Theme 6: Nature: Friend and Foe
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Nature: Friend and Foe

Selections
1 Salmon Summer
2 Wildfires
3 Skylark
Today we are going to talk about the ocean. What words do you know that tell about the ocean waters? Record students’ responses in a web or chart.

Have students use the words to make statements, such as The ocean is too deep to swim to the bottom. Ocean waves swell up and break on the shore. Ocean water is salty. Have students dramatize the meaning of each statement by using gestures such as pointing down or showing the motion of a wave.

Display the poem “Fishing.”

Listen and watch as I read this poem about people who fish in the ocean.

Read the poem aloud. As you read, pantomime fishing with a pole, pulling up nets, pinching like a crab, pulling crab traps out of the water, hanging up fish, rubbing your stomach as if you’re hungry, and eating a big meal. Have students read the poem and do the motions with you.

Have students use the words from the board to write their own poem about the ocean. Have them brainstorm ideas and choose which lines to use as a group.

Draw something you would like to catch if you went fishing.

We fish in the ocean
With a pole or a net.
Then we check for crabs
In the traps we set.
We hang the fish to dry.
Yum! What a treat!
Our families and our friends
Have plenty to eat!

Copyright © Houghton Mifflin Company. All rights reserved.

Get Set for Reading
CD-ROM
Salmon Summer

Education Place
www.eduplace.com
Salmon Summer

Audio CD
Salmon Summer
Audio CD for Nature: Friend and Foe

LANGUAGE DEVELOPMENT
20–25 MINUTES

MULTI-LEVEL RESPONSE
Get Set to Read

The Land and People of Kodiak Island, pages 632–633

Have students turn to Anthology pages 632–633. SAY The story we are going to read takes place in Alaska. Look at the map on the top of page 633. Where is Alaska? Point out Kodiak Island on the map, and read aloud the title of the Get Set. Ask students to give ideas of how life might be different on an island than on the mainland.

Have students look at the photographs of the town on page 632 and the landscape on page 633. Have them read the captions of the photographs. Then have them describe what they see in the photos.

Salmon Summer

Segment 1, pages 634–641

Lead students on a picture walk, using these prompts.

Page 635: Describe the fish you see here. Can you name any of the parts of the fish? What are they?
Page 636: How many houses are in this photograph? What else is there?
Page 637: Where are Alex and his father? What do you think they are doing?
Page 638: What protective clothing is Alex wearing? What is in the boat?
Page 639: Where are all of these fish?
Pages 640–641: What animals do you see? What are they doing to the fish?

Three-Syllable Words

Write three-syllable words on the board, for example: ancestors, grandmother, scavenger, overboard, alphabet, banana, camera. Have students look for shorter words, prefixes, suffixes, VCCV or VCV patterns that can help them decode the words. Underline and circle different parts of the words that students recognize.

Have students divide the words into syllables by rewriting them and separating the syllables with a vertical line. Have students clap or tap out each syllable as they say the words.

Have students work in small groups to find additional three-syllable words in the selection.
Arctic Animals

Today we will talk about arctic animals. Have students look at the pictures on Anthology pages 640–641 and the animals on the Picture-Word Cards.

What arctic animals are in the story? Do you know of other animals that live in cold parts of the world? Which animals have fur? Which have feathers?

List students’ responses on the board. Have students say the name of each of the animals. Then have them identify the animals in the pictures and describe the animal.

<table>
<thead>
<tr>
<th>Arctic Animals With Fur</th>
<th>Arctic Animals With Feathers</th>
</tr>
</thead>
<tbody>
<tr>
<td>fox</td>
<td>ducks</td>
</tr>
<tr>
<td>bear</td>
<td>geese</td>
</tr>
<tr>
<td>rabbit</td>
<td>snowy owls</td>
</tr>
<tr>
<td>reindeer</td>
<td>puffins</td>
</tr>
<tr>
<td>caribou</td>
<td>sea gulls</td>
</tr>
<tr>
<td>squirrel</td>
<td></td>
</tr>
</tbody>
</table>

Fur or Feathers

With Fur

With Feathers

fox
bear
rabbit
reindeer
caribou
squirrel

ducks
geese
snowy owls
puffins
sea gulls

Multi-level Response

**Beginning/Preproduction**

Have students practice naming the animals on the Picture-Word Cards.

**Early Production/Speech Emergent**

What is the name of a furry animal that lives in the Arctic? What is the name of a bird that lives in the Arctic?

**Intermediate/Advanced**

Have students write a description of one of the arctic animals. Encourage them to add details about how the animal hunts or moves.
Salmon Summer
Segment 2, pages 642–647

Lead students on a picture walk, using these prompts.

Pages 642–643: Which animals is Alex holding in these photographs?
Page 644: What is different about the fishing Alex is doing here and the fishing he did with his father?
Page 645: Do you think Alex will catch fish this way? Why or why not?
Page 646: How do you think Alex feels when he catches this huge fish?
Page 647: The fish has been cut up. What will Alex do with the pieces?

Adverbs

Write these sentences on the board: The salmon swim upstream. Alex quickly pulls the line in. Have students read the sentences with you. Point to the underlined words. SAY These words are called adverbs because they modify the verb. Adverbs tell how, when, why, or where the action happens. ASK Where do the salmon swim? How does Alex pull the line? Point to the adverbs in the sentences. Explain that adverbs may come before or after the verbs they modify.

Write on the board: We speak ______. ASK When do you speak? How do you speak? Where do you speak? Add their responses to the sentence: every day, loudly, outside, and so on.

Have students create an “Adverb List” that can be used for future reference. Have them write how, when, why, where at the top of the list and list adverbs under the appropriate headings.

Skill Objective
Students identify adverbs and use them in sentences.

Academic Language
• adverb
• verb

Language Transfer Support
In some languages, such as French and Spanish, adverbs can occur between the verb and the object. This may be the cause of mistakes such as She likes a lot grapes, They watch attentively the TV. In other languages, adverbs always come before the verb, for example: He slowly writes.
Today we will talk about ocean animals. Have students read this sentence from Anthology page 643: In deeper water he helps his father haul their trap for Alaskan king crabs.

**ASK** What was in the trap? What does it look like? What other animals live in the ocean? Display the Picture-Word cards or other pictures of ocean animals.

Record students’ responses in a chart like the one shown below. Have students copy the chart onto a sheet of paper. Then call on students to describe each animal.

<table>
<thead>
<tr>
<th>Ocean Animals</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>crab</td>
<td>shell pincers</td>
</tr>
<tr>
<td>whale</td>
<td>huge, blubber, spout</td>
</tr>
<tr>
<td>fish</td>
<td>fins, scales</td>
</tr>
<tr>
<td>sharks</td>
<td>sharp teeth, very strong</td>
</tr>
<tr>
<td>sting rays</td>
<td>thin, flat, almost round</td>
</tr>
</tbody>
</table>

**BEGINNING/PREPRODUCTION**

See Master ELL 6–1.

Review the word cards from Day 2 and cover those words in the poem. Then ask students to read the poem and to clap each time they come to a missing word. On a second reading, have students say the first missing word and clap for the rest. On the next reading, have them say the first two missing words and clap for the rest, and so on. Continue until students are saying all the words of the poem.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Have students use the Picture-Word Cards.

**SAY** Point to the crab. Point to the shark.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** What is a big animal that lives in the ocean? Which ocean animal has a shell and pincers?

**INTERMEDIATE/ ADVANCED**

Have pairs of students write a description of an ocean animal. Ask them to describe the way the animals look and move. Invite students to read their descriptions for the class.
Dictionary: More Multiple-Meaning Words

Review common multiple-meaning words from the selection, for example: left, running, back, watch. Encourage students to give the meanings they know.

Write the word fry on the board. **Ask** What is the meaning of the verb fry? *(to cook food in oil)* **Say** When we read the word on Anthology page 637, that meaning doesn’t make sense: “As young fry they left the nearby stream to live at sea.”

Begin by guiding students in figuring out that fry is a noun, not a verb, in this sentence. Pass out dictionaries and help students look up the meanings for the noun fry. Have students read their findings. Have them choose the correct meaning for fry in the sentence. *(A small fish, especially, a recently hatched fish.)* Direct students to look at all the entries for fry. Point out that when a word has multiple meanings, they are listed under different entries.
Today we will talk about parts of a fish. Have students read these sentences from Anthology page 638: *With the others, he cuts off the head, pulls out the guts, and leaves the skin and tails on.*

Ask: What parts of the fish’s body were mentioned? What other parts does a fish have? Draw a simple diagram of a fish and record students’ responses as labels on the diagram.

Have students write each of the labels from the fish on a word card. Make statements about each part of the fish, such as *The scales protect the fish’s skin, The fish uses its tail and fins to swim, Gills help a fish get oxygen.* Then review the information by asking questions and having students read and hold up the word card that answers the question. Encourage them to ask additional questions.

**Fish Words**

Have students write each of the labels from the fish on a word card. Make statements about each part of the fish, such as *The scales protect the fish’s skin, The fish uses its tail and fins to swim, Gills help a fish get oxygen.* Then review the information by asking questions and having students read and hold up the word card that answers the question. Encourage them to ask additional questions.

**Multi-level Response**

**Beginning/Preproduction**

*Say:* Point to the fish’s eyes. Point to the part of the fish that helps it swim. Point to the fish’s tail.

**Early Production/Speech Emergent**

*Ask:* What helps a fish swim? What helps a fish get oxygen? What covers the outside of the fish?

**Intermediate/Advanced**

Have pairs of students write a paragraph comparing and contrasting a fish and another arctic animal.
Strategies for Comprehensible Input

- **Show: Alaska**
  Show the correct placement of Alaska on a map. Point out that although it is very far north, the family from the story lives on an island off the southern coast of the state.

- **Restate:**
  The rest of what is left over

- **Model:**
  His favorite way to fish is with a fishing rod.
  Model fishing with a fishing rod.

- **Explain:**
  He uses the salmon to catch a bigger fish
  Explain that Alex puts the salmon on his fishing rod as bait, so the larger fish will come to eat the salmon.

Comprehension Questions for the Anthology Selection

1. **Look through the photographs. What animals do you see? Which animal is the most important to Alex’s family? Why?** (salmon, seagulls, fox, bears, crabs, halibut; Salmon is the most important because they fish for a living.)
2. **What are some directions Alex follows when he is fishing with his family?**
   (Possible answers: use a net to fish; wear gloves to protect hands; separate the fish; hang the fish; clean the fish; bait the crab traps)
3. **Would you like to spend a summer with Alex? Why or why not?** (Answers will vary.)

Adverbs

**Adverb Time**
Make adverb cards, such as sometimes, yesterday, slowly, nervously, curiously, carefully, inside, suddenly, soon, and stack them face down. Have students take turns drawing a card and using the word in a sentence. For example, if the card drawn is slowly, the student may say *The fish swim slowly*. Continue until all students have had a turn.
Today we will talk about fishing. Have students read Anthology page 645: Alex baits a hook with his salmon, attaches a heavy sinker, and hangs the line overboard.

What equipment did Alex use for fishing? What other fishing equipment have you seen? Invite students to come to the board and draw pictures of the equipment they describe. Label the illustrations and discuss how each thing is used.

Have students imagine they are going deep-sea fishing on a boat. Narrate the process of putting on a hook and sinker, baiting the hook, casting, reeling in a fish, and helping net the fish to bring it onboard. Have students act out each action as you describe it. Then have some students take turns describing the action as others repeat the pantomime.

Go Fishing

Have students imagine they are going deep-sea fishing on a boat. Narrate the process of putting on a hook and sinker, baiting the hook, casting, reeling in a fish, and helping net the fish to bring it onboard. Have students act out each action as you describe it. Then have some students take turns describing the action as others repeat the pantomime.

Beginning/Preproduction
See Master ELL 6–1.

Write the poem on the board and read it aloud. Then erase the rhyming words. Have students supply the missing words as they reread the poem. Then erase the last word of each non-rhyming line, and have students read and complete the poem again. Then let students take turns choosing words to erase. Each time you erase a word or two, have students try reading and completing the poem again. Continue until students are saying most of the poem from memory.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

**SAY** Show what you do when you go fishing. As students pantomime, narrate their actions.

**ASK** What do you do first to get your pole ready for fishing? next? What do you do when a fish bites your hook?

Early Production/Speech Emergent

Intermediate/Advanced

Have pairs of students write a how-to paper explaining how to bait a hook, cast a line, and reel in a fish. As students read their how-to papers, have others follow the instructions.
Using Order Words and Phrases

**Brainstorm** a list of order words and phrases with students. Be sure to include *first, second, next, during, now, then, later, after that, before, and finally*. Post the list for student reference.

**Choose** a common activity, such as addressing an envelope, and have students brainstorm a list of all the necessary steps. Write students’ suggestions on the board. Then have students tell you which steps to write in which order. Help them select the correct order words to add to the paragraph. Have students read the paragraph aloud and decide if it needs any changes.

**Write** instructions on how to prepare a ham and cheese sandwich on the board. Do not include any order words or phrases. For example: *Get two slices of bread, some cheese, some ham, and some mayonnaise. Spread some mayonnaise on a slice of bread. Put a slice of cheese on top of it. Put some ham on the cheese. Put the other slice of bread on top of the cheese.* Have partners rewrite the paragraph, adding order words and phrases where necessary.

---

**Skill Objective**

Students improve their writing by using order words and phrases.

**Academic Language**

- order words
- phrases
- sequence
- steps

---

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give students the steps to make buttered toast written on separate sentence strips. Read each sentence aloud and have students work as a group to decide the order of the steps. Have them pantomime the steps.

**Early Production/Speech Emergent**

Have partners write sentences using the order words and sentences from the board.

**Intermediate/Advanced**

Have students work with partners to write a simple how-to paragraph for a certain topic, such as making a cup of tea or a peanut butter and jelly sandwich. Have students use the list of order words and phrases for reference.
Today we are going to talk about fires. What words name parts of a fire? What words describe a fire getting bigger or smaller? Record students’ responses on the board.

Act out what the fire does as you read the following:

A tiny spark flares up. It begins to spread slowly. Then it reaches some dry grass and spreads quickly. The flames leap high as the fire burns all the grass. Then it has no fuel and the flames die down. The last flame flickers and goes out.

Read the description again and have students pretend to be the fire.

Display the poem “Forest Fire,” and read it aloud. As you read, use motions that show flames leaping, smoke billowing, firefighters spraying a hose, flames dying down, and seedlings sprouting to grow into trees. Have students read the poem and do the motions with you.

**What Does a Fire Do?**

Act out what the fire does as you read the following:

A tiny spark flares up. It begins to spread slowly. Then it reaches some dry grass and spreads quickly. The flames leap high as the fire burns all the grass. Then it has no fuel and the flames die down. The last flame flickers and goes out. Read the description again and have students pretend to be the fire.

Display the poem “Forest Fire,” and read it aloud. As you read, use motions that show flames leaping, smoke billowing, firefighters spraying a hose, flames dying down, and seedlings sprouting to grow into trees. Have students read the poem and do the motions with you.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how firefighters put out a fire.

**Early Production/Speech Emergent**

**ASK** What are the parts of the fire? What is another way to say the fire is getting smaller?

**Intermediate/Advanced**

**SAY** Describe the way a fire might start. Describe what happens when firefighters are putting out a fire.
Get Set to Read

Wildfires and the Cycles of Nature, pages 658–659

Have students turn to Anthology pages 658–659. SAY Wildfires are different from house fires. In what ways do you think they are different? Write students’ responses on the board. Read aloud the title of the Get Set. ASK What is a cycle of nature? Why do you think wildfires are part of the cycle of nature? Have students read aloud the first two sentences of the Get Set.

Direct students’ attention to the map on page 658, and read aloud the names of the national parks. Explain that a national park is owned by the government and primarily used for recreation. ASK What do you think you would find in a national park? Then have students describe the wildfire on page 659.

Wildfires

Segment 1, pages 660–671

Lead students on a picture walk, using these prompts.

Page 663: Describe what is happening in this photograph. Why do you think these men are so close to the fire?
Page 665: Was this photo taken before or after the fire? How can you tell?
Page 667: What do you think it would be like to work as a firefighter in a forest?
Page 669: Why do you think this day is called “Black Saturday”?
Page 671: Why do you think this plane is shown in a book about wildfires?

Suffixes -less, -ness, and -ion

Write words with suffixes -less, -ness, and -ion on the board, such as penniless, brightness, reaction, and so on. Underline the suffixes. Tell students that the suffix -less means “without,” so penniless means “without a penny, without any money.” Explain that the suffixes -ion and -ness turn words into nouns, so brightness and reaction must be nouns. ASK What kinds of words are bright and react: nouns, verbs, adjectives, or adverbs? Have students use bright, brightness, react, and reaction in sentences to further illustrate their meanings and part of speech.

Have students name other words they know with the suffixes -less, -ness, and -ion. List them in three different columns and discuss their meanings. Students may suggest helpless, careless; happiness, friendliness; action, companion.
Today we will talk about firefighting equipment.

Have students read this sentence from Anthology page 670: They had used more than one hundred fire engines and an equal number of planes and helicopters to drop millions of gallons of water and chemicals to slow the advancing flames.

Firefighters use special equipment and wear special clothing when they fight fires. **Ask** What special clothing do firefighters wear? **What equipment do they use?** Record students’ responses on the board.

<table>
<thead>
<tr>
<th>Clothing</th>
<th>Equipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>helmets</td>
<td>ax</td>
</tr>
<tr>
<td>coats</td>
<td>flashlights</td>
</tr>
<tr>
<td>gloves</td>
<td>hose</td>
</tr>
<tr>
<td>boots</td>
<td>shovel</td>
</tr>
<tr>
<td>heat-resistant clothing</td>
<td>fire truck</td>
</tr>
<tr>
<td></td>
<td>bucket</td>
</tr>
</tbody>
</table>

**What Do You Need?** Have students discuss what happens when a fire is reported. Have them imagine they are firefighters and need to respond to the fire. **Ask** What do you need to get ready? **What do you need to do to put out the fire?** Have several students pantomime fighting a fire. Ask the class to describe the action, using the words on the board.

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - **Say** Show how you would get ready to fight a fire. Show what you would do if you were putting out a fire.

- **Early Production/Speech Emergent**
  - **Say** Name and describe equipment that firefighters use.

- **Intermediate/Advanced**
  - Have pairs of students write a paragraph describing what happens when a fire station gets a report that a fire has started.
Wildfires

Segment 2, pages 672–681

Lead students on a picture walk, using these prompts.

Page 673: What starts to happen in the forest after a fire?
Page 675: What do you think these are? Where are they found?
Pages 676–677: Are these firefighters putting out a fire or starting a fire? Why do you think they might start a fire?
Pages 678–679: Where is the fire here? Is it moving fast or slowly?
Page 681: How does the park look after time has passed since the fire?

Comparing with Adverbs

Review that an adverb modifies a verb. Make a chart on the board and have students brainstorm different adverbs. Have students classify the adverbs as short adverbs and adverbs that end with -ly.

Write a sentence on the board to model comparing with short adverbs. For example: The cheetah runs faster than a dog. Explain that when we compare how fast these two animals run, the words faster is used. Then write: The cheetah runs the fastest of all animals. Say The fastest shows that no other animal is faster than the cheetah. We use the fastest because we are comparing more than two animals.

Repeat the process with an adverb ending with -ly. Model how more and most are used to compare with these adverbs.
We have talked and read about fighting forest fires. Today we will talk about forests. Have students read these sentences from Anthology page 674: The forests of Yellowstone are mostly lodgepole pine trees.

What grows in a forest? What else might you see in a forest? List students' responses in a word web like the one shown.

Use the words in the web to describe life in the forest with statements such as Birds have nests in the trees, Animals eat berries from the plants, Insects buzz around the flowers. Have students repeat each statement after you or make their own statements about forest life.

Have students make an illustrated version of the word web from the board.

Have students pretend to be a tree in the forest. Have them write a description of the things they see happen during one day and night.

Vocabulary
forest, insects, berries, trees, ferns, fox, deer, rabbit

Materials
• Anthology
• markers
• Picture-Word Cards
  flower, insects, nest
  (See Master ELL 6–6.)
Analogies

Write an incomplete analogy on the board: Pencil is to paper as chalk is to ___. Help students analyze the first half of the analogy and decide how pencil and paper are related (a pencil is used to write on paper). **Ask** What do you use chalk for? (to write) **On what do you generally write?** (on the chalkboard)

Help students see that a pencil and a notebook are related in the same way chalk and a chalkboard are. **Complete** the analogy by writing the word chalkboard.

**Repeat** the process with some more analogies, such as: Two is to four as five is to ten. Boy is to man as girl is to woman. Puppy is to dog as kitten is to cat.

Point out to students that an analogy is a type of comparison in which the first pair of words is compared to the second pair.

**Skill Focus: Vocabulary** 20–25 MINUTES

**Beginning/Preproduction**
Give students analogies written on index cards. For example, use: Sun is to day as moon is to night; Bus is to road as plane is to air; Cold is to winter as hot is to summer. Have students illustrate the analogies. Tape the pictures (analogy not showing) on the wall. Have other students guess the analogy.

**Early Production/Speech Emergent**
Give small groups of students analogies written on two separate pieces of paper. For example, use: egg is to hen/as milk is to cow; corn is to vegetable/as apple is to fruit, shoes are to feet/as gloves are to hands, leg is to table/as arm is to chair. Have students match the two halves of the analogies.

**Intermediate/Advanced**
Have students fold a sheet of paper in half, forming a card. On the outside of the card, have partners write the beginning of an analogy. For example, write: Left is to right as top ___ on the outside and is to bottom on the inside. Tape the cards to the wall. Have the rest of the class complete the analogies. Students can look inside to self-check.

**Leveled Reader**
**Nature: Friend and Foe**
Danger—Landslides!
by Linda Hartley
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

**Skill Objective**
Students identify the relationship between pairs of words and solve analogies.

**Academic Language**
- relationship
- analogy

**Materials**
- index cards
- markers

**Selection 2: Wildfires** Day 3
Today we will talk about national parks. Explain that the government has set aside wild areas of many kinds as national parks. Have students read these sentences from Anthology page 678: Everglades National Park is part of a vast sea of saw grass that covers four thousand square miles in southern Florida.

Have students look at the photos on Anthology pages 679 (Everglades National Park) and 681 (Yellowstone National Park). What does the Everglades National Park look like? How is it different from Yellowstone National Park? Display a map of North America and point out some of the best-known national parks. If possible, show photographs of different parks.

Describe the activities at a national park, such as hiking, camping, watching for wildlife, and going on tours.

Next, have students board an imaginary tour bus to visit some national parks. Each time you arrive at a new destination, write the name of the park on the board and have students get off the bus to look around. Describe the landscape and have students pretend to examine rocks, animal tracks, trees, and wildflowers that you mention. At the end of the tour, have students tell which part of the trip they enjoyed most and why.

Show something you would like to do at a national park. Point to the park you would like to visit on the map.

Have students write a paragraph telling which national park they would like to visit and what activities they would do there.
Selection Review

Strategies for Comprehensible Input

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

**Explain: spark**
Explain that a spark is a very small piece of material that is burning. Spark is especially used to describe a small particle that is thrown off a larger fire or a small part of a larger fire that was mostly extinguished.

**Show: Yellowstone National Park**
Show where Yellowstone National Park is located on a United States map. Also have students look at the photographs of Yellowstone National Park on Anthology pages 677 and 681.

**Explain: neither, nor**
Compare and contrast the use of neither and nor with the use of either and or.

Comprehension Questions for the Anthology Selection

1. Look through the selection. Which is your favorite photograph? Tell why it is important to the wildfire cycle. (Answers will vary.)

2. What are some details from the selection that support the main idea “Wildfires can help a forest”? (Possible answers: fires allow young plants to grow; new trees are often healthier than the old ones; many trees need fires to release their seeds; a fire gets rid of dry kindling; fires remove dead trees; fire creates greater variety of plants.)

3. Do you think that wildfires are harmful, helpful, or both? Explain your answer. (Answers will vary.)

Comparing with Adverbs

**Adverb Builder** Have students sit in a circle. Say a simple sentence, such as I run. The first student will add an adverb to that sentence: I run fast. The next two students will use the comparative forms of that adverb in sentences: I run faster than José, I run the fastest of all the students in the class. Go around the circle twice, using new sentences.
**Life Cycles**

**SAY** We read about how a forest begins again after a forest fire. Today we will talk about life cycles. Have students read Anthology page 675 aloud. **ASK** What happened first when the forest began to grow again? second? third?

Record students’ responses on a flow chart like the one shown. Have students copy the chart onto a sheet of paper.

Explain that when another fire comes, the birds and animals will leave, but the plants will sprout and start the cycle again.

Ask students to describe the steps a particular plant or animal goes through as it starts life, grows and changes, then helps start the cycle again. Have the class help you create circular flow charts to show each cycle described.

**Flow Charts** Explain that when another fire comes, the birds and animals will leave, but the plants will sprout and start the cycle again.

Ask students to describe the steps a particular plant or animal goes through as it starts life, grows and changes, then helps start the cycle again. Have the class help you create circular flow charts to show each cycle described.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** Which happened first: the fire burned down forest or the flowers appeared? What happened next?

**Early Production/Speech Emergent**

**ASK** What comes back first after a forest fire? After the plants sprout, what happens next? next?

**Intermediate/Advanced**

Invite students to choose one plant or animal and make their own illustrated flow chart of its life cycle.
Elaborating with Adverbs

Have a student tell what an adverb is. Have students brainstorm a list of adverbs and write them on the board. Make sure they include examples of adverbs that answer how, when, why, and where. Explain that students' writing can be more descriptive and informative if they use adverbs when writing.

Write the following sentences on the board.

The fire burned.
New trees grow after a fire.
Animals die in a forest fire.
The fire will go out.

Have students suggest adverbs to add to the sentences. Have students go to the board and rewrite the sentences, adding appropriate adverbs. Then have students tell whether each adverb answers how, when, why, or where. Have them substitute other adverbs in the sentences. Then have students compare the sentences with the adverbs to the sentences without the adverbs. Ask which sentences give more information.

Skill Objective
Students add adverbs to improve their writing.

Academic Language
• adverb
• verb
Today we are going to talk about what the land looks like in different places. Look outside. What does the land look like in our area? Have you seen land that looks different from the land here? Where was it?

Show the Get Set on Anthology pages 686–687 and the Picture-Word Cards. What does the land look like on a prairie? a desert? What other places do you know about? How does the land look there? Record students’ responses in a chart like the one shown.

Display the poem “Prairie Day.” Read the poem aloud. As you read, use motions and pantomime the actions of the animals. Have students read the poem and do the motions with you.

<table>
<thead>
<tr>
<th>prairie</th>
<th>mountains</th>
<th>swamp</th>
<th>seashore</th>
<th>desert</th>
</tr>
</thead>
<tbody>
<tr>
<td>flat</td>
<td>high</td>
<td>wet</td>
<td>sandy</td>
<td>dry</td>
</tr>
<tr>
<td>grassy</td>
<td>rocky</td>
<td>muddy</td>
<td>ocean waves</td>
<td>few plants</td>
</tr>
</tbody>
</table>

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
Have students draw a picture of one type of landscape. Have them label their picture.

EARLY PRODUCTION/ SPEECH EMERGENT
ASK What kind of landscape is flat and grassy? What kind of landscape is high and rocky?

INTERMEDIATE/ ADVANCED
ASK How is a swamp different from a prairie? How is a desert different from a seashore?
Get Set to Read

Life on the Prairie, pages 686–687

Have students turn to Anthology pages 686–687. **ASK** What do you see in the photographs of the prairie? Have a student read aloud the title of the Get Set. **ASK** What do you think life was like on the prairie long ago? Explain that most people who lived on the prairie at the time when the story takes place were farmers. Have students look at the photograph on page 687. Point out the well in the front of the house. Explain that there was no running water. Have students tell why it would be more difficult to farm without running water.

**ASK** How do you think the prairie would look if it didn’t rain for a very long time? The story we are going to read is about a family who lived on a prairie and experienced a long period of dryness.

**Skylark**

Segment 1, pages 688–695

Lead students on a picture walk, using these prompts.

**Page 690:** How would you describe Anna and Sarah’s relationship?
**Page 691:** Describe the family’s house. Why do you think there are cracks in the ground? What is the coyote doing in the family’s yard?
**Page 693:** Describe how people used to travel. What else do you notice about this picture?
**Page 694:** How can you tell that people are enjoying the party?

**Word Roots** *graph, tract*

**Write** these words on the board and have students classify them according to the word parts *graph* and *tract*: *attract, photograph, autograph, distraction.* **Explain** the meaning of both roots: *graph* means “to write, draw, or record” and *tract* means “to pull, draw, or be attracted to.”

**Write** other examples of words with the roots *graph* and *tract* on the board. They may include: *phonograph, attract, extract, subtract, biography, autobiography, geography, distraction.* Guide students to read the words aloud. Help students figure out the meanings of the words by using the definitions of the roots *graph* and *tract.*
Prairie Animals

**SAY** We talked about prairies. Today we will talk about prairie animals. Have students read this sentence from Anthology page 690: *By the paddock fence a thin coyote was drinking water out of the water pail.*

**ASK** Have students look at the pictures of the coyote on that page and on the Get Set on Anthology page 686. What did the coyote look like? Do you know of other animals that could live in a grassy prairie with few trees?

On the chalkrail, display pictures of several prairie animals, such as rabbit, deer, coyote, fox, skunk, mouse, and hawk. Label the pictures and have students describe each one. Record students’ descriptions on the board above each picture. For example, above rabbit, you may list: long ears and feet, soft fur, whiskers, and strong legs.

Have students say sentences about the animals. Take the pictures down, shuffle them, and have students match the pictures and words.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

*SAY* Point to the coyote. Point to the rabbit. Point to the mouse.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What kind of bird might you see on the prairie? Which prairie animal has pointed ears and looks like a dog?

**INTERMEDIATE/ADVANCED**

Have students write a paragraph comparing and contrasting two different prairie animals.
**Skylark**

**Segment 2, pages 696–703**

Lead students on a picture walk, using these prompts.

**Page 697:** What are Anna and Sarah doing? Who is watching them?
**Page 698:** Why do you think the neighbors are leaving the prairie?
**Page 699:** What is different about the land in this picture? Compare it to the other pictures in the story.
**Page 701:** Why do you think the family isn’t trying to put out this fire?
**Page 702:** Does this picture look sad or happy to you? Why?

---

**Skill Focus: Grammar**

**Prepositions/Prepositional Phrases**

*Write* the prepositions *in, on, under, behind, in front of, across* on the board. *Review* that these words are *prepositions* and are used in *prepositional phrases*. Give simple commands to demonstrate usage of these prepositions. *Say,* *Put the pencil on the table, Put your hand under your desk, Stand behind your desk,* and so on. Continue introducing prepositions in this fashion.

Have students write prepositions on index cards to create a *Prepositions List* to post in the classroom. Next, have students work with partners to practice the prepositions by giving each other directions.

---

**Language Transfer Support**

Common prepositions such as *in, on, at, of, to,* and *for* can be especially confusing for English language learners. The use of these prepositions in students’ primary languages may overlap with English in some places and differ in others. Suggest that students learn a series of set phrases with *in, on, at, of, to,* and *for* that they can refer to.
Storm Words

**SAY** Today we will talk about storms. Have students read these sentences from Anthology page 700: A sharp clap of thunder woke me. Lottie and Nick barked as lightning lit up the sky.

**ASK** What did the family see and hear? When do you usually hear thunder and see lightning? What other words tell what can happen during a storm? Prompt further discussion by including words that describe blizzards, hurricanes, and tornadoes. Record students’ responses in a chart. Label the columns **Storm** and **Description**. **ASK** How can we protect ourselves during each type of storm? Add a column to the chart entitled **Protection** to record this information.

**A Stormy Night**

Use the words from the chart to describe storm events. Have students make statements such as Look! There’s lightning in the sky. Cover your ears. The thunder is loud. Put up your umbrella. It’s starting to rain.

**BEGINNING/PREPRODUCTION**

See Master ELL 6–7.

Display the poem and have students read it chorally. Review the animal names from Day 2. Have students agree on a pose or motion to represent each animal. Use some of students’ picture cards to cover the animal names in the second verse. Then have students read the poem again. Each time they come to a missing word, have them say the correct animal name and do the pose or motion.

**MULTI-LEVEL RESPONSE**

**BEGINNING/ PREPRODUCTION**

Ask simple yes or no questions, such as Does it snow during a hurricane? Is it windy in a tornado? Does it rain during a thunderstorm?

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** What flashes in the sky during a thunderstorm? What falls from the clouds in a blizzard? What words describe a hurricane?

**INTERMEDIATE/ADVANCED**

Have pairs of students use the lesson vocabulary to write a severe-weather warning. Have students give their report as an anchor person at a television station or a weather reporter on location out in the thunderstorm.
Dictionary: Parts of Speech

Review the definitions of noun, verb, and adjective, and write these words on the board. Choose a word that can be used as a verb and as a noun, for example, call. Write two sentences using that word on the board: I called you yesterday. Can you take this call? Explain that some words can be verbs and nouns. Have students determine the part of speech for call in both sentences. Show that other words can be both adjectives and verbs, such as long: That is a long story. I long to see my friend. Explain that these words can have more than one meaning. Choose other words, such as run, bark, fair, file, kind, last. Encourage students to think of the different meanings and parts of speech for the words.

Skill Objective
Students identify the parts of speech of different words.

Academic Language
- parts of speech
- verb
- noun
- adjective

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write simple sentences on sentence strips. For example: She was mean./What do you mean? We went to the fair./The referee made a fair call. I wait for the bus./The wait is long. Help students read the sentences aloud. Underline the words and write their parts of speech. Discuss the meanings of the words.

Early Production/Speech Emergent
Write the following sentences on the board: Caleb was the youngest child. Life in the prairie was difficult sometimes. Sarah missed the sea. Have partners decide the part of speech for the underlined words. Encourage students to volunteer information about other words in the sentences. For example, they might say that life is a noun.

Intermediate/Advanced
Give students a list of words, for example: seal, bank, house, jam, stick, and have partners figure out how the words can be used as different parts of speech. Have students list the words under the headings: nouns, verbs, and adjectives.

Leveled Reader
Nature: Friend and Foe
A World of Snow by Kay Livorse
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Parts of a House

Have students read the last two paragraphs from Anthology page 693: "Anna? Caleb? What is this?" said Sarah in the bedroom doorway.

We whirled around silent. Sarah walked to the window to look out, too but I took her hand and pulled her out into the hallway.

**Rooms / Areas**

<table>
<thead>
<tr>
<th></th>
<th>Parts</th>
</tr>
</thead>
<tbody>
<tr>
<td>bedroom</td>
<td>window</td>
</tr>
<tr>
<td>kitchen</td>
<td>door</td>
</tr>
<tr>
<td>porch</td>
<td>roof</td>
</tr>
<tr>
<td>living room</td>
<td>walls</td>
</tr>
<tr>
<td>bathroom</td>
<td>floor</td>
</tr>
<tr>
<td>hallway</td>
<td>ceiling</td>
</tr>
</tbody>
</table>

**In the House**

Write the words naming parts of a house on word cards and have students help you label the parts that are in the classroom. Then have students pantomime activities such as cooking, brushing their teeth, sleeping, and watching television. Have other students guess in which rooms of the house they do each activity.

**Multi-Level Response**

- **Beginning/Preproduction**
  - **Say:** Show something you do in the kitchen. Show something you do in the living room.

- **Early Production/Speech Emergent**
  - **Ask:** What room of a house is for sleeping? cooking? How do you enter the house?

- **Intermediate/Advanced**
  - Have students draw a floor plan of their dream house. Have them label rooms, windows, and doors.
Selection Review

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

**Explain:** drought
A drought is a long period with little or no rain.

**Restate:** felt sorry for
sympathized with, pitied

**Restate:** went on
continued, didn’t stop

Comprehension Questions for the Anthology Selection

1. **Look at the illustration on page 701. Describe what is happening. Why is this important to the story?** (The family’s barn is on fire. They are watching the fire burn the barn because they don’t have any water to put it out. It signifies the family’s powerlessness against nature; because of this, Sarah, Anna, and Caleb leave the farm.)

2. **Look at the characters’ body language in the illustrations. What information about the family do you know from these illustrations that is not in the text of the story?** (The family members are touching each other in every illustration; their love, caring, and closeness is represented in the illustrations.)

3. **How does the weather affect your life?** (Answers will vary.)

Prepositions/Prepositional Phrases

**Obstacle Course** Have students review prepositions by arranging objects such as furniture, boxes, pencils, and jump ropes. Set them up in such a way that students have to go under, around, between, across, near, or by them. Have small groups write a set of three instructions to be followed by other groups. For example, they might write: Stand in front of the jump rope. Hop over it. Crawl under the table.
Parts of a Letter

Say Today we will talk about parts of a letter. Have students read the last paragraph of the story on Anthology page 703: “We will write letters,” he said, his voice soft.”We’ve written letters before, you know.”

Discuss the different parts of a letter, including greeting, body, closing, and signature. Discuss various different types of greetings and closings. Tell students when it is appropriate to use each one.

Ask How might Papa’s letter begin? end? What kinds of things might be write? Use students’ responses to write a letter Papa might write to the family. Be sure to include the greeting, body, closing, and signature as in the letter shown.

Dear Sarah, Anna, and Caleb,

We still have not had any rain, and things are very dry. I have started rebuilding the barn. The dogs are doing fine, but they miss all of you. I miss you, too.

Love,
Papa

Review the names of each part of the letter and discuss other kinds of greetings and closings used in letters. Have students label the greeting, body, closing, and signature in the letter.

If Needed...

Beginning/Preproduction
See Master ELL 6–7.
Display the sentence strip version of the poem from Day 4. Pair students with a partner, and say: I am going to cut apart the words of each line of the poem. Work with your partner to arrange in order the set of words that I give you. Then tape the words in the correct order. Begin with the students who have the first line. Have each pair place their finished strip in the correct order and read it aloud.

Multi-Level Response

Beginning/Preproduction
Have students write several greeting and closings for letters.

Early Production/Speech Emergent
Ask What greeting would you use in a letter to a family member? What would you write as a closing for the letter?

Intermediate/Advanced
Have students write a letter to a friend, family member, or teacher. Ask them to label the greeting, body, closing, and signature of the letter.
Combining Sentences with Prepositional Phrases

**Review** the definition of a *prepositional phrase*. Point to different illustrations in the selection and have students give sentences about them. Choose two sentences that have repeated information. **Model** how to combine two sentences using a prepositional phrase. For example, on Anthology page 691: *The family is looking at the coyote. The coyote is near the fence.* can be rewritten as *The family is looking at the coyote near the fence.* **Write** two other sentences and help students combine them. Refer students to the chart of prepositions posted on the wall.

**Language Experience Activity** Have students use the illustrations from the selection to write a selection summary. Have them dictate a sentence that describes each illustration in the selection. Write their sentence on chart paper. Encourage students to use prepositional phrases in their summary.

---

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write two simple sentences that contain repetitive information; for example: *Sarah and Caleb play outside the house. Sarah and Caleb play hide-and-seek.* Have students underline the repeated information. Help them combine the two sentences into one. Encourage students to read the new sentence aloud.

**Early Production/Speech Emergent**
Write sets of two sentences that have repetitive information. For example: *Sarah got a present for her birthday. Sarah got a phonograph as a present.* Have partners rewrite each set of sentences as one sentence.

**Intermediate/Advanced**
Have partners find prepositional phrases in the selection. Have them list three prepositional phrases from the selection. Then have them write their own sentences, using these prepositional phrases.