ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Journeys

Selections

1 Akiak
2 Grandfather’s Journey
3 Finding the Titanic
4 By the Shores of Silver Lake
Running a Race

Today we are going to talk about running in a race. People have races to see who will run the fastest. What do you know about being in a race?

Have students describe or demonstrate what they know about racing or races. Elicit from students that most races have a start and a finish. Write the words start and finish on the board.

Display the poem “Ready, Set, Go!” and read it aloud. Use appropriate motions, such as pantomiming a racer at the starting line. Then have students read the poem with you, including the motions.

Once students are familiar with the poem, use masking tape to mark two lines on the floor, about twelve feet apart. Have students label the lines Start and Finish. Ask two volunteers to pantomime running a race as the class recites the poem. Invite other student pairs to do the same.
Get Set to Read

Running the Iditarod, pages 26–27

SAY We have talked about running a race. Now let’s look at Anthology pages 26–27. Read the title and the first sentence with me. What is the Iditarod? Now look at the map on page 27. Where does the Iditarod take place? Read the caption below the map. Have students find the phrase from Anchorage to Nome. SAY The race is from Anchorage to Nome. Where does the race start? Where does it finish?

Then have students look at the background photograph and the smaller inset photos. Read the labels with them. SAY This is the musher. What do you think the musher does? This is the lead dog. The lead dog is at the front of the team. What do you think the lead dog does?

Akiak

Segment 1, pages 28–41

Lead students on a picture walk, using these prompts.

Pages 29–33: Who is Akiak? How many dogs are on Akiak’s team?

Pages 34–35: Do you think Mick, the team’s musher, or Akiak leads the team? How can you tell?

Page 36: Why do you think Mick is holding Akiak?

Page 38: Akiak dug herself into the snow to protect herself from a blizzard. A blizzard is a big snowstorm with lots of wind.

Pages 40–41: What do you think is happening in this picture?

Base Words and Endings -er and -est

Draw three circles of different sizes on the board. Label the circles small, smaller, and smallest. Circle the -er and -est endings. SAY Small is a word that describes something. The words smaller and smallest contain the word small.

Explain that the ending -er means more and the -est ending means most. Have students choose between two objects when you ASK Which is smaller? Which is bigger? or other questions. For practice, have students add the -er and -est endings to the words fast, slow, tall, short, old, young.

Skill Objective

Students review -er and -est endings.

Academic Language

• base word
• ending

Language Transfer Support

Students may not be familiar with the -er and -est endings. Many languages compare only with more or most. If students use words such as more fast or most tall, correct them by saying faster or tallest. Have students repeat the correct word.
Kinds of Races

Read the last paragraph on Anthology page 30 aloud with students: Crack! The race was under way. One by one, fifty-eight teams took off for Nome.

**ASK**: What kind of race does the paragraph tell about? There are many other kinds of races too. What kinds of races do you know about?

**Chart It**: Write the types of races students mention in a chart. **ASK**: What is your favorite kind of race? Choose one from the chart. As students respond, record their names in the appropriate column of the chart. As names are recorded, say things such as, *Tran likes swimming races. María likes bike races.*

<table>
<thead>
<tr>
<th>Favorite Kinds of Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>running</td>
</tr>
<tr>
<td>Bill</td>
</tr>
<tr>
<td>Angela</td>
</tr>
<tr>
<td>Tim</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have students draw a picture of their favorite kind of race.

**Early Production/Speech Emergent**
**ASK**: How many students like swimming races? Which kind of race do most students like? Do more students like running races or swimming races? How do you know?

**Intermediate/Advanced**
Have students write a short summary of the information in the chart.
**Akiak**

**Segment 2, pages 42–51**

Lead students on a picture walk, using these prompts.

**Pages 42–43:** Why is Akiak alone? How is she able to keep running?

**Pages 46–47:** What are the dogs doing? Why do you think they have stopped running?

**Pages 48–49:** Akiak has found her team. How does Akiak feel? How does Mick feel?

**Pages 50–51:** Why do you think Mick and Akiak are happy?

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**Kinds of Sentences**

**Draw** a semantic web with the phrase *Kinds of Sentences* in the center oval. Remind students that there are four kinds of sentences: statement, question, exclamation, and command. Write the sentence types in four large ovals surrounding the center oval. Read the following sentences aloud: *I have the pencil. Where is the pencil? I like that pencil! Give me the pencil.* Have students identify which type of sentence each one is.

**Write** each sentence in the appropriate oval. Reread each sentence to model the correct intonation. Point out the punctuation marks in each sentence.

Have students practice saying each sentence aloud. As additional practice, have students substitute other nouns for the word *pencil* in each sentence.
When we talk about races, we usually talk about how long they are. Look on Anthology page 30 and find out how long the Iditarod race is. (1,151 miles)

Then point to a desk. Say When we talk about measuring things in school, for example, this desk, do we use the word mile? Why or why not? What words do we use?

Record students’ responses. Then hold up a ruler. Say This is called a ruler. What can you tell me about this ruler? A ruler has the numbers 1 through 12 on it. The space between each number is called an inch.

Have a student show where one inch begins and ends on the ruler. Say Another name for twelve inches is one foot. When we have more than one foot, we use the word feet.

Point to a table. Say Now let’s measure this table to find out how long it is. Then hold up an eraser and measure it with students. Say The eraser is ____ inches long.
Multiple-Meaning Words

Tell students that some words have more than one meaning. To learn the correct meaning of a multiple-meaning word, it is helpful to understand how the word is used in a sentence.

Write the word bat on the board. SAY She swung the bat and hit a homerun. Have students tell what the word bat means in the sentence. SAY You can use clues, such as the word homerun, to help you find out the meaning.

SAY The bat flew out of the cave. Ask students what the word bat means in the sentence. SAY The word flew is a clue that the bat in the sentence is an animal.

Model the multiple meanings of words such as duck, letter, watch, and pen. Have students use context clues to discover the meanings of the words.
Time

Have students read from Anthology page 34: *High in the Alaskan range* they caught up to Willy Ketcham in third place. It was his team that had beaten them by just one minute last year. **SAY** Willy’s team beat Mick’s team by just one minute. I’m going to look at my watch. **Raise your hand when you think a minute has passed.**

Ask students how they decided when a minute had gone by. Explain that there are sixty seconds in one minute. Then tell students that they can count seconds by saying “one thousand and one, one thousand and two,” and so on, instead of looking at a clock. Count sixty seconds with them.

**Try It**

Write on the board: **60 seconds = 1 minute.** Then list several activities, such as tying your shoes, sharpening a pencil, writing your name, and closing the door. **SAY** **Work with a partner. Find out how long it takes each of you to do each of these activities. Write down your findings.**

Display this sentence frame: **It takes me _____ minutes to _____.

Have students orally complete sentences.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students make clocks out of paper plates. Have them practice moving the hands to show one minute going by and to show how long it took them to do each activity.

**Early Production/Speech Emergent**

**ASK** Which activity took the longest time? **How long did it take to sharpen your pencil?**

**Intermediate/Advanced**

**ASK** Why is it useful to be able to count seconds without using a watch or a clock? **Give an example of when you might do this.**
Comprehension Questions for the Anthology Selection

1. Look at the picture on Anthology pages 48–49. What is Akiak doing here? Why is this an important part of the story? (showing the team which way to go; team can’t win unless Akiak helps them)

2. Where does the story take place? Why is the setting important to the story? (Alaska, in the snow; snow and cold show what the race is like; Akiak injured from the snow; team gets lost because of tracks in the snow)

3. Tell about an important or exciting journey you have taken.

Kinds of Sentences

Flashcard Quiz Give each student an index card with statement, question, exclamation, or command written on one side. On the other side of the card, have each student write an example of the kind of sentence from the card he or she received. Gather all the cards and have one student quiz the others by showing a sentence and having the other students tell what kind of sentence it is. Call on a volunteer to read the sentence aloud. Repeat the activity, having a different student display the sentence cards.
Vocabulary

congratulations, cheers, congratulate

Materials

• Anthology

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**Congratulatory Words**

Have students read this sentence on Anthology page 50: *Then she saw the crowd and she heard their cheers.* Explain that cheers are shouts of happiness. **Ask:** Why is the crowd cheering? What do you say when someone finishes a race?

Write students’ responses on the board. If necessary, add other congratulatory words and phrases such as: *Yay! Way to go! Good job! Congratulations!* These are some phrases people often use to congratulate each other. When you use these words, you should say them with excitement in your voice.

**Act It Out**

Ask students to congratulate each other, using the words and phrases on the board. Then demonstrate a few congratulatory gestures, such as thumbs up, high five, clapping, and patting on the back. Have students add these gestures while using the congratulatory words.

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**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 1–1.

Display “Ready, Set, Go!” and read it as a group. Distribute sets of sentence strips to partners or small groups. Have each pair or group reconstruct the poem in sequence, using the strips. Allow them to use the displayed poem if necessary. Then have partners read alternate lines aloud, reading the last line together.

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students practice the congratulatory gestures.

**Early Production/Speech Emergent**

Have partners write a short dialogue congratulating each other on winning a race. Have them read their dialogue aloud with feeling and gestures.

**Intermediate/Advanced**

As a group, have students create a speech to congratulate Mick on winning the race. Record the speech on the board. Have a student read the speech aloud with intonation.
Adding Details

**Explain** to students that they can improve their writing by adding details to their sentences. Tell them that details can be one or more words that give the reader more information.

**Write** a simple sentence on the board, for example: *This is a horse.* Read this sentence aloud with students. **SAY** We can add a detail to this sentence so it tells more about the horse. For example, we can ask, What kind of horse is it? We can answer, This is a tall horse. So we can add the word tall to the sentence.

**Write** the new sentence on the board: *This is a tall horse.* Have students suggest more details to add to the sentence.

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**Skill Objective**

Students review adding details to improve their writing.

**Academic Language**

- details
- sentence

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**Language Transfer Support**

In many languages, adjectives are placed differently than in English. Your students may incorrectly place the adjective. For example, they may say the *girl* tall instead of the *tall girl*. Correct students by modeling the proper placement of the adjective.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Read aloud the sentence *This is a horse.* Pantomime qualities of the horse, such as fast or strong. Then add these details to the original sentence. Ask students to supply more details.

**Early Production/Speech Emergent**

Write the following sentences on the board: *I have a book. Look at that dog!* Have students work with a partner to add as many details as they can to each sentence.

**Intermediate/Advanced**

Tell students that one way to come up with additional details is to ask and answer questions that begin with who, what, when, why, where, and how. For example, *What kind of book do you have? I have a math book.* Have students work with a partner to add details to the sentences on the board.
Day 1

Travel

Vocabulary
- land, air, water

Materials
- world map
- pictures of faraway places
- Picture-Word Cards
- airplane, train, ship, car (See Master ELL 1–6.)

Today we are going to talk about traveling. People travel in different ways. What are some ways that people travel from one place to another?

Have students tell about or show different modes of travel. Write Land, Air, and Water on the board and have the class tell you where each travel mode they mention should be recorded. Then point to pairs of locations on a world map. Ask How could I travel from here to here?

Display the poem “Let’s Go!” Say Listen and watch as I read. As you read the poem aloud, pantomime actions and ideas from each line, such as packing, looking at a map, and shaking hands. Have students read the poem and do the motions with you.

Designate one part of the room as “home” and have students gather there. In other parts of the room, post pictures of faraway places. As students say the poem with you, lead them around the room, and have them act out each part of the poem. Lead students back “home” at the end of the poem.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
- Say Show how you pack for a trip. Show what you do when you meet new friends.

Early Production/Speech Emergent
- Ask What do people do to get ready for a trip? How do people travel across water?

Intermediate/Advanced
- Say Tell about a trip you have taken or would like to take. What was interesting or fun about the trip? or Why would you like to travel there?
Get Set to Read

Far Away from Home, pages 60–61

We talked about traveling to far away places. Turn to Anthology page 60. Have a student read the title of the Get Set aloud. Have students locate Tokyo and San Francisco on the globe. Ask how they would travel from Japan to the United States. This story takes place in the early 1900s. Airplanes didn’t exist at that time. When people wanted to cross the ocean, they took a boat. It took several weeks. Would you rather cross the ocean in a plane or boat? Why?

Direct students to the other pictures on these pages. Read the captions, and ask students when and where these pictures were taken. Do the buildings in these pictures look the same? How are they different? What can you tell me about the people’s clothes? Would you like to travel to one of these places?

Grandfather’s Journey

Segment 1, pages 62–69

Lead students on a picture walk, using these prompts.

Page 62–63: Read the title of the story. Who do you think is in the pictures? How did grandfather travel on his journey?

Page 64–66: Do you think that grandfather likes to stay in one place or travel from place to place? Why? Where does he visit?

Page 67: Who do you think is in this picture? Point to the man. Point to the woman. Point to the baby.

Page 68–69: Is grandfather happy or sad? How can you tell? Look at the people’s clothes. Where do you think they are?

Suffixes -ly and -y

Write these words on the board: quickly, loudly, and slowly. Underline the -ly in each word. Explain that when this ending, or suffix, is added to a base word, it means “in a _____ way.” Quickly means “in a quick way.”

Have students identify the base word in each of the examples from the board. Use the words in simple sentences to demonstrate proper use of these adverbs. Have students volunteer more examples of words that end in -ly. Explain that some base words, such as rain, luck, and guilt use the suffix -y.
Regions

**SAY** We have talked about ways to travel from place to place. Today we are going to talk about different kinds of regions, or areas, travelers might see.

Have students read the sentences on Anthology page 64. **ASK** What kinds of places did Grandfather see as he explored? What words on pages 64, 65, and 66 help you know what the places looked like?

**Display** pictures of a desert, a farming area, a big city, mountains, and a coastal area. Label each one. **SAY** Have you ever visited or seen places like any of these? When and where?

**ASK** What do you see in each kind of area? Compare the pictures. As students respond, record features of that region or place below each picture.

**Vocabulary**
region, desert, city, farm, mountain, coast

**Materials**
- Anthology
- Picture-Word Cards
  - mountain, city, farm, desert, coast
  (See Master ELL 1–6.)

**PRE-TEACH**
LANGUAGE DEVELOPMENT 20–25 MINUTES

**Regions**

**SAY** We have talked about ways to travel from place to place. Today we are going to talk about different kinds of regions, or areas, travelers might see.

Have students read the sentences on Anthology page 64. **ASK** What kinds of places did Grandfather see as he explored? What words on pages 64, 65, and 66 help you know what the places looked like?

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**ASK** What do you see in each kind of area? Compare the pictures. As students respond, record features of that region or place below each picture.

**Vocabulary**
region, desert, city, farm, mountain, coast

**Materials**
- Anthology
- Picture-Word Cards
  - mountain, city, farm, desert, coast
  (See Master ELL 1–6.)

**IF NEEDED...**
**Beginning/Preproduction**
See Master ELL 1–4.

Display “Let’s Go!” and read it with students, using the motions from Day 1. Then write on the board pack, go, and see and have students repeat the words after you. Help students find the words in the poem. Have partners take turns pantomiming the words and guessing which one is being acted out. Say: Show how you pack for a trip. Show how you go on a train. Show how you act when you see something new and amazing.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students point to their favorite place. Model describing the place for them, such as You like the desert.

**Early Production/Speech Emergent**

**ASK** If you were going on a trip, which kind of place would you like to visit? Point to the picture and say the name of a place that is very hot.

**Intermediate/Advanced**

Have students make Where Am I? riddles for the rest of the group to guess. Start the game with the following example: I am wiggling my toes in the sand. Now a salty wave is washing over my feet. Where am I?
**Grandfather’s Journey**

**Segment 2, pages 70–75**

Lead students on a picture walk, using these prompts.

**Page 70:** Who do you think is in this picture? Can it be grandfather? Look on page 68 to see grandfather’s age.

**Page 71:** Who is with grandfather in this picture?

**Page 72:** Are the people in the picture happy? What has happened?

**Page 73:** Who is this young man? Where do you think he is?

**Page 74:** Compare this picture to the picture on page 63. What do you notice about it? At the end of the book, why is the picture in a frame?

**Subjects and Predicates**

**Write** these sentences on the board: The grandfather went to America. He went by boat. The trip was long. He loved America. The country was very big.

**Explain** that every sentence has a subject and a predicate. **SAY** The subject tells whom or what the sentence is about. It can be one word or a group of words. In the first sentence, underline The grandfather. **SAY** The grandfather is the subject of this sentence.

**Explain** that the predicate includes all the words that tell what the subject is or does. The predicate can also be one word or a group of words. On the first sentence underline went to America. **SAY** went to America is the predicate. Have students underline the subject and predicate in each sentence.

**Skill Objective**

Students identify subjects and predicates.

**Academic Language**

- subject
- predicate

**Language Transfer Support**

In Spanish, sentences can have a tacit, or implied, subject and still be complete. If you notice that students are starting their sentences directly with the predicate, remind them that, except for imperatives, a subject is always needed in English.
Using Maps

*SAY* Today we will use maps to find places and landforms. Have students read the third paragraph on Anthology page 73: *After a time, I came to love the land my grandfather had loved, and I stayed on and on until I had a daughter of my own.*

*ASK* Where did the author grow up? Where did he go when he left home? What kinds of places and landforms might be seen in North America?

Have students recall from Day 2 the landforms and kinds of places Grandfather visited. List students’ responses in the first column of a chart. In the second column of the chart, draw the symbol from the topographical map that represents the landform.

Guide students to use the topographical map to locate countries or areas that have a specific landform, and add the places to the chart in a third column.

*Say It* As you record information from the discussion, have students restate the information in short sentences such as, *Oregon is on the coast. Tokyo is a big city. The Sahara is a large desert.*

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction** Have students look at the map. *SAY* Point to the coast. Point to a big city.

**Early Production/Speech Emergent** *ASK* Where could you swim in the ocean? Where could you visit a big city?

**Intermediate/Advanced** With students, write a description of a tour that includes places listed in the chart. Have students refer to the map and include direction words.
Dictionary: Alphabetical Order

Explain that in a dictionary, the entry words are in alphabetical order, letter by letter. Write these words on the board: grandfather, apple, team, book. Have students practice putting the words in alphabetical order by their first letter.

Write these words on the board: ocean, mountain, menu, and map. Ask students which of these words have the same first letter.

SAY Words like map and mountain must be alphabetized according to their first different letter, in this case a and o. Because a comes before o in the alphabet, the word map will come before mountain in the dictionary.

Next, ask students where to look for menu in relation to map and mountain. Then ask students to place all four words from the board in alphabetical order. Help students find the words in a dictionary. Read the definitions aloud; ask students to listen and reword the meanings they hear. Repeat the activity, using up to five words.
Family

SAY We have read about Grandfather’s travels and about his children and grandchildren. Today we will talk about people in a family and how they are related. Have students look at the pictures on Anthology pages 70 and 71.

ASK Who are the people?

SAY I am going to draw a picture showing how the little boy in the picture is connected to the other people in the story. The picture is called a family tree.

Draw a family tree with grandparents and parents and label each figure. Read the labels and have students repeat each word after you. Add stick figures to the bottom row of the family tree and connect them to the parents.

SAY Pretend that there are other children in the family. The girls would be sisters and the boys would be brothers. What would these children call this woman (point to mother)? this man (point to grandfather)? Next have students use the information from the family tree in the following ways.

BEGINNING/ PREPRODUCTION

Have students draw and label their own family tree.

EARLY PRODUCTION/ SPEECH EMERGENT

Have students complete the following sentences: If a mother has a baby boy, he is her ____. Your mother’s father is called your ____.

INTERMEDIATE/ ADVANCED

Have students draw a picture of a family talking to each other at a family activity. Help students add speech bubbles to their drawings. Ask students to show relationships by beginning each statement with a direct address. Provide the following examples: Mother, may we go to the swings? Grandmother, this pie is delicious!
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

**Show:** Japan, California
Show where Japan and California are on a world map.

**Explain:** spent many years
Grandfather lived in California for many years. He passed a number of years there. Spent can be used to refer to both money and a period of time.

**Restate:** just like
similar to, the same as

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Comprehension Questions for the Anthology Selection

1. Look at grandfather’s clothes on pages 63 and 64. What is different about them? Why are they are different? (page 63: traditional clothes from Japan; on page 64: clothes from the United States. Grandfather adapts to the country he is in.)
2. Reread page 68–69 with students. **ASK** How does grandfather feel about Japan when he is in California? How does he feel when he returns to Japan? (Grandfather misses Japan; he feels homesick. He is happy to be back in Japan and to see the mountains, rivers, and old friends.)
3. Has someone in your family been to another country? Who? Where did he or she go? What did he or she like about the other country? What was different there? (Answers will vary.)

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**Subjects and Predicates**

**Toy Sentences** Give pairs of students a variety of small figures. Have students arrange the toys so that their partners can guess possible sentences. For example, a cat and a car could make *The cat drives the car.* Have students take turns arranging the toys and creating sentences.
Homesickness

SAY We have talked about traveling to see new places. Today we will talk about how you might feel when you are away.

Have students read the first two sentences on Anthology page 68: He remembered the mountains and rivers of his home. He surrounded himself with songbirds, but he could not forget.

ASK How did Grandfather’s memories make him feel? What did he do about his feelings? Why? Did it help? Have you ever felt the way Grandfather did? When?

As students tell about times when they have been homesick, extend their responses by asking: Whom did you think about? What else did you miss? Why?

Record students’ responses in a chart similar to the one below. Add other columns as needed.

<table>
<thead>
<tr>
<th>People</th>
<th>cousins</th>
<th>grandparents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Places</td>
<td>my house</td>
<td>the park near my house</td>
</tr>
<tr>
<td>Activities</td>
<td>jogging with my dad</td>
<td>playing with my dog</td>
</tr>
</tbody>
</table>

BEGINNING/PRODUCTION

Have students page through the selection to find pictures where Grandfather looks sad or lonely. Then have them find the pictures where Grandfather looks happy.

BEGINNING/PRODUCTION

BEGINNING/Preproduction

Early Production/ speech emergent

Intermediate/advanced

BEGINNING/Preproduction

Have students imagine they are on a trip. Help them write postcards to friends or family members. Have them tell about things they like about the trip and things they miss about home.
Giving Examples

Review the concept of an example. Ask questions such as When do you feel happy? List student examples on the board. Ask students what the difference is between saying I feel happy and I feel happy when I ride my bike. SAY There is more information in the second sentence. Tell students that when they are writing, they should be as specific as possible.

SAY When we give examples from selections we are writing about, it is easier to focus our thoughts. Encourage students to use specific examples when referring to a certain passage.

Model how to give examples. SAY I think the grandfather must have been very sad when he started to plan his second trip to California. Some examples that make me think that are: a war began, his house was destroyed, he had to move back to his childhood village, and he never kept any more songbirds. After all that, the grandfather never traveled to America again. Choose several statements from the story, such as: Grandfather likes California or Grandfather missed Japan. Have students give examples from the story to support these statements. Encourage them to look in their Anthologies for ideas.

Skill Objective
Students give examples that illustrate their ideas.

Academic Language
• examples
• ideas

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Using the examples from the board, have students write sentences that begin I feel happy when I _____.

Early Production/Speech Emergent
Have students write sentences to give examples from the story that support the following statement: Grandfather missed many things about Japan.

Intermediate/Advanced
Have students write sentences giving examples of things they liked or didn’t like about the selection.
Today we are going to talk about ships and shipwrecks. A shipwreck happens when a ship sinks, or goes down under the water. It may sink because of a storm or because the ship hit something, such as an iceberg.

Display the poem “Sailing Ship.”

**SAY** Listen and watch as I read. As you read the poem aloud, pantomime the sailors lifting anchor, the captain calling, and the ocean waves moving. Reread the poem and have students do the motions with you.

**Ship Ride** Review the meaning of left, right, and straight ahead with students. Then have students gather and move behind you as if you are all on a ship.

Say the poem together, then “sail” around the room. Model calling out warnings such as *Iceberg on the left!* or *Sandbar straight ahead!*

Continue sailing and have students take turns calling out similar warnings. Respond to students’ warnings by turning the ship to avoid the obstacles.
Get Set to Read

Return to the Titanic, pages 80–81

Say We have talked about shipwrecks. Turn to Anthology page 80. Read the title of the Get Set aloud and ask if anyone has heard of the Titanic. Say Look at the picture of the ship. Read aloud the labels and the caption under the ship. Ask Where did the iceberg hit the Titanic? Point to the hull. Why would having a hole in the hull cause the ship to sink?

Direct students’ attention to the picture on the right side of Anthology page 81. Have them identify the research ship, submarine, and the Titanic. Explain that the picture shows the ocean where the Titanic sank. Say The pieces that are left of the Titanic are on the ocean floor. They are more than two miles deep. How do you think you could reach the Titanic?

Finding the Titanic

Segment 1, pages 82–91

Lead students on a picture walk, using these prompts.

Pages 82–83: Which of these ships is the Titanic? What do you think the other ship is? Read the date on page 83. When does the story take place?

Pages 84–85: Where are the men in the picture? What are they doing? Read the date on page 85. When does this part of the story take place?

Pages 86–87: What can you tell about the Titanic by looking at these photos?

Pages 88–91: Why do you think the people are in the small boats?

Syllabication

Say Words can be divided into smaller parts called syllables. A syllable is a part of a word that is pronounced as a single sound. Write the word passenger on the board. Repeat the word as you clap out the syllables. Ask How many syllables do you hear? Tell students that in each syllable, there must be a vowel sound. Repeat the same exercise with other words, having students clap the syllables.

Explain that separating words into syllables helps them figure out long and unfamiliar words. Present examples from the selection such as understanding, survivor and unsinkable. Help students count out the syllables. Point out ways that syllables correspond to meaningful parts of the words.


**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Oceans**

**SAY** We have talked about shipwrecks and we have started to read about a large ship that sank to the bottom of the ocean. Today we are going to talk about different oceans and what the ocean is like.

Have students read the last paragraph on Anthology page 83: *I had dreamed of finding the Titanic since I was a boy. No one had seen it in almost seventy-five years. It lay two and a half miles down on the bottom of the Atlantic Ocean. This is far deeper than any diver can go. ASK What was the name of the ocean where the Titanic sank?*

**Display a world map. ASK Where is the Atlantic Ocean? What are the names of the oceans you see on this map?**

**Sense It** Have students close their eyes and imagine they are out at sea.

**ASK** What might you hear? taste? smell? feel? see? What other words describe the ocean? Write Hear, Taste, Smell, Feel, and See on the board and record each student response under the appropriate heading.

Next, have students use the recorded information in the following ways.

**BEGINNING/REPRODUCTION**

Have students use the map to find the correct ocean.

**SAY** Point to the Atlantic Ocean. Point to the Pacific Ocean.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** How does ocean water taste? What is something you might see in the ocean? What is a sound you could hear near the ocean?

**INTERMEDIATE/ADVANCED**

Have students imagine they are vacationing at the beach. Help them write journal entries describing the ocean, using the words from the board. Have students read their entries to the group. After each entry is read, ask questions such as What sound/taste/smell was mentioned in the entry?

**Vocabulary**

ocean, hear, taste, smell, feel, see

**Materials**

- Anthology
- world map

**IF NEEDED...**

**BEGINNING/REPRODUCTION**

See Master ELL 1–7.

Display “Sailing Ship” and read it with students, using the motions from Day 1. Then underline and read the words anchor, sailor, captain, and ship. Have students make a picture card for each word. Say each word and have students hold up the matching card as they repeat the word. Then say: Show something a captain does. Show something a sailor does. What does the ship do when sailors pull the anchor up? when they put it down?
Finding the Titanic
Segment 2, pages 92–101

Lead students on a picture walk, using these prompts.

**Pages 92–93:** Where are these people? Where is the Titanic?

**Page 94:** These people are getting ready to get on a rescue ship after the Titanic sank. How do you think they feel?

**Pages 96–97:** Which of these four photographs shows a part of the Titanic? What do the other photographs show?

**Pages 98:** What do you think is shown in this picture?

**Page 101:** Is this ship the Titanic? What ship do you think it is?

## Compound Sentences

**Write** these sentences on the board: *Ruth went to the movies. Marcos stayed home. It was raining. We got wet.* Combine the two first sentences by using the joining word *but* and the next two sentences using the joining word *and.*

**Explain** that these new sentences are compound sentences. *Say.* *These new sentences are made up of two related sentences combined into one. They are called compound sentences.* Explain that *and* and *but* join the two sentences. Discuss the difference in meaning between *and* and *but.* Point out the correct usage of the comma. Present additional examples to clarify meaning, and have partners create new compound sentences. Have students underline each short sentence, each joining word, and each comma in the sentences.

### Multi-Level Practice

**Beginning/Preproduction**
Say several compound sentences. Have students tell you which joining word was used in each sentence.

**Early Production/Speech Emergent**
Say two sentences, and have students decide whether *and* or *but* is the correct joining word to form a compound sentence.

**Intermediate/Advanced**
Have students work in a small group to write four compound sentences: two formed with *and* and two formed with *but.*

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**Skill Objective**
Students identify and form compound sentences.

**Academic Language**
- compound sentence
- joining words
- comma

**Language Transfer Support**
If students are overusing one of the joining words, either in speaking or in writing, this may be the result of differences in the way ideas are combined in the student’s first language. For example, in Arabic, the repetition of *and* several times in a series of combined phrases is the preferred rhetorical pattern.
Ships

**SAY** We have been talking about ships. Today we will talk about the people you might find on any ship. Have students turn to Anthology page 96 and read the last sentence of the ninth paragraph: *From here the captain and his officers had steered the Titanic.*

**ASK** Who steered the Titanic? What other people might have worked on the ship? Write students’ responses on the board.

| captain: the leader in charge of the ship |
| officer: a leader who helps the captain |
| sailor: a person who works on a ship |
| passenger: a person who buys a ticket to ride on the ship |
| waiter: a person who serves meals to the passengers |

**ROLE-PLAY** *These are some of the people you might find on a ship.* Think about why each person is on the ship. What is something each might say? Restate or simplify the comments students suggest. Have the group repeat each comment after you.

**MULTI-LEVEL RESPONSE**

- **BEGINNING/ PREPRODUCTION** Have students draw a picture of one of the people on a ship.

- **EARLY PRODUCTION/ SPEECH EMERGENT** Have students take the roles of different people on the ship. Describe events taking place on a ship and have students pantomime and make up a dialogue for the action you describe.

- **INTERMEDIATE/ ADVANCED** Ask groups of students to pretend to be different people from the list on the board. Have groups practice and present a short skit in which each person says at least one thing.
Using a Thesaurus

Write the word synonym on the board. SAY A synonym is a word that has almost the same meaning as another word. For example, calm means almost the same as quiet or still. Then write cold on the board. ASK What words mean almost the same as cold? Write students’ responses on the board.

Show a thesaurus to students. Explain that a thesaurus is a book of synonyms. Encourage students to examine the book and to look for ways that it is similar to and different from a dictionary.

Pass out synonym cards for students to classify into appropriate groups. Use words that describe objects or passages from the selection, for example, huge, big, large, gigantic (to describe the ship) or scared, afraid, terrified (to describe how passengers felt). Help students group the words and describe how they are alike.

Tell students to use the thesaurus to find additional synonyms for the words on the cards. Mention that sometimes students will not know all the terms they find in a thesaurus. When they want to find the exact definition of a word, they will need to look up the word in the dictionary.

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

Academic Language
- synonym
- thesaurus

Leveled Reader Journeys
Nemo and the Ship of Gold by Anne Sibley O’Brien
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Disasters**

**SAY** The sinking of the Titanic was a disaster. Disasters are things that happen that cause great damage or harm. Have students read next to the last paragraph on Anthology page 90. **ASK** Think about what happened to the ship and to the people. What damage and harm did hitting the iceberg cause?

**SAY** The sinking of the Titanic was one kind of a disaster called an accident. Sometimes there are natural disasters like earthquakes or storms. What are some kinds of disasters you have heard about? What damage or harm can each of these disasters cause? What are some things people can do to be safe in each kind of disaster?

**Chart It** Record students' responses in a chart similar to the following.

<table>
<thead>
<tr>
<th>Disasters</th>
<th>Problems</th>
<th>What People Can Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>earthquake</td>
<td>buildings fall down, people can get trapped</td>
<td>stand in a doorway, go outside</td>
</tr>
<tr>
<td>forest fire</td>
<td>trees burn, animals can get hurt</td>
<td>do not start fires, be sure to dig out campfires, dig trenches to keep fire from spreading</td>
</tr>
</tbody>
</table>

**BEGINNING/PREREPRODUCTION**

**See Master ELL 1–7.**

Have students read the poem chorally. Then have a student come up and choose the first line of the poem from sentence strips arranged randomly on a desktop. Say: I need one student to come up and choose the first line from the poem. Then say: I need one student to come up and choose the next line from the poem. Repeat five times, having students arrange their sentence strips on the chalkrail in order from left to right. When all the lines are in order, have students read the poem together.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREREPRODUCTION**

**SAY** Show what you would do to be safe if there was an earthquake.

**EARLY PRODUCTION/SPEECH EMERGENT**

Have students take turns pretending they are in charge during a disaster situation. Have each student choose a disaster and tell classmates what to do to be safe.

**INTERMEDIATE/ADVANCED**

Help students write a newscaster's report on a disaster. Have them include the damage the disaster caused and advice about what to do to be safe.
Finding the Titanic

The ship named the Titanic was very big. It was the biggest ship ever built. The first time the Titanic sailed was in 1912.

Ruth Becker was one of the passengers on the Titanic. She was twelve years old. She was traveling from England to the United States. She was excited to be on the Titanic.

The voyage took many days. Four days after the Titanic left England, it hit an iceberg! Ruth and her family got into lifeboats and were saved. But the Titanic sank. Many other people died.

The voyage with many days. You can see the Titanic left England, it is 100 years ago. But the Titanic sank. Many other people died.

After the Titanic sank, many people looked for the big ship in the ocean. No one found it for many years. Finally, in 1985, Robert Ballard and his team found the remains of the Titanic. They had special equipment that could go very deep into the water.

Robert Ballard had dreamed of finding the Titanic for many years. We found many things from the Titanic on the ocean floor: pots and pans, bathtubs, and suitcases. Using a robot camera, he took pictures of everything he saw.

Comprehension Questions for the Anthology Selection

1. Compare and contrast the illustrations on pages 90–91 and 92–93. What is the same about these illustrations? What is different? (Both pictures show people in lifeboats in the ocean. The first picture is dramatic and shows the Titanic sinking, at night. The second picture is calm; the Titanic is gone; it is morning.)

2. How is the story broken up into different sections? How do the headings help organize the story? (The story is broken up into chapters; each chapter has a date. The headings let you know when the story is taking place.)

3. If you could meet Robert Ballard, what questions would you ask him? (Possible answers: How did it feel when you found the Titanic? Why does it bother you that people are taking pieces of the Titanic away? Have you explored other parts of the ocean? What did you find?)

Compound Sentences

Sentence Combining Pass out envelopes with three compound sentences, each of them broken down into two short sentences. Also include three commas and the appropriate joining words. Have partners work put the compound sentences together. Once they are finished, rotate envelopes for additional practice.
**Dates**

**SAY** Today we will talk about how we read and write dates. Have students read the date at the top of Anthology page 88: April 15, 1912. Point out the month, day, year, and punctuation in the date.

Display a large twelve-month calendar. Have students repeat after you the names of the months. Then have students use the calendar to answer questions such as: What are the three months after August? What month is before March? What month is the first month of the year? The second Sunday in May is Mother’s Day. What is the date for Mother’s Day on this calendar?

**Write It**

Have students write their name and the complete date of their birthday on the board. Model reading the dates aloud and have students repeat them.

Have students use the calendar and the dates on the board in the following ways.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Display “Sailing Ship” and divide students into two groups. Then say: One group will say the first three lines while the other group echoes each line. Have the groups switch roles for the next three lines. Pace students by pointing to the group that should speak next. Extend the activity by having students think of different ways to say each part. For example, the first group can speak in a low voice and the echoing group can whisper.

**Early Production/Speech Emergent**

**ASK** Which students in our class have birthdays in the summer? Read the dates of their birthdays. Which students were born before/after you? Read the dates of their birthdays.

**Intermediate/Advanced**

**ASK** What date is the first Monday in June? What date is the last Friday in October? Then have students write and answer similar questions.
Writing Complete Sentences

Remind students that a sentence must have both a subject and a predicate to express a complete thought. Call on students to define subject and predicate. Write the following on the board: The Titanic and The Titanic sank. **ASK** Which of these is a sentence? How can you tell?

Write several other sentence fragments on the board, such as: My brother; are going to school; The principal of the school; is very tall. Have students tell if each is a sentence. **ASK** What part is missing? How can we make this a complete sentence? Have students give examples of complete sentences they can form using these words.

**Language Experience Activity** Write The Titanic on chart paper. Have students suggest several ways to turn this into a complete sentence about the Titanic. Encourage them to think of different passages from the selection to create complete sentences. Record what students dictate on chart paper. As they are writing, encourage them to look for ways to combine sentences using the joining words and or but.

**Skill Objective**
Students identify and form complete sentences.

**Academic Language**
- complete sentences
- subject
- predicate

**Language Transfer Support**
Word order varies widely among languages. You may want to point out to students that word order in English is often fixed (subject-verb-object). It will help to create an English word order chart that students can refer to as they write.
How does a train warn people to get out of the way? Would you like to take a train trip? Where would you go? Why?

Imagine you are going to take a train ride to another city. Tell the steps you would follow in your journey.

Display the Picture-Word Cards or another picture of a train. **SAY** Today we are going to talk about trains. Have you ever seen a train? Can you describe the parts of a train? On the picture, point out or label each part of the train that students mention.

Display the poem “Watching a Train.” Then **SAY** Listen and watch as I read.

As you read the poem aloud, add motions for key words, such as holding your ears for **loud** or pointing your thumb over your shoulder for **last**. Then have students read the poem and do the motions with you. **SAY** One place to watch a train is the train station. Train stations are places where trains stop to let people on and off the train.

**SAY** Now we will take turns acting out something that happens at a train station. As students pantomime, have the class guess the activities that are being acted out. If students need help, discuss and list ideas on the board, such as people checking schedules, buying tickets, and waiting on the platform.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students revisit the poem with motions. **SAY** Show how the engineer pulls the whistle. Show how train wheels move.

**Early Production/Speech Emergent**

**ASK** How does a train warn people to get out of the way? Would you like to take a train trip? Where would you go? Why?

**Intermediate/Advanced**

**SAY** Imagine you are going to take a train ride to another city. Tell the steps you would follow in your journey.
Get Set to Read

SAY Turn to Anthology pages 108–109. Read aloud the title of the Get Set and ask students to tell what they think All Aboard! means. If students need prompting, tell them that aboard means on or inside a vehicle, such as a train or ship.

Direct students’ attention to the large picture on Anthology page 109. ASK Where are the people in this picture? What can you tell me about the train? How are the people dressed? Do people get dressed up to take a train now? What else can you find that shows that this picture is not modern? Tell students that train travel was the newest way to travel in the late 1800s. People were excited to travel by train. SAY Look at the pictures in the corners. They show how people had to travel before trains existed. How are they traveling?

**By the Shores of Silver Lake**

**Segment 1, pages 110–117**

Lead students on a picture walk, using these prompts.

Pages 110–111: Do you think the family lives in the city or the country? Why?

Pages 112–113: How are the girls dressed? Where are they? What is their mother doing?

Pages 114–115: How are the people in the picture moving from place to place? Why do you think everyone is looking at the train?

Page 117: Who is the man in the picture? Point to him. What is he doing?

**Word Roots tele, rupt**

Show pictures of a telescope, television, and telephone. SAY All these words have the word root tele in them. Tele means “distance” or “over a distance.” We use a telescope to look a long distance. ASK What do we use a telephone for? What do we see on the television? Guide students to use the word distance in their responses. Have students use a dictionary to look up the meaning of telescope, television, and telephone.

Write the words interrupt, abrupt, and bankrupt on the board. Explain that the root of these words is rupt, which means “to break.” Have a student underline rupt in each word. Guide students to use the dictionary to look up the meaning of these words. Then have them explain the meaning in their own words.
Today we are going to talk about jobs, or chores, that children do to help their family. Have students find the first two sentences of the last paragraph on Anthology page 111, and listen as you read them aloud:
The two satchels stood on the sunny platform outside the waiting-room door. Laura kept an eye on them, and on Grace, as Ma had told her to. Ask What did Laura do to help her mother? Yes, Laura helped her mother by caring for her sisters.

Jobs you do to help at home are called chores. What chores do you do to help your family? Record students’ responses on a class chart similar to the one below.

<table>
<thead>
<tr>
<th>Yard Work</th>
<th>House-Cleaning</th>
<th>Babysitting</th>
<th>Cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chin Ye</td>
<td>Albert</td>
<td>Xiao-Xia</td>
<td>Miguel</td>
</tr>
<tr>
<td>Sandra</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students write their name above each chore that they do at home. Then make cloze statements, such as: The chore most students do at home is _____.

SAY: Jobs you do to help at home are called chores. What chores do you do to help your family? Record students’ responses on a class chart similar to the one below.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have students work with a partner. One student pantomimes one of the chores from the board, and the other student guesses what that student is doing. Students take turns pantomiming.

**Early Production/Speech Emergent**
Ask What is one of the chores you do? How many people in our class baby-sit?

**Intermediate/Advanced**
Have students work together to write simple steps explaining how to do each chore on the chart.
**By the Shores of Silver Lake**

**Segment 2, pages 118–127**

Lead students on a picture walk, using these prompts.

- **Pages 118–119:** Where is this girl? What clues tell you that this picture is from a long time ago?
- **Page 120:** Why do you think the girl is touching the train the way she does?
- **Page 122–123:** Describe the people on the train. What are they doing?
- **Page 125:** Why are the girls so excited? Is their mother excited?
- **Page 126:** The train is coming in to a station. Who might be at the station?

**Common Nouns**

**Explain** that a noun names a person, a place, or a thing. SAY Book is a noun, because it names a thing. Boy is also a noun because it names a person. Is dance a noun? Tell students that a common noun is a general word for a person, place, or thing. SAY City is a common noun. San Diego is not. San Diego is a specific city. City is the general word, so city is the common noun.

**Draw** a word web and write common nouns in the center. Draw three circles and label them persons, places, and things. **ASK** What things did Laura talk about in the selection? Who are some people in this selection? What places did we learn about? Write students’ examples in the appropriate circles. If students name a proper noun such as Laura, help them identify the common noun girl.
Money

SAY Today we will talk about money. Have students read the first paragraph on Anthology page 126: Laura, and Carrie too, knew they could not have that candy. They were only looking at it. Suddenly Ma opened her purse and counted out a nickel and five pennies into the boy's hand. She took the box and gave it to Carrie. ASK What did Ma buy? How much did it cost?

Organize students in small groups and provide a set of plastic or paper coins for each group. As you hold up each type of coin, say the name, tell what it is worth, and have students repeat the name after you. Write the names and values of the coins on the board.

SAY Show me the coins that Ma paid to the boy on the train. What other combinations of coins could she have used? Work with your group to find coins you could use to pay for something that costs one dollar. Have each group show and name the coins they used to make a dollar.

Have a student from each group record the combinations on the board. Reinforce students' vocabulary with statements such as: This group used two quarters worth fifty cents, three dimes worth thirty cents, two nickels worth ten cents, and ten pennies worth ten cents to make one dollar.

Vocabulary
money, coins, cost (verb), quarter, dime, nickel, penny

Materials
- Anthology
- sets of paper or plastic coins
- self-sticking notes for price tags

BEGINNING/PREPRODUCTION
See Master ELL 1–10.

Display the poem “Watching a Train” and guide students in a choral reading. Repeat the choral reading, and have students hold up the appropriate word card from Day 2 when they come to a key word. Then ask questions, such as: What do you see when there is a fire? How do you run when you are in a race? Have students respond by saying one of the key words and holding up the appropriate card. Then have partners use the cards to practice saying the words.

BEGINNING/PREPRODUCTION

Place price tags for amounts less than a dollar on several small items. Have students use their coins to show what coins they would use to pay for each item.

EARLY PRODUCTION/SPEECH EMERGENT

Have students work with a partner to role-play buying a classroom object. The first student should ask: How much does it cost? When the partner answers, the first student should tell what combination of coins he or she will use to buy the object.

INTERMEDIATE/ADVANCED

Ask each student to choose a coin secretly. Have the class try to guess which coin it is by asking yes/no questions. Model questions such as: Is it bigger than a dime? Is it worth less than a quarter?
Dictionary: Guide Words

**ASK** How are words arranged in the dictionary? Review alphabetical order with students. If necessary, review the alphabet, or refer students to alphabet charts.

**Distribute** dictionaries to students. Have them open the dictionaries to a certain page. Point out the guide words on the top corner of the dictionary page.

**SAY** These two words are called guide words. They are the first and last entry words that we can find on this page. The other entry words on the page are in alphabetical order between these two guide words.

Tell students to turn the page and identify the guide words. Then guide students to find a specific word in the dictionary using the guide words as guidelines.

**Model** how to use alphabetical order to the second, third, or fourth letter. Repeat the exercise with additional words.

**Skill Objective**
Students use guide words at the top of a dictionary page to locate words.

**Academic Language**
- dictionary
- guide word
- entry word

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Distribute letter cards for each letter of the alphabet. **ASK** Which letter comes first in the alphabet? Which letter comes next? Have each student place his or her cards in a row in alphabetical order according to the letter.

**Early Production/Speech Emergent**
Write several words on the board. Have partners find the words in the dictionary. Have students write the guide words from the correct dictionary page on the board next to the word.

**Intermediate/Advanced**
Write one guide word on the board. Have students work with partners to find the missing guide word in the dictionary. Have them write it on the board. Repeat with other guide words.

**Leveled Reader Journeys**
*River Race*
by Geoff Smith
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Colors**

*SAY* In the story we read, the author described the color of things to help us imagine the scenes. Laura used colors to help Mary picture the things around them.

Display a color chart. Write and say the name of each color. Then have students turn to Anthology page 121. *SAY* Skim the last paragraph. Which colors does Laura use to describe things for Mary?

**Colors We See**

*ASK* What colors would you use to describe the things you see in our classroom? Record students’ responses in a chart similar to the one shown below.

<table>
<thead>
<tr>
<th>Blue</th>
<th>Yellow</th>
<th>Green</th>
</tr>
</thead>
<tbody>
<tr>
<td>chairs</td>
<td>pencils</td>
<td>chalkboard</td>
</tr>
<tr>
<td>Anthology</td>
<td>desks</td>
<td></td>
</tr>
</tbody>
</table>

Next have students use the information from the chart in the following ways.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*SAY* Point to something blue. Point to something red.

**Early Production/Speech Emergent**

Begin a game of I Spy by saying: *I spy something red.* Have students guess red items in the classroom until they choose the correct one. Then have students take turns leading the game.

**Intermediate/Advanced**

Help students write a description of the classroom. Ask them to include items of as many different colors as possible. To help students express the location of the items, list on the board words such as next to, behind, above, near, around, and under.
Selection Review

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

- **Explain: the Ingalls**
  Explain that saying *the Ingalls* is a way to refer to the Ingalls family. When referring to a family, you can say *the + last name + s*. In this case, *ingalls* ends in an *s*, so one is not added. Have students try forming this construction with their own last name.

- **Show: platform**
  Have students turn to Anthology page 114. Say: *The family is standing on the platform in this picture. They will get on the train from the platform.*

- **Restate: Ma, Pa**
  Ma and Pa mean mother and father. There are many ways of saying mother, such as *mom, mommy, ma, mama, mother*. Father can be said as *dad, daddy, pa, papa, pop, and father*.

Comprehension Questions for the Anthology Selection

1. Look at the pictures in the selection. What helps you know that the story takes place a long time ago? (Possible answers: The clothes are different from today’s clothes. There are no streets in the towns; everyone rides in a horse-drawn wagon. The train is old-fashioned and is made of wood.)

2. Use the illustrations to retell the story. What was your favorite part of the story? (Answers will vary.)

3. What do you think would be different about riding in a train now and in the late 1800s? (Possible answers: the train would go much faster now, people wouldn’t be dressed so formally, the train would look different.)

Common Nouns

**Common Noun Quiz** Have students use the Selection Summary to find common nouns. Have them underline the nouns for *people* in blue, *things* in green, and *places* in red. Have a student say the name of one of the nouns they underlined. Have the rest of the class say *person, place, or thing*, to tell what category the noun belongs to.
Vocabulary
clothes, dress, ribbon, hat

Materials
- Anthology
- Picture-Word Cards
dress, shirt, pants, hat, shoes
(See Master ELL 1–12.)

Clothes

**SAY** In the story we read, the author gave colorful descriptions of the clothes that the family wore. Today we will use colors to describe clothes.

Read the fourth paragraph on Anthology page 112 with students: *Laura smoothed her dress. It was brown calico sprinkled with small red flowers. Her hair hung down her back in long, brown braids, and a red ribbon bow tied their ends together. There was a red ribbon around the crown of her hat too.*

**ASK** What was Laura wearing? (dress, ribbon, hat) Look through the pictures in the story. What other clothes do you see?

**Describe It** Record students’ responses in a list on the board. Then ask students to tell the colors of the clothing. As you add the information to the items on the list, model putting the color adjective in front of the noun as shown below.

- brown dress
- red ribbon
- blue shirt

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students use the illustrations in the story. **SAY** Point to the girl with the blue dress. Point to the woman with the red hat.

**Early Production/Speech Emergent**

**ASK** How many people in the classroom are wearing red shirts? How many are wearing blue jeans?

**Intermediate/Advanced**

Have students write a description of the clothing of one of the characters in the illustrations and read their descriptions to a partner.
Using Commas in Dates and Places

**ASK** What is today’s date? Write the date on the board; for example, November 15, 200_. **ASK** Where is the comma? After students answer, reinforce the fact that a comma is written between the date and the year. **Review** or teach the months of the year as needed. Remind students that, in English, the names of the months always begin with a capital letter.

Have students write several other dates on the board. Ask other students if each date is written correctly, and if it has a capital letter on the month and a comma after the date. Have them make any necessary corrections.

**Write** your town and state on the board. **ASK** Where do you think I should add a comma? When students answer, add the comma between the town and the state. Continue with other examples, and have students insert the commas. Make sure all students understand that the comma is placed at the bottom of the line and what its shape is. Point out that the city and state names are always written with capital letters.

**Skill Objective**

Students use commas in dates and place names.

**Academic Language**

- comma
- date

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have students copy a date and a place from the board. Check their papers for correct punctuation and spelling.

**Early Production/Speech Emergent**

Give students a list of dates and of towns or cities and states, some with the comma in the correct place and some not. Have students work with partners to identify correct and incorrect placement.

**Intermediate/Advanced**

Have students write at least five dates in different months. Check their work for punctuation and spelling.

**Language Transfer Support**

Days of the week and months of the year are not capitalized in many languages, including Spanish. Also, in many other countries, the date comes before the month and no comma is used. If students are not capitalizing such nouns or put the dates in the wrong order, remind them of these differences.