Theme 1

THEME 1: Off to Adventure!
Off to Adventure!

Selections

1. Cliff Hanger
2. The Ballad of Mulan
3. The Lost and Found
Today we are going to talk about different kinds of outdoor activities. What are some things you enjoy doing outdoors?

Have students name outdoor activities. List their responses on the board.

Has anyone ever climbed rocks? gone hiking? gone swimming? gone biking?

Display the chant “Outdoor Fun” and explain that it is about different children enjoying outdoor activities. Tell students to listen for any of the activities you listed on the board.

Read the chant aloud, making motions for climbing, hiking, swimming, and biking. Then have students read the chant with you, doing the motions.

Once students are familiar with the chant, substitute students’ names in place of names in the chant. Have those students act out their lines.

### Vocabulary
- climb rocks
- swim
- hike
- ride a bike

### Get Set for Reading
**CD-ROM**
Cliff Hanger

**Education Place**
www.eduplace.com
Cliff Hanger

**Audio CD**
Cliff Hanger
Audio CD for Off to Adventure!

### Multi-level Response

#### Beginning/Preproduction
**SAY** Show how Lon climbs. Show how Juan swims.

#### Early Production/Speech Emergent
**ASK** Who went hiking? What did Juan do? Tell about your favorite outdoor activity.

#### Intermediate/Advanced
**ASK** What equipment do people need when they go biking? Do you think hiking or swimming is more fun? Why?
Get Set to Read

Rock Climbing, pages 16–17

SAY We have talked about favorite outdoor activities. Now let's look at Anthology pages 16–17. Read the title and the first three sentences with me. Have any of you ever climbed a big rock?

Then have students look at the photographs on pages 16–17. Reread the first sentence with them. SAY What do you think is meant by trekked? Explain that rock climbing is difficult and requires special equipment.

Cliff Hanger

Segment 1, pages 20–27

Lead students on a picture walk, using these prompts.

Pages 20–21: Where does the story take place? How do you know?
Pages 22–23: Where are the women pointing? What are they telling Axel?
Pages 24–25: What is Dag listening for? What is Axel doing?
Pages 26–27: Where are Axel and Dag walking? What is the weather like? Do you think they are worried about lightning? Why or why not?

Base Words

Write this sentence on the board: Your dog followed us up the mountain. Ask students to find the word that has the small word follow in it. Draw a circle around the word followed. Then ask students for other words they could make with follow. They may say following. Explain that the short word follow is a base word. It can be a word all by itself. Tell students that if they add endings to base words they make new words, such as following and followed.

Show students other words on Anthology page 21, such as washed, flashed, and looked. Ask them to name the base word of each. Have them name the ending on each of these words. Then have them add the ending -ing to each base word.

Write the following phrases on the board and have students copy the underlined words: washed his tin cup, looking over her shoulder, wrapping the rope and bracing his foot, climbed slowly. Students work in pairs, circling the -ed or -ing endings, decoding the word, and giving its meaning.
Colors

Direct students' attention to the illustration on Anthology pages 21–22. Point out Axel’s bright shirt against the dark sky. Using matching color markers, write the shirt’s colors horizontally across chart paper.

Write on the board I am wearing (a) ____. Have students complete the sentence with a color word and an item of clothing, for example, I am wearing a red shirt. Jean is wearing blue socks. Record the item of clothing under the color word on chart paper. Let each student say a sentence. Note: If your students wear uniforms, have them describe the clothing worn by the characters in the next two stories of this anthology.

Vocabulary
- shirt, socks, dress, red, orange, yellow, green, blue, violet

Materials
- Anthology
- chart paper
- color markers

BEGINNING/PREREPRODUCTION

See Master ELL 1–1.

Read “Outdoor Fun” with students, using the motions from Day 1. Cover Lon’s, Kim’s, Juan’s, and Everyone’s with self-sticking notes. Say: I am going to read the chant with your names in it. When I say a part with your name, stand and act it out. Read the couplet with a student’s name in it, and then pause for the student to act out the lines. Continue until each student gets a turn.

BEGINNING/PREREPRODUCTION

ASK Are you wearing your favorite color? What is the color?

EARLY PRODUCTION/SPEECH EMERGENT

ASK Who is wearing a red shirt? What color are your socks? What are you wearing?

INTERMEDIATE/ADVANCED

With students, write a short summary of the information on the chart paper, similar to the following: Three people in our class are wearing red shirts. One person is wearing a green dress. Eight people are wearing blue pants.
LITERATURE FOCUS 10–20 MINUTES

Cliff Hanger
Segment 2, pages 28–36

Lead students on a picture walk, using these prompts.

Pages 28–29: Where is Axel climbing? Why is he wearing a helmet?
Pages 30–33: Axel is climbing during a storm. What do you think he does to be extra careful?
Pages 34–35: How can you tell Axel really loves Grits?
Page 36: What is Axel using to lower Grits? Why?

SKILL FOCUS: GRAMMAR 15–20 MINUTES

What Is a Sentence?

Write the following groups of words on the board: Axel rescues his dog. Stuck on a cliff. Didn’t have enough rope to get down. SAY A sentence is always a complete thought. It is about something that happens to a person or thing. One part tells whom or what the sentence is about. The other part tells what happens. Then tell students that one of the groups of words on the board is a sentence. Ask students to tell you which one it is. ASK Whom is the sentence about? What is the person doing?

Remind students about correct punctuation. SAY Two groups of words on the board are called sentence fragments because they don’t tell whom or what the action is about. Have students make the sentence fragments into complete sentences.

MULTI-LEVEL PRACTICE

Beginning/Preproduction

Have students say which word needs a capital letter: the boy needed to save his dog.

Early Production/Speech Emergent

Have students add the correct punctuation: The storm was getting very close

Intermediate/Advanced

Have students make this fragment a sentence: stuck on top of Cathedral Wall.

Skill Objective

Students review the definition of a sentence and write complete sentences.

Academic Language

• sentence
• sentence fragment
• capital letter
• period, question mark, exclamation point

Have students say which word needs a capital letter: the boy needed to save his dog.

Have students add the correct punctuation: The storm was getting very close

Have students make this fragment a sentence: stuck on top of Cathedral Wall.
Wild Animals

Tell students that many kinds of wild animals live in the part of the country where Axel rock climbs.

Have students name any wild animals that they know about. They may mention rabbit, bird, goat. List the animals on a chart, similar to the one shown.

Display the Picture-Word Cards of the animals. You may also want to use the Internet or nonfiction sources for other animal pictures. Then have students tell you how different animals move.

How do mountain goats move?

Encourage students to climb like mountain goats. For each animal, show an illustration, have students move like that animal, and add the movement to the chart.

Write each animal name on an index card. Let volunteers take turns choosing cards and pantomiming animals for the others to guess.

**Vocabulary**
rabbit, bird, mountain goat, deer, mountain lion, grizzly bear

**Materials**
- Anthology
- index cards
- dictionary
- Picture-Word Cards
  - rabbit, bird, mountain goat, mountain lion, grizzly bear, deer
  - (See Master ELL 1–3.)

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Be an Animal**

Write each animal name on an index card. Let volunteers take turns choosing cards and pantomiming animals for the others to guess.

**ASK** How do mountain goats move? Encourage students to climb like mountain goats. For each animal, show an illustration, have students move like that animal, and add the movement to the chart.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students act out a motion.

**ASK** What animal climbs? What animal flies?

**Intermediate/Advanced**

Have students write a summary of the information in the chart.
Dictionary: ABC Order

Show students a dictionary, and remind them that the words in a dictionary are listed in \textit{ABC} or alphabetical order. Tell them that all of the words beginning with \textit{a} come first in a dictionary. Explain that the words also need to be listed in order letter by letter.

Write the words \textit{storm, rock, climb} on the board. Ask students which word comes first, second, third. Write these words in alphabetical order on the board. Then write \textit{climb, canyon, rope, rock} on the board. Point out that students need to look at each letter in each word to put them in ABC order. \textit{SAY:} Canyon \textit{comes before} climb \textit{because the second letter in} canyon \textit{is} a. Then ask students to tell you the correct order for \textit{rope} and \textit{rock}.

Choose five words from the story, and have students write them in alphabetical order on a sheet of paper.

Skill Objective
Students put words in alphabetical order.

Academic Language
- alphabet
- alphabetical order
- dictionary

Leveled Reader
\textit{Off to Adventure!}
\textit{Snorkeling} by Rustie Arnott
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Outdoor Gear

Read Anthology page 25 with students: Dag put on his belt, which jangled with climbing nuts and carabiners, and shouldered his rope and backpack.

Ask students what outdoor activities are mentioned in the poem “Outdoor Fun.” List climbing, hiking, swimming, biking each in the center circle of its own web on the board. Say Dag and Axel went to rescue Grits. What did they use to carry their climbing gear and other supplies?

In a separate box on the board labeled “Outdoor Gear,” list backpack. Ask students to name other gear needed to do outdoor activities. Elicit from students the meaning of the word gear. Include vocabulary such as hat, walking stick, water bottle, T-shirt, shorts, gloves, boots, ropes.

Start with the first web (climbing). Ask What gear is needed if you want to go climbing? Encourage students to use the vocabulary in the box. Write each answer on the web. Continue the activity for the other webs.

**Beginning/Preproduction**

- See Master ELL 1–1.

Reread “Outdoor Fun” with students, using the motions. On the board, write the words hiking and swimming. Ask: What do you wear when you go hiking? What do you wear when you go swimming? Under each type of activity, list clothing that corresponds to the activity.

**Early Production/Speech Emergent**

Ask Would you take a backpack swimming? Would you take a walking stick hiking? Explain. What would you take to go biking?

**Intermediate/Advanced**

Have students each choose one web and write and illustrate a sentence about preparing to do this activity. Have them read the sentence to a partner.
Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** runs a rock climbing school
Axel’s dad directs a school that teaches people rock climbing. Running the school means that he is responsible for all the students.

**Restate:** wall
Explain that a wall is another name for cliff. Axel must climb the wall to save Grits.

**Model:** attaches a rope to the cliff
Demonstrate with a piece of rope how Axel would rock climb.

Comprehension Questions for the Anthology Selection

1. **Look at the picture on Anthology pages 22–23. Where are the women pointing? Why is this important to the story?** (They are pointing up the mountain where Axel’s dog was left behind. Now Axel has to retrieve his dog before the storm hits.)

2. **Why does Dag want to wait till the storm passes before rescuing Grits?** (Because he thinks it’s too dangerous to climb during the storm.)

3. **Rock climbing is a sport that’s important to Axel and one that he does well. Tell about a sport or hobby that interests you.** (Answers will vary.)

What Is a Sentence?

**Sentence or Fragment?** Give pairs of students an index card with a sentence or a sentence fragment on it. Place on a table two signs, labeled *Sentence* and *Sentence Fragment*. Have student pairs look at their cards and decide whether they have a sentence or a sentence fragment. Then have them place their cards in front of the correct sign. Next, have the pairs who had sentence fragments use them to write a complete sentence on the other side of the card.
Outdoor Sounds

Read Anthology page 24 with students: Lightning exploded. Dag counted slowly. “... thirty-eight, thirty-nine, forty ...” Kaboom, drummed the thunder. 

**ASK** What kind of sound does thunder make? Can you think of other words that mean making a loud sound?

Write the following words on the board: thunder, grizzly bear, mountain lion, cat, dog, children. **SAY** Name the ones here that roar. Let the students make roaring noises. **ASK** Is a roar a loud or a soft sound?

Make a chart for sorting noises as loud or soft.

**Act It Out** Have students show that grizzly bears, mountain lions, dogs, and children can growl. Let students make growling noises. Add growl to the list. Continue the list with the words howl, shout, whisper, rustle, bark, and purr.

**Vocabulary**
- roar, shout, whisper, howl, purr, rustle

**Materials**
- Anthology
- chart paper

**IF NEEDED ...**

**Beginning/Preproduction**

See Master ELL 1–1.

Read the chant as a group. Distribute it as sentence strips to partners. Have each pair tape the strips to butcher paper in the proper sequence. Then have partners illustrate the poem on their butcher paper. Finally, have the partners share their illustrations with the class. Have partners read alternating lines aloud, reading the last line together.

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

**ASK** Does a bear growl or whisper?

**Early Production/Speech Emergent**

**ASK** When and where might you hear a mountain lion roar? a child whisper? What does “the humming air” sound like?

**Intermediate/Advanced**

**ASK** What would you do if you heard a grizzly bear growl? What would you do if you heard a cat purr?
Transforming Questions into Statements

Explain to students that they can improve their writing by changing questions into statements. Tell them that to do this, they should move the words around and change the end punctuation.

Write a question such as the following on the board: *Is the dog on the mountain?* Read this question aloud with students. **SAY** We can make this into a statement by saying, "The dog is on the mountain." Remember that we need to change the question mark to a period.

Write other questions on the board. Have students change these questions into statements.

**Language Experience** Have students work together to retell an incident from a favorite story in this theme. Have them choose a character or make up a new one. Students can then take turns telling you the story from the perspective of their character. Write the story for students, and then read it together with them.

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**Skill Objective**
Students review and change a question into a statement.

**Academic Language**
- question
- statement

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Read aloud: *Is the boy a good climber?* Have students change this question into a statement.

**Early Production/Speech Emergent**
Write the following questions on the board: *Is the storm coming soon?* *Does the boy save the dog?* Have students work with a partner to make each question into a statement.

**Intermediate/Advanced**
Have students make up a question, such as *Is it fun to climb a mountain?* Students can then work with a partner to change one another’s question into a statement.
Learning About the Military

Vocabulary
soldier, uniform, officer, helmet, boots, march, salute

SAY Today we are going to learn about soldiers in the military. Have you ever seen a soldier? Let students describe any soldiers they have seen. You may wish to display photographs of American soldiers. Elicit from students that soldiers wear uniforms, they march in lines, and they salute officers. Point out the helmets worn by soldiers. Remind students of the hats worn in *The Lost and Found*. Explain that a helmet is a special hat worn to protect the head. Students may wish to share their experiences with bicycle helmets.

Display “A Marching Chant” and read it aloud, making motions such as marching, putting on a helmet, lacing boots, and saluting. Then have students read the chant with you, doing the motions.

Once students are familiar with the chant, have them line up in rows of four and practice marching in step. Show them how to march together in time to the chant.

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

**SAY** Show how a soldier marches. Show how a soldier salutes.

**Early Production/Speech Emergent**

**ASK** Who marched out the door? Whom did the soldiers salute? What clothing did the soldiers put on?

**Intermediate/Advanced**

Have students describe the clothing worn by the soldiers.

**ASK** Why does the chant include counting Hup, 2, 3, 4 and 5, 6, 7, 8?
Get Set to Read

The Mulan Legend, pages 52–53

SAY We have talked about soldiers in the military. Now let’s look at Anthology pages 52–53. Read the title and the first sentence with me. What is a legend? Now look at the map on page 53. Where does the story take place?

Read the caption on Anthology page 52. Have students find the words *troops* and *armor*. SAY Troops are groups of soldiers. Armor is what the soldiers in the story wear to protect themselves. Then have students look at the photos on page 53. Read the captions with them. SAY The sculpture of the horse shows that the horses in battle also wore armor. Why do you think they built the building on a high cliff?

The Ballad of Mulan

Segment 1, pages 54–69

Lead students on a picture walk, using these prompts.

Pages 56–57: Point to Mulan. What is she doing? Do you think she is sad? How do you know?

Pages 58–59: What is different about this picture? Why does it look this way?

Pages 60–63: What is happening in these pictures?

Pages 64–67: Where is Mulan in these pictures?

Pages 68–69: Does Mulan look worried or not? Why do you think so?

Syllabication

Write these three words on the board: yellow, sunrise, darkness. Explain that breaking a word into syllables, or word parts, helps in pronunciation. Review vowels and consonants, if necessary. Tell students that every word part must have a vowel. Then draw a vertical line between syllables in the three words: jel / low, sun / rise, dark / ness. Point out the pattern VCCV (vowel consonant consonant vowel). Tell students that words with this pattern often divide into syllables between the two consonants. Write the following sentence on the board: Mulan went to war to save her father from danger. Model how to divide danger into syllables. List other words with the VCCV pattern for students to decode.
Times of Day

Read Anthology page 64 with students: By nightfall she was camped by the bank of the Yellow River. She thought she heard her mother calling her name.

Direct students’ attention to the illustration on page 64. Ask When is nightfall? Use the picture to help you.

Make a schedule like the following on chart paper. Ask What are some things you do at night? On the chart, write students’ responses to what they do at night.

**Daily Schedule**

<table>
<thead>
<tr>
<th>sunrise</th>
<th>sleep</th>
</tr>
</thead>
<tbody>
<tr>
<td>morning</td>
<td>go to school</td>
</tr>
<tr>
<td>noon</td>
<td>go to bed</td>
</tr>
<tr>
<td>afternoon</td>
<td>sunset</td>
</tr>
<tr>
<td>night</td>
<td></td>
</tr>
</tbody>
</table>

Have students define the other times of day on the chart. Display the Class Schedule you made on Day 3 of The Lost and Found. Have them use the Class Schedule to fill in morning, noon, and afternoon activities on the Daily Schedule.

Multi-Level Response

**Beginning/Preproduction**

Ask What do you do when you get home from school?

**Early Production/Speech Emergent**

Ask When do you eat lunch? What do you do at night? Which comes first, morning or afternoon? At what times of day do you need the lights turned on?

**Intermediate/Advanced**

Have each student describe a typical day using the daily schedule as a prompt. (In the morning, I eat breakfast and come to school. At noon, I...
The Ballad of Mulan

Segment 2, pages 70–83

Lead students on a picture walk, using these prompts.

Pages 72–73: What are the people in the picture doing? Is Mulan there? Why?

Pages 74–75: What is Mulan’s heart’s desire? Why does she want it?

Pages 76–77: Do the people on page 76 look happy? Why? What is Mulan’s sister doing on page 77?

Pages 78–79: What is Mulan doing? Is she happy? Why?

Pages 80–81: Why are the soldiers surprised? Describe how Mulan looks.

Kinds of Sentences

Draw a semantic web with the phrase Kinds of Sentences in the center oval. Remind students that there are four kinds of sentences: statement, question, exclamation, and command. Give students the following sentences and ask them to identify which type of sentence each is: Mulan went to war for her father. Why did Mulan go to war? War is terrible! Give Mulan her armor.

Write each sentence type in circles coming from the center oval. Reread each sentence aloud to model the correct intonation as you point out the punctuation marks in each. Have students practice saying each sentence aloud. Have groups of four students make up other sentences about Mulan, saying a different kind of sentence.

Skill Objective

Students review and write four kinds of sentences.

Academic Language

• statement
• question
• command
• exclamation

Language Transfer Support

In Spanish, inverted question marks and exclamation points are used to begin a question or an exclamation. If your students do this, tell them that the inverted question marks and exclamation points are not used in English.
Animals

Read the first sentence on Anthology page 82 with students: Mulan replied, "They say the male rabbit likes to hop and leap, while the female rabbit prefers to sit still."

Direct students' attention to the illustration on Anthology page 83. Ask How do rabbits move? Have students move like rabbits.

Have students look through the story and find pictures of all the animals. Have them name each animal and identify how it moves. Add animals and movements to a chart like the one shown.

<table>
<thead>
<tr>
<th>Animal</th>
<th>How It Moves</th>
</tr>
</thead>
<tbody>
<tr>
<td>rabbit</td>
<td>hops and leaps</td>
</tr>
<tr>
<td>horse</td>
<td>prances and gallops</td>
</tr>
<tr>
<td>chicken</td>
<td>walks and pecks</td>
</tr>
<tr>
<td>cat</td>
<td>walks and jumps</td>
</tr>
<tr>
<td>dog</td>
<td>runs and wags tail</td>
</tr>
<tr>
<td>bird</td>
<td>flies and hops</td>
</tr>
</tbody>
</table>

Act It Out Divide students into three small groups. Assign each group two animals from the list to pantomime. Have them use the chart and story illustrations as clues for how to move. Have each group pantomime while other students guess what animal they are portraying.

LANGUAGE DEVELOPMENT 20–25 MINUTES

Vocabulary rabbit, horse, cat, dog, camel, bird, ox, hop, leap, gallop, run, wag tail, fly

Materials
- Anthology
- chart paper
- Picture-Word Cards rabbit, horse, dog (See Master ELL 1–6.)

Beginning/Preproduction See Master ELL 1–4.
Display “A Marching Chant.” Have students read it as a group. Write on the board the phrases march out the door, put a helmet on your head, lace up the boots on your feet, and salute the general. Read each phrase aloud, pantomiming the action. Have students repeat each line after you. Ask: Where do you march? Where do you put a helmet? Where do you lace up boots? Whom do you salute?

MULTI-LEVEL RESPONSE

Beginning/Preproduction Have students act out hopping like a rabbit.
Intermediate/Advanced Ask If we added to the chart a column called “What It Looks Like,” what would you put in the column for rabbit?
Multiple-Meaning Words

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

Write the word bank on the board. SAY She went to the bank to cash a check. Ask students what the word bank means in the sentence. SAY You can use clues, such as the words cash and check, to help you find out the meaning.

SAY Mulan camped on the bank of the Yellow River. Ask students what the word bank means in the sentence. SAY The word River is a clue that the bank in the sentence is next to a body of water.

Model the multiple meanings of words such as arm, loom, leave, and draft. Have students use context clues to discover the meanings of the words.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have students draw and label illustrations of the two meanings of the words bank and arm or other appropriate multiple-meaning words.

Early Production/Speech Emergent
Have partners write sentences showing two meanings for at least one of the following words: leave, bank, draft, or arm.

Intermediate/Advanced
Have students make a chart listing the multiple meanings of words such as leave, bank, draft, and arm.

Skill Objective
Students understand that some words have more than one meaning.

Academic Language
• multiple-meaning
• context clues

Leveled Reader
Off to Adventure!
Sacagawea’s Journey
by Kana Riley
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

SELECTION 2: The Ballad of Mulan

DAY 3
Vocabulary
river, lake, creek, pond, ocean

Materials
• Anthology
• paper for sentences
• drawing paper
• Picture-Word Cards
  river, ocean
  (See Master ELL 1–6.)

Bodies of Water

Read Anthology page 66 with students: At sunrise Mulan took leave of the Yellow River. **ASK** Where was Mulan? Point to the river in the picture.

**Draw a word web on the board and write River in the center circle.** Lead students in a discussion of the characteristics of a river by completing the sentence: A river is __. Repeat the activity with lake, creek, pond, ocean. Include examples of bodies of water in your area that students are familiar with.

**Write It Out**

Have students use the information on each web to write sentences, such as, Mulan saw a long, flowing river or A river is long and made of flowing water.

**BEGINNING/PREPRODUCTION**

See Master ELL 1–4.

Have each student write soldiers, helmets, boots, and general on drawing paper. Have them illustrate each noun. Cover those four words in “A Marching Chant.” Have volunteers stand in front of the class holding their illustrations. Say the chant, pausing when you get to a covered word. Have volunteers hold up the correct illustration while the class says the word. Have different students take turns showing their illustrations.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** Which is bigger, a river or a creek? Which smaller, a pond or a lake? Tell about a body of water you have seen.

**INTERMEDIATE/ADVANCED**

**ASK** Which body of water would you most like to swim in? Why? Draw an illustration of one of the bodies of water. Write a paragraph about it.
Selection Review

Master ELL 1–5

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

**Restate:** a long time ago
many years in the past; long ago; many years ago

**Model:** rode away with the soldiers
Demonstrate how Mulan rode away on her horse.

**Explain:** to get a reward
A reward is like a prize that people get for doing something good, kind, smart, or brave.

The Ballad of Mulan

A young woman named Mulan lived a long time ago in China. She was sad because her father had to fight in a war. She wanted to go to war instead of her father.

Women could not be soldiers, so Mulan dressed as a man. She left her family and rode away with the soldiers. She worked very hard as a soldier. She was lonely for her family, but she was happy that her father was safe.

Mulan fought bravely. Many soldiers died. After ten years, Mulan went to the Emperor’s palace to get a reward. Mulan asked for a camel so that she could go home.

When Mulan got home, she changed into a dress. When the soldiers came to see her, they were surprised. They had not known that Mulan was a woman.

Now people tell the story of Mulan, who loved her family and fought bravely in war.

Comprehension Questions for the Anthology Selection

1. Have students use the illustrations in the selection to do a group retelling of the story. (Answers will vary.)
2. How does Mulan feel when she is leaving the Yellow River? How do you know? (She is very sad and misses her father. She wishes she could hear her father’s voice.)
3. Mulan is happy because she helped her father. Tell about a time when you have felt happy about helping someone else. (Answers will vary.)

Kinds of Sentences

**Sentence Quiz** Give each student an index card with statement, question, exclamation, or command written on one side. On the other side of the card, have each student write a sentence that reflects the kind of sentence that is on the card. Collect all the cards and have one student quiz the others by showing a sentence and having the other students tell what kind of sentence it is. Call on a student to read the sentence aloud. Repeat the activity, having a different student display the sentence cards.
Land Forms

Read the last sentence on Anthology page 66 with students: At dusk she reached the peak of Black Mountain.

Display pictures of mountains, valleys, and hills. Help students identify each land form. Draw a comparison chart on the board.

**Ask** How is a mountain different from a hill in size? How is a hill different from a mountain in size? How does a mountain look different from a hill? Where is a valley found?

Complete the chart with student responses similar to what follows.

<table>
<thead>
<tr>
<th>Mountain</th>
<th>Hill</th>
<th>Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>taller than a hill</td>
<td>smaller than a</td>
<td>between two mountains</td>
</tr>
<tr>
<td>often jagged on top</td>
<td>mountain</td>
<td>between two hills</td>
</tr>
<tr>
<td></td>
<td>often smooth on top</td>
<td></td>
</tr>
</tbody>
</table>

**Draw and Write** Using the webs students created for Day 4 and the comparison chart above, have students choose one body of water and one land form. Have them each draw a scene that includes both the body of water and the land form. Then have them write sentences that tell about their illustrations. Let students share their work in small groups.

**Multi-Level Response**

**Beginning/Preproduction**

Have students share their drawings with a partner. Have them identify what is in their partner’s drawing.

**Early Production/Speech Emergent**

**Ask** Who drew a picture of a mountain? Which is taller, a hill or a mountain? Imagine you are riding in a car. You turn a corner and there is something up ahead. What do you see?

**Intermediate/Advanced**

With students, write a short summary of the information in the chart that will tell the difference between a mountain and a hill.
Capitalizing Days and Months

Explain to students that they often need to include the day of the week and the date in their writing, especially in their response journals. Remind them that the days of the week and the months of the year begin with a capital letter. **Ask** What day is it? What month is it? Write both words on the board.

Write a sample beginning of a journal entry on the board that includes the day and the month, for example, Tuesday, December 5. Read the entry aloud and point out your use of capital letters. Have students choose a day and then a date, perhaps their birthday. Have them practice writing the beginning of an entry in their response journals using the day and date that they have chosen.

**Skill Objective**

Students review writing the day and the date with capital letters.

**Academic Language**

- capital letter
- capitalize

Have students say aloud the day and the date. Then have them write the day and the date in their response journals.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have students say aloud the day and the date. Then have them write the day and the date in their response journals.

**Early Production/Speech Emergent**

Have students write a one-sentence response-journal entry, including the day and the date, about The Ballad of Mulan.

**Intermediate/Advanced**

Have students write a one-paragraph entry in their response journals telling about their favorite part of The Ballad of Mulan. Tell them to be sure to write the day and the date correctly.

**Language Transfer Support**

Many languages other than English do not use capital letters for days or months. If students forget to capitalize these words, remind them of the English usage.
**School Workers**

Today we are going to talk about people who work in a school. There are many people who work in a school. What do you know about the people who work at this school? Have students name the titles of people who work in their school. Write the titles and names of the people on the board. Take students on a tour of the school and introduce them to key people such as the principal or the school nurse.

Let’s sing a song about the people who work at school. Listen and watch as I sing. Sing “Who Works at School?” to the tune of “The Wheels on the Bus.” As you sing, use appropriate motions, such as the principal pointing to a classroom and a teacher opening a book. Then have students sing the song with you.

Once students are familiar with the song, have some of them role-play the principal and the teacher. You may wish to make up additional verses about other school workers. Write the new verses on chart paper.

**Act It Out**

Technology
Get Set for Reading CD-ROM
The Lost and Found

Education Place
www.eduplace.com
The Lost and Found

Audio CD
The Lost and Found
Audio CD for Off to Adventure!

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**Early Production/Speech Emergent**

**Intermediate/Advanced**

**Vocabulary**

- teachers, principal, cafeteria workers, janitor, nurse

**Materials**

- chart paper

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**Act It Out**

**Multi-Level Response**

**Beginning/Preproduction**

**Early Production/Speech Emergent**

**Intermediate/Advanced**

**Vocabulary**

- teachers, principal, cafeteria workers, janitor, nurse

**Materials**

- chart paper
Get Set to Read

Have You Seen the Lost and Found? pages 90–91

**SAY** We have talked about people who work in a school. Now let’s look at Anthology pages 90–91. Read the title and the first paragraph with me. What is a lost and found? Now look at the photograph on page 91. Name some of the items in the lost and found box there.

Have students look at the small items illustrated on the top of pages 90 and 91. Ask them to name some of these items. Then read the second paragraph with students. **ASK** What would you look for in a lost and found?

The Lost and Found
Segment 1, pages 92–103

Lead students on a picture walk, using these prompts.

Pages 94–97: Where are Wendell and Floyd sitting? Why are they there? What is Mona looking for? What happens to her?

Pages 98–99: Where are Wendell and Floyd? What are they doing?

Pages 100–101: Where do you think Mona will find her hat?

Pages 102–103: How do the children get across the lake in the Lost and Found?

Inflected Endings -ed and -ing

**Write** the following sentence on the board: *A squid trapped them in the boys’ room, causing them to miss a test.* Point out the words *trapped* and *causing*.

**Explain** that the ending *-ed* means that the action happened in the past.

Explain that the ending *-ing* usually means that the action is happening in the present.

**Write** the following phrases on the board and have students copy the underlined words: *entered the office, trying to find her bat, pointed to a bin, holding up something green, closed her eyes and turned*. Students work in pairs, circling the *-ed* or *-ing* endings, decoding the word, and giving its meaning.
School Subjects

Read the first two sentences on Anthology page 94 with students. Wendell and Floyd were in trouble. That morning a giant squid had trapped them in the boys’ restroom for almost an hour, causing them to miss a math test.

**ASK** What kind of test did the boys miss?

Ask students what other subjects they study in school and list them in a chart on the board. They may wish to look at their textbooks for clues. Then ask each student what his or her favorite subject is. Have students respond in complete sentences. As they respond, write each student’s name under the subject listed on a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Favorite Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Marie</td>
</tr>
<tr>
<td>Akio</td>
</tr>
</tbody>
</table>

Have students make their own charts about their favorite subjects.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**ASK** How many students like math best? Is Yamille’s favorite subject math or art?

**Early Production/Speech Emergent**

**ASK** What is your favorite subject in school? Why do you like this subject?

**Intermediate/Advanced**

**ASK** Do more students like math or reading best? How do you know? What did you do in math yesterday? What story are you reading this week? Do you like this story? Why or why not?
**The Lost and Found**

**Segment 2, pages 104–115**

Lead students on a picture walk, using these prompts.

**Pages 104–105:** What are behind the doors?

**Pages 106–109:** How many hats do you think are in the hat room? Which hat is your favorite? What happens when Mona looks into her purse?

**Pages 110–113:** Why can’t the children find their doorway? Why is Mona pointing? Where are the children in the picture on page 113?

**Pages 114–115:** Who is walking home with Wendell and Floyd? Do you think they are all happy? How do you know?

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**Subjects and Predicates**

**Write** on the board: *The children climbed into the bin*. Ask students why this is a complete sentence. Remind them that every sentence has two parts, a subject and a predicate. The subject tells whom or what the sentence is about. The predicate tells what the subject does or is. **ASK** Which words in the sentence tell whom or what the sentence is about? Which words tell what happened? Help students to see that *The children* is the subject and *climbed into the bin* is the predicate.

**Write** two other sentences on the board, and ask students to circle the subjects and underline the predicates. Have students practice saying each sentence aloud. Have students write one sentence of their own, circling the subject and underlining the predicate.

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**Language Transfer Support**

In Spanish, when the subject of a sentence is a pronoun, it is not necessary to use the pronoun since it is understood within the form of the verb. If students’ English sentences have a pronoun subject, be sure that they include the pronoun. Repeat the sentence and explain the difference between Spanish and English.

**Beginning/Preproduction**

Have students copy this sentence on a piece of paper: *Wendell and Mona laughed.* Have them circle the subject and underline the predicate.

**Early Production/Speech Emergent**

Have students write a sentence about the story. Have them exchange papers with a partner and say whether the partner has written a sentence.

**Intermediate/Advanced**

**ASK** How is a subject different from a predicate? Why do you need to have both in a sentence?
School Schedule

Read Anthology page 113 with students: *It was late that afternoon before the boys left school. They found their new friend Mona waiting for them.*

**ASK** What time do we leave school? Then make a timetable like the following on chart paper. Fill in the chart. **ASK** What time do we arrive at school? What time do we study reading? This is a good opportunity to review the names of school subjects that students discussed on Day 2.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Arrive at school</td>
</tr>
<tr>
<td>8:00 – 8:30</td>
<td>Eat breakfast</td>
</tr>
<tr>
<td>8:30 – 10:00</td>
<td>Reading</td>
</tr>
<tr>
<td>10:00 – 12:00</td>
<td>Math</td>
</tr>
<tr>
<td>2:00 – 3:00</td>
<td>Leave school</td>
</tr>
</tbody>
</table>

**Find the Time**

While you are filling in the chart, have students point to the times on a clock face to illustrate. Use the Picture-Word Card or your classroom clock.

**Vocabulary**

arrive, study, leave, o’clock

**Materials**

- Anthology
- index cards
- chart paper
- dictionary
- Picture-Word Cards
- clock

(See Master ELL 1–9.)
Parts of a Dictionary

Tell students about the parts of a dictionary. Stress the entry words, listed alphabetically with definitions. Explain that some words are not entry words. If they want to find \textit{walked}, they should look under the entry word \textit{walk}. They would not look for plurals of nouns or for verbs ending in \textit{-ed}, or \textit{-ing}, but for the entry words.

Model looking up a word, such as \textit{decide}, in the dictionary. Write on the board or show students the entry word. Then write or show the part of speech, the definition or definitions, the pronunciation, and any other information in the entry.

Write a list of words on the board, including both entry words and words that are part of another entry. Have pairs of students decide which words are entry words. The groups can then share their answers with one another.
Types of Clothing

Read the last three sentences on Anthology page 108 with students: She held up something green and badly rumpled. “My lucky hat. I guess it was in my purse all along.” Ask What did Mona find? Encourage students to respond in complete sentences.

Review the song “Who Works at School?” with students. Have them change the lyrics so that the song is about clothing. For example: I see a student wearing a belt, wearing a belt, wearing a belt. I see a teacher wearing a tie…

Have students make up lyrics using different articles of clothing. Then use the illustration on Anthology page 111 to help students sing about the clothing worn by the story characters. For example, I see Wendell wearing shorts, wearing shorts, wearing shorts.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have students sing the new version of “Who Works at School?”

Early Production/Speech Emergent

Ask Which character in the story is wearing pants? What else is he wearing?

Intermediate/Advanced

Say Mona loved her green hat. What piece of clothing do you love and why? What clothing do you think Floyd will wear to school tomorrow?
Comprehension Questions for the Anthology Selection

1. Look at the picture on Anthology page 115. What are the children carrying? Where did Wendell and Floyd get their hats? Where did Mona get hers? (hats; in the hat room; in her purse)

2. Do you think this is a true story? How do you know? Name one part of the story that seems real. Name a part that seems like a fantasy or not real. (Possible answers: No. They fall into a box, which becomes a deep well. The school and the children seem real. The lake is fantasy.)

3. Tell about a time when you were new in school or made new friends. (Answers will vary.)

Subjects and Predicates

Sentence Hunt Write sentences on strips of paper. Cut them apart between the subject and the predicate. Mix up the strips and place them in a box or a hat. Have students choose a strip. Then have one student at a time a take turn reading his or her sentence strip. The student who can match his or her strip of paper with the one that is read puts the words together and reads the sentence.
Going Home from School

Read the last two sentences on Anthology page 115 with students: *They paused for a moment to put on their hats. Then they all started home, feeling lucky together.*

Point out clues in the illustration that show that the students are walking home from school. **ASK How did Mona, Floyd, and Wendell get home from school?** Encourage students to respond in complete sentences.

Using the schedule created on Day 3, review with students what time they leave school at the end of the day. **ASK How do you get home from school?** Make a tally chart similar to the one shown.

<table>
<thead>
<tr>
<th>How We Get Home from School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ride the bus</td>
</tr>
<tr>
<td>Ride in a car</td>
</tr>
<tr>
<td>Ride a bike</td>
</tr>
<tr>
<td>Walk</td>
</tr>
</tbody>
</table>

As each student responds, have others say sentences such as, **René rides the bus home from school.** Have students pantomime the actions.

**Vocabulary**
- walk, ride, bus, car, bike

**Materials**
- Anthology
- chart paper
- Picture-Word Cards
  - bus, car, bike
  - (See Master ELL 1–9.)

**Act It Out**

**Beginning/Preproduction**

Have students make a comic strip about your school. The first frame shows the principal. Have students use dialogue bubbles to show what the principal says in the song. The second frame is of a teacher and shows what he or she says in the song. The final frame shows a self-portrait with the student dialogue from the song. Have the students share their comic strips with the group.

**Intermediate/Advanced**

Have students write a summary of the chart information such as Mona, Floyd, and Wendell ride their bikes home from school. One student walks home. Most students ride the bus. Some students ride in cars.
Using Commas in Dates and Places

Explain to students that they can improve their writing by using commas correctly. Remind them that when they write the date, they should include the month, the day, and the year.

Write today’s date on the board. Point out the comma between the day and the year. Then write the name of your city or town and state. Call students’ attention to the comma between the city or town and the state. Have students write the date of their own birthday. Then have them write the name of any city and state that they know. Have them share their writing with a partner, checking to see that commas are placed correctly.

Skill Objective
Students write commas correctly in dates and places.

Academic Language
• comma
• dates
• places

Language Transfer Support
In many other languages, there is no comma in a written date. In addition, the day comes first, then the month (without a capital letter), followed by the year. Model for students the correct English order as well as the placement of the comma and the use of a capital letter for the month.