for them, using A.M. or P.M.

Language Experience Activity Ask students for some important dates, such as Independence Day (adding the year 1776), Presidents’ Day, Martin Luther King’s birthday, and so on, and write the dates both in words and in numbers, e.g., July 4, 1776 and 7/4/1776. Write the name of the holiday next to each one. Then write a group story about a celebration on one of these days.

Skill Objective
Students write dates and times.

Academic Language
• date
• time
• comma

Language Transfer Support
In many parts of the world, the date is written with the numeral for the day first, then the numeral for the month of the year. For example, in Europe, 1/11/02 would be November 1, 2002, not January 11, 2002. Draw students’ attention to this contrast as they will likely have to know how to write dates both ways. Also, keep in mind that most languages use cardinal numbers in dates, so students may need practice using ordinal numbers.