ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

That’s Amazing!

Selections
1. The Stranger
2. Cendrillon
3. Heat Wave!
Seasons

Today we are going to talk about the times of year called seasons. Display the poem “A Mystery?” Read the poem aloud. As you read the poem, pretend to touch the leaves, air, and grass, then show surprise as each thing changes. Have students read the poem and do the motions with you.

What changes does the poem mention? What season caused those changes? What other things do you see in the fall?

Tell students that autumn is another name for fall.

Show pictures of the four seasons. What are the other seasons? What is each season like? For each season, make a word web to record students’ responses.

Have students write the name of each season on an index card. I will picture a scene in one season and describe the things I see. Try to guess which season I’m imagining. After giving clues, have students show their guesses by holding up one of their cards.

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Get Set to Read

When the Leaves Fall, pages 298–299

Have students turn to Anthology pages 298–299. Say, We just talked about the seasons. What season do you see here? Read the title of the Get Set aloud. Ask, What are the two names for this season? What things make you think of autumn?

Tell students that many animals get ready for the winter in different ways. Call on students to read aloud the captions of the photographs. Ask, How do the squirrels get ready for winter? How do the birds get ready for winter?

The Stranger

Segment 1, pages 300–309

Lead students on a picture walk, using these prompts.

Page 301: This man is called the stranger, but here he is having dinner with the Bailey family. Why might he be called the stranger?
Page 303: Where does the story take place? Describe the setting.
Page 305: Why do you think the stranger is lying in the road? What has happened to him? Who is helping him?
Page 307: Where is the girl? Who do you think she is?
Page 309: What is the stranger doing? What do you notice about him?

Skill Objective

Students identify and read compound words.

Academic Language

• compound word

Compound Words

Write football on the board. Ask, What two smaller words do you see in the word football? Underline foot and ball in different colors. Explain that football is a compound word, two complete words that are joined together to make a new word. Write these other compound words on the board: afternoon, notebook, toothbrush, sidewalk, bedroom.

Have students underline the shorter words from each compound word in different colors. Have students tell the meaning of each compound word. Tell them that the meaning of the word cannot always be determined from the two parts. Have students think of other compound words and write them on the board.

Draw two pictures on the board and have students think which compound word they form, for example: a stick of butter and some wings: butterfly, a stick of butter and a peanut: peanut butter.
Temperature

Have students read these sentences from Anthology page 306: Mrs. Bailey stopped the doctor as he left the house. He’d forgotten his thermometer. “Oh, you can throw that out,” he answered. “It’s broken, the mercury is stuck at the bottom.”

Show students a thermometer or the Picture-Word Card. Ask What is a thermometer? What is mercury? Point out room temperature on the thermometer. Then indicate different temperatures, such as the freezing and boiling points of water.

Ask What words can describe the temperature when the mercury is near the bottom of the thermometer? What words can describe the temperature when the mercury is near the top? Record students’ responses on the board.

Display a calendar and have students respond to scenarios such as: It is a cool September day. What will you wear? or It is a hot day in August. What will you do?

Vocabulary
thermometer, mercury, cool, hot

Materials
• Anthology
• thermometer
• calendar
• Picture-Word Cards

(See Master ELL 3–3.)

BEGINNING/PREREPRODUCTION
See Master ELL 3–1.
Display the poem and read it with students, using the motions from Day 1. Ask: Which things in the poem changed? As students respond, underline leaves, air, grass, and world. Ask questions about each change, such as: What color were the leaves before they changed? after? Have students work together to create a set of before-and-after pictures for each change. Then as students read the poem again, have volunteers hold up the picture that matches each line.

MULTI-LEVEL RESPONSE

BEGINNING/PREREPRODUCTION
SAY Point to a day on the calendar that would probably be hot. Is it usually hot in January? Is it cold in January?

EARLY PRODUCTION/SPEECH EMERGENT
ASK What seasons have hot temperatures? What do you wear when the temperature is cool? What words can describe the temperature in January?

INTERMEDIATE/ADVANCED
Have pairs of students choose a date. Then tell them to plan a skit about playing outdoors with their friends on that day. Have them include activities and dialogue that convey the temperature.
The Stranger
Segment 2, pages 310–317

Lead students on a picture walk, using these prompts.

Page 311: Who is with the stranger? Where are they? What is the stranger looking at? Do you think the stranger likes animals? Why or Why not?

Page 313: What color are the leaves of the trees near the stranger? What color are they far from the stranger?

Page 315: What color is the leaf in the stranger’s hand? What could he be thinking?

Page 317: What has happened to all of the leaves on the trees now? Why are they yellow?

Action Verbs

Explain that an action verb is a word that shows action. Write several sentences on the board and have students underline the action verb in each sentence. Write sentences such as: Jeeten walked to the store. Rosa eats peaches. Marcos and Brian shop.

Brainstorm to create an Action Verbs List. Write the list on chart paper. Display the list on the wall, and have students add new verbs as they learn them.

Skill Objective

Students identify and give examples of action verbs.

Academic Language

• action verb

Beginning/Preproduction

Call out several common action verbs. Have students mime the meanings of the words.

Early Production/Speech Emergent

Use some chairs, desks, and large pieces of paper to create an obstacle course. Have students take turns to jump over the paper, crawl under the desk, hop around the chair, and so on. Encourage students to think of other instructions.

Intermediate/Advanced

Have student pairs find a specific page from The Stranger. Have them read the page and identify all of the action verbs. Have them write the action verbs on a sheet of paper.
Weather Words

Read this sentence from Anthology page 316: And etched in frost on the farmhouse windows are words that say simply, “See you next fall.” ASK. How does the stranger leave his message? What is frost? Point out that frost is a light coating of ice.

ASK. What other weather words are related to cold weather? Record students’ responses in a chart like the one below. Have students complete the chart by suggesting words that are related to snowy days, sunny days, and rainy days. Introduce and add to the chart the words that are new to students.

```
<table>
<thead>
<tr>
<th>Snowy Day</th>
<th>Rainy Day</th>
<th>Sunny Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>snow</td>
<td>rain</td>
<td>sun</td>
</tr>
<tr>
<td>gusty</td>
<td>cloudy</td>
<td>warm</td>
</tr>
<tr>
<td>frosty</td>
<td>foggy</td>
<td>breezy</td>
</tr>
<tr>
<td>icy</td>
<td>windy</td>
<td></td>
</tr>
</tbody>
</table>
```

Play the following weather word game. Say sunny, rainy, or snowy; toss a ball to a student; and have that student name a word in that same word group. That student then chooses a new category and starts another round. Continue until each word has been used several times.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Using the information in the chart, ask simple yes or no questions, such as: Is it warm on a snowy day? Is it cloudy on a rainy day? Is it icy on a sunny day?

**Early Production/Speech Emergent**
ASK. What kind of weather do you like best? Tell about it.

**Intermediate/Advanced**
Write weather words on index cards. Have students play a game in which one student draws a word and gives clues until the partner guesses the word. Have partners switch roles.
**Skill Focus: Vocabulary**

20–25 MINUTES

**Synonyms**

Write and say the word *synonym*. Have students say the word with you. 

**Explain** that synonyms are words that have the same or almost the same meaning. Write *small* and *little* on the board. Draw a small box. Say *This is a small box or a little box.* Little and small are synonyms because they mean the same.

**Draw** a two-column chart on the board. Write a word in the first column and encourage students to name synonyms they know for that word. Add the synonyms to the second column. See the chart below for reference.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>small</td>
<td>little, tiny</td>
</tr>
<tr>
<td>fast</td>
<td>quick, rapid</td>
</tr>
<tr>
<td>job</td>
<td>work, occupation</td>
</tr>
<tr>
<td>invent</td>
<td>create, make</td>
</tr>
<tr>
<td>surprised</td>
<td>amazed</td>
</tr>
</tbody>
</table>

**Skill Objective**

Students identify and use words that are synonyms.

**Academic Language**

- synonym
- similar
- meaning

**Materials**

- index cards

**Multi-Level Practice**

**Beginning/Preproduction**

Give each student a synonym word card. Have them show their cards to other students until they find their partner. For example, use: large-big, sofa-couch, thin-skinny, coatjacket, friend-buddy, small-little.

**Early Production/Speech Emergent**

Give students index cards with a vertical line across the middle. The top half has one word, for example, *come*, and the bottom half has three words, one of which is a synonym of *come*, for example, *look*, *arrive*, *go*. Students choose the synonym and write the synonym pair on the reverse side of the card.

**Intermediate/Advanced**

Have students use the synonyms on the board to write sentences. Show how the synonyms can be substituted into the sentence without changing the meaning.

**Leveled Reader**

That’s Amazing!

*Sping in the City* by Kitty Colton

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

**Selection 1:** *The Stranger*  DAY 3
Animals

Have students read this sentence from Anthology page 310: High above them a flock of geese, in perfect V formation, flew south on the trip that they made every fall. **Ask** Why do the geese make a trip every fall?

**Ask** What do other animals do when cold weather comes? Record students’ responses on a chart like the one shown. You may wish to provide books about animals so that students can find additional information to add to the chart.

<table>
<thead>
<tr>
<th>Animals</th>
<th>What they do in winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>geese and other birds</td>
<td>fly south</td>
</tr>
<tr>
<td>deer</td>
<td>move from mountains to lower ground</td>
</tr>
<tr>
<td>rabbits</td>
<td>go underground</td>
</tr>
<tr>
<td>bears</td>
<td>hibernate (sleep)</td>
</tr>
</tbody>
</table>

On index cards, have students draw and label pictures of the animals listed on the chart.

**Animal Riddles**

Pose riddles such as *I hibernate in a cave in the winter. What am I?* Have students read and hold up the card that answers the riddle.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students work with a partner. Give partners the index card drawings made in class. Have partners practice quizzing each other on the names of each animal in the pictures.

**Early Production/Speech Emergent**

**Ask** How do animals protect themselves when it gets cold? Which animals find a warm place to sleep in winter?

**Intermediate/Advanced**

Have pairs of students choose two animals from the chart. Have partners write a paragraph that compares and contrasts the appearance and winter habits of the two animals.
Selection Review

Strategies for Comprehensible Input

- **Restate:** stranger
  a person he didn’t know; someone he hadn’t met before

- **Explain:** The seasons were not changing.
  Normally, there are four different seasons. At certain times of the year, one season changes into the next one. The Baileys were waiting for summer to change to autumn, but it stayed summer longer than normal.

- **Model:** written on their window
  Show students that you usually cannot see what you write on the window with your finger. Then breathe on the window, and when the condensation from your breath is there, show them that you can see what you write. Explain that in winter, there is frost, or ice, on the window. When you write on the window, you can see it for a longer time.

Comprehension Questions for the Anthology Selection

1. *Look at the picture on Anthology page 315. What just happened? How does this help the stranger remember who he is?* (The stranger blew on a green leaf, which turned red. When he saw it, he realized that he had to help autumn come.)

2. *What are some details from the story that tell you that the stranger is not an average person?* (he doesn’t talk; he wears strange clothes; he is confused by buttons and steam; he never gets tired; a leaf changes colors when he blows on it)

3. *If you met the stranger and he could talk, what would you ask him?* (Accept varied answers, such as: Who are you? How did you remember who you are? Why do you change the seasons? Did you like staying with the Baileys?)

**Action Verbs**

Simon Says “Action” Review the definition of *action verbs*. Go around the class and ask each student to give an example of an action verb, such as *jump*, *walk*, *touch*, *point*. Write the words on the board. Use them to play Simon Says. Have students take turns leading the class.
Directions

Have students read this sentence from Anthology page 312: He looked to the north and saw a puzzling sight. **Ask** What direction was mentioned in the sentence we read? What are the names of other directions?

Post on the appropriate walls of the classroom signs that say north, south, east, and west.

If possible, provide compasses so students can check the directions. Point first to the wall labeled west and then to the wall labeled north.

Have students point to each wall and say the directions after you. **Say** I am pointing west. Now I am pointing north. Then point to the corner of the room between north and west. **Say** Now I am pointing northwest. On a new sign, write northwest and post it in that corner. Help students label the other corners northeast, southeast, and southwest. **Ask** In what direction am I pointing?

**Simon Says** Have students play a game of Simon Says. Give directions such as: Simon says face northeast. Face north and march. Simon says point to the blackboard and whisper the direction you are pointing to.

**Multi-Level Response**

**Beginning/Preproduction**

**SAY** Point to the east. Point to the south. Point to the northeast.

**Early Production/Speech Emergent**

Have students practice using the directions by describing the location of classroom objects. Have them use this sentence frame: The ___ is to the ___ of the ___. For example, The teacher’s desk is to the east of the chalkboard.

**Intermediate/Advanced**

Have each student hide a card that says treasure. Then have students write instructions leading from their desk to the card. For example, Walk four steps west. Turn and walk south until you come to the wall. Look for the treasure. Have students read their instructions aloud while a partner tries to find the treasure.
**Audience**

**Introduce** the word *audience*. Ask students to explain what an audience in a theater is. **Explain** that the people who will read their writing are also called their audience. **SAY** When we write, we should pay attention to our audience. Sometimes we write formally and sometimes we write informally, depending on who the audience is. For example, a letter to a friend will be written informally. A research report for class will be written formally. Provide other examples of writing, such as an e-mail to a sibling, a complaint to a store, a thank-you note, a postcard to a friend, a sympathy card, and so on. Have students classify the examples into formal and informal writing.

**Show** students writing samples addressing different audiences. Read the samples. **ASK** Are these all alike? How are they different? (some are familiar and some are formal) **Who is going to read these?**

Finally, provide sentences, such as *The science museum had many exhibits* and *The science museum was cool!* Have students identify which statement is formal and which is informal. Have them tell when they might use each sentence.

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**Skill Objective**

Students improve their writing by focusing on audience.

**Academic Language**

- *audience*
- *formal*
- *informal*

**Materials**

- writing samples that address different audiences
- markers

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have students design a formal card and an informal card. Have them tell to whom they will give each card.

**Early Production/Speech Emergent**

Have students design a card for a specific person, either formal or informal. Have students write a short message on the card. Have them exchange cards and identify whether each card is formal or informal.

**Intermediate/Advanced**

Have students choose a person to whom they can write an informal letter and a person to whom they can write a formal letter, for example: a friend and the school librarian. Have students write a short letter to each of them, paying attention to the type of writing they use.
Landforms

Display a world map and point out the island of Martinique. **SAY** We will soon read a story that takes place on this island. An island is a piece of land that is surrounded by water. Display the poem “Island Home” and read it aloud.

As you read, use your hands to show the shape of an island and the movement of wind and waves. Then pantomime listening, picking and eating fruit, swimming, and smiling. Have students read the poem and do the motions with you.

Write the words **continent** and **peninsula** on the board. Define these words for students. Have a student define **island**, and write **island** on the board.

**Find It!** Show students a world map. **ASK** What are the names of the seven continents you see? Find some islands. What are they called? Where is a peninsula? What is it called? List students’ responses on the board, next to the appropriate word: **continent**, **island**, or **peninsula**.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have students point to the world map, when you give instructions. **SAY** Point to an island. Point to a peninsula. Where is a continent?

**Early Production/Speech Emergent**
Each student should write the name of an island on an index card and give the card to a partner. The partner should find the island on the world map. The first student can give clues, such as: **Sri Lanka is near the continent of Asia**.

**Intermediate/Advanced**
**SAY** Name an island and show it to me on the map. How could a traveler get to the island? How is a peninsula different from an island?
Get Set to Read

The Island of Martinique, pages 326–327

SAY We just talked about islands. Turn to Anthology pages 326–327. Here we see the island of Martinique. Direct students’ attention to the photographs.

ASK What do you notice about the island? What landforms does the island have? Point to the mountains. Point to the ocean. Do you see many plants?

Have a student read aloud the caption on page 326. Point out that Rhode Island is the smallest state in this country. Then have a student read aloud the caption on page 327. Ask a student to define warm climate. Ask students if your area has a warm climate. ASK In what ways would our climate affect our lives?

Cendrillon

Segment 1, pages 328–339

Lead students on a picture walk, using these prompts.

Page 329: Which woman is Cendrillon? What does her godmother have?
Page 330: Who is in this picture?
Pages 332–333: Where are these people? What is going on? Who is the little girl? What is she doing?
Page 334: What are Cendrillon and the other women doing?
Page 337: Who do you think is going to the ball? Who isn’t going?
Page 338: How do you think Cendrillon got this beautiful dress?

Words with the Suffix -able

Write these sentences on the board: The glass is breakable. The dress is washable. The party was enjoyable. Read the sentences and point to the words breakable, washable, and enjoyable. ASK What do these words have in common? What do we call a part we add at the end of the word? SAY The suffix -able means “able to be.” Explain that in the sentence The glass is breakable, breakable means that the glass can break, or is able to be broken. The dress is washable means that the dress is able to be washed, or can be washed. SAY Tell me what enjoyable means in the sentence The party was enjoyable.

Create a list of words with the suffix -able and tape it on the wall for reference. Have students add new words as they learn them.
Bodies of Water

Have students read the first sentence on Anthology page 331: *I live on a green-green island in the so-blue Mer des Antilles, the Caribbean Sea.* Then display a world map and help students locate the Caribbean Sea. **SAY** Seas and oceans are filled with salt water. Other bodies of water are filled with fresh water. Can you name some other bodies of water that have fresh water?

**Water Web** Summarize the information by helping students create a word web like the one shown. Have students share what they know about each body of water. Clarify differences in size, shape, and movement.

Have students write the names of examples of each type of body of water. They should use the map to find examples.

**Vocabulary**
salt water, fresh water, sea, ocean, pond, stream, lake, river

**Materials**
- Anthology
- world map

**BEGINNING/PREPRODUCTION**
See Master ELL 3–4.
Display the poem and read it with students, using the gestures from Day 1. Underline the following words from each line in the poem: island, water, waves, ocean, fruits, swim, smile, and move. Ask: What pictures could stand for each of these words? Distribute index cards, and have students draw a picture for each of the words. Cover the words and read the poem aloud. Have students hold up the correct card each time they say one of the missing words.
Cendrillon

Segment 2, pages 340–353

Lead students on a picture walk, using these prompts.

Pages 340–341: Where is Cendrillon going?
Pages 342–343: Describe everyone’s reactions to Cendrillon at the ball.
Pages 344–345: Why do you think Cendrillon’s godmother is making her leave the ball so quickly?
Pages 346–347: Why are Cendrillon and her godmother in the road?
Pages 348–351: Does the shoe fit Vitaline? Does it fit Cendrillon?
Pages 352–353: What happened to Cendrillon and Paul?

Main Verbs and Helping Verbs

Remind students that main verbs show action and helping verbs work with the main verb. Write this sentence on the board: Cendrillon had danced with Paul. Help students identify danced as the main verb. Circle had. Say Danced shows the action. Had is a helping verb because it works with the main verb. Have students identify the main verb and helping verbs in these sentences: You have visited Niagara Falls. I will go to the store.

Have students look through the selection to find other examples of main and helping verbs. Have students write them on the board. Then have them take turns underlining main verbs and circling helping verbs.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write sentences such as I will call you tonight. We have read many stories. They had worked hard. Have students underline the main verb and circle the helping verb.

Early Production/Speech Emergent
Write sentences with blanks for the helping and main verbs, such as I ___ ___ here for two years. My friend ___ ___ with me tonight. Have students add appropriate verbs.

Intermediate/Advanced
Give students a list of action verbs. Have them work with partners to write sentences about Cendrillon using these verbs along with a helping verb.

Skill Objective
Students identify main verbs and helping verbs.

Academic Language
• main verb
• helping verb
Telling Time

Read the last sentence in the first paragraph on Anthology page 345: Suddenly, I heard distant bells strike the first chime of midnight.

For each group of students, provide a clock with movable hands. Have students show twelve o’clock. SAY Twelve o’clock at night is called midnight. Twelve o’clock in the day is called noon. Have students move the hour hand to each successive number and read the times with you.

Then have students move the minute hand to the half hour. ASK How do we say the time when it is thirty minutes past seven o’clock? Teach the term half past. With the minute hand on six, have students move the hour hand around the clock as they read each half hour with you.

Teach the terms quarter after/past and quarter to/of. With the minute hand on three and nine, have students move the hour hand as they read each quarter hour.

Have a student come up to the clock and set the movable hands to a specific time. Have the rest of the class tell what time is shown. Repeat until all students have picked a time.

What Time Is It?

BEGINNING/PREREPRODUCTION

SAY Change the clock so that it says half past nine. Change the clock so that it says quarter after seven.

EARLY PRODUCTION/SPEECH EMERGENT

ASK What time does the clock say? What time do you wake up?

INTERMEDIATE/ADVANCED

Provide copies of a television schedule. Ask students to write sentences telling the names and times of their favorite programs. Have students read their sentences aloud. Then have the class repeat the times mentioned by each student.
Dictionary: Spelling Table/ Pronunciation Key

**Show** students a spelling table or a pronunciation key, and explain how it is used. Help students pronounce the sounds and read aloud the examples from the table or key. Explain and demonstrate how to pronounce the long and short vowel sounds and the schwa sound.

**Write** these words on the board: back, bake, set, seat, kit, kite, come, comb, cub, cube. Have students help identify long and short vowel sounds in the words. Add additional words to the list to illustrate these sounds.

**Remind** students that in English the way a word sounds and the way it is written are often different. Each sound can be written in several ways. Show students how using a spelling table or a pronunciation key will help them to pronounce and spell words correctly.

Have students use dictionaries to look up the pronunciation of several words, such as ache, laugh, recipe, view, guess, guide. Have them say the words aloud. Then have students work in small groups to look up other words, working together to figure out pronunciation.

**Language Transfer Support**

Spelling in many languages is highly phonetic, and words are pronounced as they are written. Remind students that English is not such a language, and that the way words are pronounced usually differs from the way they are written. Also make sure students understand that any given sound may be represented by several different spelling patterns.

**Leveled Reader**

That’s Amazing!

Tattercoat and the Magical Flute

by Susan Delaney

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Fruits

Read this sentence from Anthology page 339: *But she found a big, round breadfruit.*

**Ask:** What fruit is mentioned in the story? What did the fruit look like? Can you name other fruits that are round? Can you describe the shape of some other fruits? What color is each fruit?

**Chart It** Record students’ responses on a chart like the one shown.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Shape</th>
<th>Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>breadfruit</td>
<td>round</td>
<td>brownish-yellow</td>
</tr>
<tr>
<td>banana</td>
<td>long</td>
<td>yellow or green</td>
</tr>
<tr>
<td>apple</td>
<td>round</td>
<td>red or green</td>
</tr>
<tr>
<td>lemon</td>
<td>oval</td>
<td>yellow</td>
</tr>
<tr>
<td>pear</td>
<td>round, with a part sticking out</td>
<td>green</td>
</tr>
</tbody>
</table>

Provide a bowl and an assortment of fruit or the Picture-Word Cards from Master ELL 3–6. As you name different fruits, have students take turns finding each fruit and adding it to the bowl.
Cendrillon

Cendrillon was a young woman. She lived on a beautiful island. She lived with her father, her stepmother, and her stepsister. Cendrillon’s stepmother always made her work hard.

One day, Cendrillon wasn’t allowed to go to a fancy ball. Her stepmother said she was too lazy. Cendrillon wanted to go to the ball. She would be there! Paul was handsome and kind, just like a prince.

Cendrillon’s godmother made a promise. She said that she would find a way for Cendrillon to go to the ball. Her godmother used her magic wand to give Cendrillon everything she needed for the ball: a carriage, horses, a beautiful dress, and elegant shoes.

At the ball, Paul danced with Cendrillon all night. At midnight, Cendrillon had to leave the ball quickly. But she forgot one of her shoes. Paul picked up the shoe and hoped to find the woman who owned the other shoe.

When Paul got to Cendrillon’s house, he put the shoe on her foot. Cendrillon was not wearing beautiful, expensive clothes. Paul said she looked just as beautiful as the night before. There was true love in his eyes. Cendrillon and Paul were married soon after that.

Main Verbs and Helping Verbs

Help the Verbs Write several main verbs and helping verbs, each on a separate sheet of paper. Tape one on each student. Have students with main verbs find students with helping verbs. When they find a partner, the pair creates a sentence using both verbs. Have each pair say their sentences. Repeat the game giving students who had main verbs helping verbs and vice versa.
Colors

Have students scan the last two paragraphs on Anthology page 339 to find all of the colors mentioned on the page. List the colors on the board. Explain that colors can be described as light, bright, dark, or pale.

Show an example of light, bright, dark, and pale. Then hold up color samples and ask students to name them. Label the color samples and post them for students to refer to.

If students are not familiar with these color names, introduce and show examples of the following colors: jet black, navy blue, lemon yellow, lime green, burnt orange, tan, and snow white.

Have students color the squares of a Bingo card using the colors from the lesson. Then call out a letter and a color name and have students cover any square that matches that combination. When a student has Bingo, have him or her name the winning colors.
Skills Focus: Writing 20–25 Minutes

Ordering Important Information

**Explain** that an announcement lists information in order of importance. Write the following on the board.

Newark, New Jersey  
announce their wedding  
Reception will follow.  
1:00 P.M.  
Luis Peres and Alma Gutierrez  
Gazebo Park  
Sunday, March 10, 2002

Have students put the information in order to make an announcement for the wedding. Have them explain why they decided to put each piece of information in each place. Then have students identify which question word (who, what, where, when) fits which part of the announcement.

**Language Experience Activity** With students, write an announcement for a school activity. First, have students brainstorm the type of activity they would like to write about. Prompt students by asking who or what, where, when, why questions. Write students’ ideas on chart paper or poster board. Later, have students add appropriate drawings to the announcement.

**Skill Objective**  
Students organize information by order of importance.

**Academic Language**  
- who
- what
- where
- when
- why

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**  
Give students a grid with the headings Who, What, Where, and When. Guide them to work with partners to design an announcement about a birthday invitation.

**Early Production/Speech Emergent**  
Have students work with a partner to add necessary information to a specific announcement, such as Jacob's 10th Birthday, A New Baby!, or Get Ready to Rock!

**Intermediate/Advanced**  
Have students work with partners to design a poster announcing a school event. Remind them to include important details, including who or what, where, when, why.

SELECTION 2: Cendrillon  DAY 5
Today we are going to talk about hot weather. What words do you know that describe hot weather? List students’ responses on the board.

Display “Beat the Heat” and read it aloud. As you read, use motion such as fanning yourself, looking for shade, drinking lemonade, and mopping your brow to show how hot it is.

Have students read the poem and do the motions with you. What kind of weather is the poem about? What tips for staying cool does it mention?

Explain the meaning of the following heat-related words and add them to the list: scorching, sizzling, humid, sticky, steamy. Model using the words to describe the weather and have students repeat each description after you.

Have students take turns coming through the door as if they have been outside on a very hot day. Have the class ask “How’s the weather?” As students answer, have them use words from the board as well as gestures and facial expressions that match their weather description.

SAY Pretend you are a weather reporter and your city has just had its hottest day ever. How would you report that day’s weather?
Get Set to Read

What Is a Heat Wave?, pages 358–359

Have students turn to pages 358–359 in their Anthologies. Have a volunteer read aloud the title of the Get Set. Ask students to brainstorm ideas of what they think a heat wave might be. Write their ideas on the board. SAY: A heat wave is a period of unusually hot weather.

Have students look at the photographs on page 358. Read the caption aloud. ASK: What sometimes happens when it is very hot? Have students look at the picture on page 359. ASK: Why do you think these children are playing in the fountain? What are some other ways you can stay cool when it is very hot outside?

Heat Wave!

Segment 1, pages 360–367

Lead students on a picture walk, using these prompts.

Page 360: Look at the cover of the book. Do you think this story is a true story, or is it a fantasy? Why?
Page 361: The geese that were flying across the sky got cooked by the hot air. Could this really happen?
Pages 362–363: What are the flowers doing? What else is happening?
Pages 364–365: What happened to the corn? What is the dog doing?
Pages 366–367: How is the family working together?

Words with -ed or -ing

Give a student a command, for example: Walk to the door. While the student is doing this, say: Pedro is walking to the door. Have other students perform other actions. Write what they are doing on the board. Underline the -ing of each verb. Explain that the -ing ending means the action is happening right now, at the present time. Have students work in groups: the first student chooses a command, the second one performs it, and the third one creates a sentence about the action. For example: Siung is jumping rope. Have students switch roles.

Use a continuation of the same procedure to explain words with -ed endings. SAY: Pedro walked to the board. Siung jumped rope. Explain that the -ed ending shows that something happened in the past. Have students write each new sentence under the corresponding sentence on the board.
Snacks

Have students read these sentences from Anthology page 367: *When they were done, they brought the trucks around, and we all pitched in and poured the butter over the popcorn.*

If possible, bring popcorn to class. **Say** Popcorn is a snack food. Can anyone describe popcorn? Why did the family add butter to the popcorn? How many of you like popcorn? What are some other snacks you like to eat?

**Snack Time**

Record students’ responses as labels on a bar graph. Then have students vote for their favorite snack and show the results on the graph.

Have students make statements about the information, such as *More people chose popcorn than peanuts,* and *Only two people chose raisins.*

Have students refer to the graph as they do the following activities.

**Beginning/Preproduction**

Have students answer aloud or on their fingers. **Ask** How many people like popcorn? How many people like pretzles?

**Early Production/Speech Emergent**

**Ask** Which snack got the most votes? the least votes? Which snacks are sweet? salty? How many people chose the same snack you chose?

**Intermediate/Advanced**

Have pairs of students write a summary of the information on the graph. Post helpful words such as most, more than, fewer than, and least. Ask pairs to read their finished summaries. Suggest that one partner read while the other points out the information on the graph.
Heat Wave!

Segment 2, pages 368–377

Lead students on a picture walk, using these prompts.

Page 369: Where is the girl now? What does she have in her hand?
Page 370: Why are the animals and the girl running away? What happens to the ones who don’t get away in time?
Pages 372–373: Is the heat the problem in this picture? What is the problem?
Pages 374–375: Why do you think the Heat Wave is leaving?
Page 376: What happened after the Heat Wave left?

Present, Past, and Future Tenses

Explain that the tense of a verb tells when something happens. Have students review what present, past, and future verb tenses represent. Remind students that most past tense verbs are formed with the -ed ending; verbs in the future tense are formed with the helping verb will.

Show a chart with the same sentence written in the three tenses. For example: The girl looked at the sky. The girl looks at the sky. The girl will look at the sky. Have students read each sentence aloud. Circle the verb in each sentence, and ask the students whether each refers to the past, to the present, or to the future. Continue with additional sets of sentences.
We read a story about a heat wave that took place in a farming area.

Today we will talk about an area of the country where there are many farms.

Display a United States map and point out Kansas and the nearby states of Nebraska, Iowa, Missouri, Illinois, Indiana, and Ohio. List the names of the states on the board and have students repeat each name after you. These states are the Midwestern states. They are called the Nation’s Breadbasket because the farms there raise so much grain. Grain is used to make bread and other foods.

Point out the state capital of Kansas (Topeka). Ask students to find the state capitals of the other Midwestern states. Then ask students what other information is shown on the map (e.g., rivers, features of the land).

Then have students use the maps in different ways based on their level of English proficiency.

**Vocabulary**

Midwest, breadbasket, grain

**Materials**

- map of the United States

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 3–7.

Have students review with a partner the word cards from Day 2. Ask partners to think of a motion or gesture to represent each word. Display the poem with the action words covered. As students read the poem with you, have them pantomime the missing words without saying them. On a second reading, have students say and act out the missing words.

**Geography Drill**

Point out the state capital of Kansas (Topeka). Ask students to find the state capitals of the other Midwestern states. Then ask students what other information is shown on the map (e.g., rivers, features of the land).

Then have students use the maps in different ways based on their level of English proficiency.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students use the United States map. Point to Kansas. Point to the Ohio River. Point to Springfield, Illinois.

**Early Production/Speech Emergent**

Have pairs of students choose one Midwestern state. Have them write the name of the state, its capital, its rivers, and the states that border it.

**Intermediate/Advanced**

Ask students to plan a trip from their city and state to a Midwestern state. Have them name what states they would cross. Ask them in what direction they would travel and what rivers they would cross.
Dictionary: Dividing Words into Syllables

Remind students that a syllable is a part of a word that is pronounced as a single sound. Write a list of words from the selection on the board. Make sure the list includes one-, two-, three-, four-, and five-syllable words, such as big, popcorn, commotion, everybody, miscalculated.

Read the list of words aloud, pausing slightly between each syllable. Have students decide how many syllables each word has. Then show how to divide the words into syllables, using the following as a guide.

Popcorn: Explain that compound words, such as popcorn, are always divided between the two smaller words: pop•corn.

Commotion: Tell students that words that have the same consonant twice in a row are always divided between that consonant. Also, review suffixes, pointing out the suffix -tion. Tell students that in words with suffixes, the suffix is usually one syllable: com•mo•tion.

Everybody: Have students find the two smaller words in the compound word everybody. Remind students that each syllable must always have a vowel sound. Remind them that the letter y can sometimes be a vowel, as in eve•ry•bod•y.

Miscalculated: Review prefixes, pointing out the prefix mis-. Help students identify the suffix -ed in the word. Tell students that prefixes and suffixes usually are their own syllable: mis•cal•cu•lat•ed.

Skill Objective
Students recognize and practice dividing words into syllables.

Academic Language
• divide
• syllable
• prefix
• suffix

Language Transfer Support
Syllable boundaries and typical syllable patterns differ considerably in other languages. If students have difficulty, tap or clap out the syllables as you say the word. Then have students do this with you.

Leveled Reader
That's Amazing!
A Strange Day in Mayville
by Andrew Clements
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Making Bread

**SAY** Today we will talk about making bread. Have students read these sentences from Anthology page 371: We dumped several fifty-pound bags of flour and a bunch of yeast in the trough by the barn, then stirred in water with shovels. That dough rose so fast we had to run for our lives.

**ASK** What ingredients did the family use for making bread? What happened after the dough was mixed? Explain to students that making bread is similar to making modeling clay. Say that bread has a special ingredient called yeast that makes the dough rise.

**Make Clay**

Write the following recipe for modeling clay on the board:

Put 1 cup flour, 2/3 cup water, 1/3 cup salt, and 1 tablespoon liquid dishwashing soap in a bowl. Mix with your hands. Add powder from drink or dessert mixes for color. The clay should be soft. If it is too sticky, add more flour. If it is too crumbly, add more water.

Read the recipe and demonstrate how to do each step. Repeat the demonstration and have each student make modeling clay. Then have students sculpt their modeling clay.

**Vocabulary**

- yeast, dough, ingredients

**Materials**

- Anthology
- mixing bowls
- flour
- water
- salt
- liquid dishwashing soap
- colored powder from drink or dessert mixes

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 3–7.

Write the poem on sentence strips and fold under the last word or phrase of each line. Have students supply the missing words and phrases as they read the poem with you. Then have partners read the first four lines together, with one partner reading the first part of the line and the other supplying the missing words. Have partners switch roles on the last four lines. Invite pairs to recite the poem for the class.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Point to the flour.
Point to the water.
Point to the dough.

**Early Production/Speech Emergent**

**ASK** What ingredients did we use to make the clay? What other ingredient do you need to make bread?

**Intermediate/Advanced**

**SAY** Teach someone else how to make bread or modeling clay.
Selection Review

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

**Explain:** Heat Wave
A heat wave is a period of unusually hot weather.

**Restate:** dough
the mixture used to make bread and other baked goods

**Explain:** iceberg lettuce
An iceberg is a huge piece of ice that is floating in the ocean; they were pieces of a glacier that have broken off. Iceberg lettuce is a type of lettuce. It doesn’t have anything to do with an iceberg.

Comprehension Questions for the Anthology Selection

1. Look at the illustrations from the selection. How can you tell this story is a fantasy by the illustrations? (geese cooked by hot air; thermometer burst; flowers crawled under the porch; corn popped; oatmeal cooked; dough rose)
2. What do you think would happen to a farm during a real heat wave? Which events from the story could really happen? (Answers will vary.)
3. If a heat wave came to your neighborhood, what could you do to stay cool? (Possible answers: go swimming; wear light clothing; use a fan or air conditioner)

Present, Past, and Future Tenses

**Card Game** Place a stack of index cards with verbs in the infinitive form written on them. Have students take turns drawing a card, reading the verb, and saying a sentence in the past tense using that verb. Next, students repeat the same sentence in the present and future tenses. For example, for smell: The popcorn smelled good. The popcorn smells good. The popcorn will smell good.
Salads

**SAY** Today we will talk about lettuce and other salad ingredients. Then read these sentences from Anthology page 375: I gave everyone lettuce seeds, and we started planting. Those seeds sprouted as soon as they hit the dirt.

**ASK** What kind of seeds did the family plant? What did the seeds do after they were in the dirt? Explain that sprouted means that they grow.

**ASK** How do you think the family might use all that lettuce? Point out that lettuce is used in most kinds of salad.

**Salad Words** **ASK** What other ingredients do people put in salads? Draw a concept web and write Salad in the center oval. Record students responses on the web. Be sure to include tomatoes, onions, cucumbers, mushrooms, oil, and vinegar.

Invite volunteers to pantomime cleaning and preparing an ingredient for salad. Have them use their hands to show the shape of the food. Ask the class to guess which ingredient is being prepared. After several students have added ingredients to the salad, have students describe the finished dish.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction** Have students draw and label the salad ingredients listed on the board.

**Early Production/Speech Emergent** Have students tell which ingredients they like in their salad. Then have them name one salad ingredient they do not like.

**Intermediate/Advanced** Have students work together to make up a salad menu for a restaurant. Ask each student to make up a name for a salad and draw a small picture of the salad. Then have students write a description of their salad’s ingredients. Help them add words to their description that would make customers want to try it.
Paraphrasing

Show different pictures in the selection and read the sentences that refer to them. SAY I’m going to say the same thing the author said, but I’m going to use my own words. Do this several times. After you paraphrase each segment, encourage students to think of additional ways of saying the same things. SAY The girl was a quick thinker. How else can we say that?

Remind students that it is important not to change the author’s meaning when they are paraphrasing.

Language Experience Activity With students, paraphrase a paragraph in the selection. Proceed sentence by sentence, asking questions that will guide students in rephrasing subject and predicate of each sentence. ASK Who is this sentence about? What did ___ do? What happened next? Write the students’ ideas on chart paper, guiding students to make corrections in subjects and verbs as needed. Rewrite the summary and read it as a group.

Skill Objective
Students paraphrase main ideas.

Academic Language
• meaning
• paraphrase
• main idea

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have students refer to the illustrations in the selection. ASK Which picture shows the flowers walking? Which picture shows the family putting popcorn in the truck? Which picture shows the Heat Wave leaving?

Early Production/Speech Emergent
Write three short sentences from the selection on the board. Write a new sentence that paraphrases one of the sentences from the board. Have students work together to match it with the correct sentence from the board. Repeat for the other sentences.

Intermediate/Advanced
Have students work with partners to choose a sentence from the selection and paraphrase it without changing the author’s meaning.