Give It All You’ve Got

Selections
1 Michelle Kwan: Heart of a Champion
2 La Bamba
3 The Fear Place
4 Mae Jemison: Space Scientist
Ice Skating

This week we will be reading a story about a figure skater named Michelle Kwan. To get ready to read it, let's talk about ice skating.

Have students share what they know about ice skating, including their experiences skating or watching other people skate. Be sure to include the words *skates*, *blades*, *ice*, and *rink* as part of the discussion.

Explain that there are many skills to learn in skating. Use pantomime to show how a skater spins, jumps, glides, and turns.

Display the poem “The Figure Skater” and read it aloud. As you read, use appropriate motions to demonstrate the actions described in the poem. Then have students read the poem with you, including the motions.

Once students are familiar with the poem, ask a student to pantomime the skater’s routine and two or three others to pantomime the judges at their table, as the class recites the poem.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

*SAY* Show how a skater glides. Show how a skater leaps.

**Early Production/Speech Emergent**

Have students work in pairs to pantomime the various movements of a skater on the ice. The other student describes what the “skater” is doing. Then partners switch roles.

**Intermediate/Advanced**

*ASK* Do you think ice skating is easy or difficult? Explain why. Would you like to compete as a figure skater? Why or why not?
Get Set to Read

Figure Skating, pages 136–137

Have students open their Anthology to pages 136–137. Have students read the title aloud. **Ask** Who can tell me what skating means? Have you ever seen a skating competition? Why do you think it is called figure skating?

Tell students that they will be reading a story about a figure skater named Michelle Kwan. In the story they will learn how Michelle became a world-class skater.

**Michelle Kwan: Heart of a Champion**

Segment 1, pages 138–143

Lead students on a picture walk, using these prompts.

**Pages 138–141:** How do you think Michelle feels when she is skating? How do you know?

**Pages 142–143:** Who are the man and the woman in the photographs on page 142? What do you think they are doing? From the photographs on page 143, how do you think Michelle’s family feels about her? How can you tell?

**Skill Focus: Structural Analysis**

**Compound Words**

Write **homework** on the board. Underline **home** and **work**. Point to each word individually. **Say** Home. (pause) Work. (pause) Homework. Have students repeat.

**Explain** that homework is a compound word, or a word that is made up of a combination of two small words. Tell students that if they have difficulty figuring out the meaning of a compound word, they should think about the meanings of the two smaller words and then put them together.

Write a few more examples of compound words on the board such as **chalkboard**, **backpack**, and **bookcase**. Have students come to the board to draw a line between the two words that make up each of the compound words. Present at least one example of a word, for example, **butterfly**, in which the meaning of the compound cannot be determined from the parts.
Parts of the Body

Have students find the second paragraph on Anthology page 142. Read the first two sentences aloud with them: Frank said I would have to be a perfectionist in every aspect of my presentation. My costumes, my hair, my face. Point to your face and hair as you repeat those words aloud. Show the Picture-Word Cards for face and hair. Then draw a simple human figure on the board and label the face and hair. Point out that figure skaters practice hard so that all parts of their body will move and look just right for the judges.

ASK What are the different parts of the body? As students respond, record the words as labels on the diagram. Then read each word with students as you point to the corresponding part of the diagram.

Show the class how to do the “Hokey Pokey.” Begin by writing the lyrics on the board and reading them with students: You put your ____ in. You put your ____ out. You put your ____ in, and you shake it all about. You do the Hokey Pokey and you turn yourself around. That’s what it’s all about.

Have students form a circle. Perform the song for them, pantomiming the actions. Then have the group perform the song with you. Finally, have each student lead the group.

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Vocabulary
soars, jump, glide, speed, perfectionist, costume

Materials
• Anthology
• Picture-Word Cards
hair, face
(See Master ELL 2–3.)

BEGINNING/REPRODUCTION
See Master ELL 2–1.
Display “The Figure Skater” and read it with students, using the motions from Day 1. Help students understand the meanings of any words with which they are unfamiliar. Then write these words on the board: soars, jump, glide, and speed. Ask students to say each word several times. Say: Find the word soars in the poem. Show what it means to soar. Find the word glide in the poem. Show what it means to glide. Have partners make index cards with the words on the board, taking turns to say and act out each word.

BEGINNING/REPRODUCTION
Use the diagram of the human figure and have students point to different parts of the body as you mention them.

EARLY PRODUCTION/EMERGENT
Have pairs face each other in such a way that only one partner can see the labeled diagram. Point to different parts of the diagram and have the students facing the board give commands to their partners to move or point to the corresponding parts of their own bodies. Then have partners switch roles.

INTERMEDIATE/ADVANCED
Explain the rules of Simon Says. Play a few practice rounds with students, requesting actions that involve different parts of the body. Then have students take turns being Simon.
Michelle Kwan: Heart of a Champion

Segment 2, pages 144–150

Lead students on a picture walk, using these prompts.

Page 146: What could Michelle be thinking about in the photographs on page 146? What makes you think so?

Page 149: From the look on Michelle’s face on page 149, how do you think she feels about figure skating?

Common and Proper Nouns

Draw a picture of a school on the board. Say school and write it under the picture. Ask students the name of the school they attend. Write the name next to the word school. Explain that school is a common noun. A common noun names any person, place, or thing. Further explain that the name of the school (e.g., South Avenue Middle School) is a proper noun. A proper noun names a specific person, place, or thing. A proper noun begins with a capital letter.

Draw a few more simple pictures of common nouns on the board, such as a book, a stick-figure girl, and so on. Have students name the common noun and a possible proper noun for each. Help with vocabulary and review the distinction between capital and lowercase letters as necessary.

Skill Objective

Students identify common and proper nouns and capitalize the proper nouns.

Academic Language

• common noun
• proper noun

Language Transfer Support

Keep in mind that other languages have different rules for the use of capital letters. For example, students whose first language is Spanish will write the days of the week and the months in lower case. Remind them that in English, the days of the week and the months always have capital letters.
Kinds of Artists

Have students find the last paragraph on Anthology page 146. Read this sentence aloud with students: To get to the level of great artists . . . you have to be both an athlete and an artist. SAY There are some artists, such as figure skaters, who give performances. There are other artists who create works of art. Name some kinds of artists you know.

Record the types of artists students mention in a chart on the board. ASK What does this artist do? Add students’ responses to the chart.

**Artist** | **What the Artist Does**
--- | ---
painter | paints a picture
singer | sings a song
dancer | dances a dance
sculptor | makes a sculpture
writer | writes a story

Ask students to take turns pantomiming in front of the class an artist at work. Have the class guess the kind of artist.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**SAY** Show how a painter paints. Show how a dancer dances. Show how a writer writes.

**Early Production/Speech Emergent**

Have students choose an artist from the chart, and write two complete sentences about the artist and the type of work he or she does.

**Intermediate/Advanced**

Write on the board: What does a painter do? A painter . . . . Model completing the second sentence with information from the chart. Then have student pairs ask and answer similar questions about other types of artists.
Word Families

Write the words leader, leading, and leads on the board. Ask students in what way these words are similar. Underline lead in each of the words.

Explain that these words are from the same word family (a group of words that are related in both spelling and meaning). Use each word in a sentence to give students a better understanding of each word. Make sure students understand that these words are different parts of speech.

Model and write a few more examples of words from the same families such as director (direct, direction, indirectly). Call on volunteers to underline the common base word in each. Discuss the relationship in meaning among the words.

Skill Objective
Students identify words that are related in both spelling and meaning.

Academic Language
• word family

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Have partners work together to underline the base word for groups of words such as: scientific, scientist, science; completely, incomplete, completion; production, produce, producer; or beauty, beautician, beautiful.

Early Production/Speech Emergent
Have partners work together to underline the base word for the groups of words in Beginning/Preproduction. Then have students look the words up in a dictionary and write a sentence with each. Encourage students to use a dictionary for reference.

Intermediate/Advanced
Have partners work together to write two or three family words for bag, walk, and use. Ask students to underline the base word and write a sentence with each. Encourage students to use a dictionary for reference.

Leveled Reader
Give It All You’ve Got
Yo-Yo Ma: Musical Superstar by Meish Goldish
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Competition

Have students find the last paragraph on Anthology page 139. Read the sentence aloud with students: *I had this burning desire to compete in the big time.* Then discuss with students the following elements of a game or competition. **SAY** An individual or team either wins or loses a game or competition. The person or team with the highest score or number of points is the winner. When the same score is shared by more than one person or team, this is called a tie.

Go around the class and find out the favorite sport or game of each student. List students’ responses on the board.

Have students complete the cloze sentence for each sport or game: *To win a ____, you must ____.* Write the responses in a chart like the one shown.

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**To win a _____, you must _____.**

<table>
<thead>
<tr>
<th>game</th>
<th>you must</th>
</tr>
</thead>
<tbody>
<tr>
<td>soccer game</td>
<td>score the most goals</td>
</tr>
<tr>
<td>chess game</td>
<td>capture the king</td>
</tr>
<tr>
<td>race</td>
<td>be the fastest</td>
</tr>
</tbody>
</table>

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Ask students to draw themselves playing their favorite sport or game.

**Early Production/Speech Emergent**

**SAY** Describe a game or competition you recently saw or were a part of. Tell who played, what happened, and what the final score or result was.

**Intermediate/Advanced**

**SAY** Choose a game or competition listed in the chart. Describe the rules of the game to a classmate. Be sure to tell how to win or lose.
Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** world-class
maximum level of perfection that an athlete can obtain; an international standard of excellence; of great importance; of the highest order

**Restate:** do certain moves
first do some steps, then some other steps; follow a sequence of steps; do the steps in the precise sequence

**Explain:** take away points
The judges start with the maximum number of points that they can give a skater for a routine. If the skater does not do all the steps in the sequence, the judges subtract or remove points.

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Comprehension Questions for the Anthology Selection

1. *What do the photographs on page 142 tell you about figure skating?*  
   (Answers will vary. Possible responses: it is difficult; it is lots of work; it is fun; you need teachers to learn how to do it)

2. *Find an example of a fact in the first paragraph on page 143.* (My parents listened to what Frank said, too.)

3. *Have you ever seen a figure skating performance? What did you like about it?*  
   (Answers will vary.)

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**Singular and Plural Possessive Nouns**

**Write** the singular noun *tree* on the board and explain to students that they can make this noun show possession or ownership by adding an apostrophe and an *s* at the end of the word *tree.* Write *the tree’s leaves* on the board. Circle the apostrophe and the *s.*  

*SAY* The apostrophe and the *s* tell us that the leaves belong to the tree. *Tree* is a singular possessive noun. Repeat this process with plural possessive nouns.
Cold Weather Clothing

Read with students this sentence in the fourth paragraph on Anthology page 147: *But aside from the practice clothes and gloves, the only piece of equipment a skater needs is her skates.* Ask What part of the body do gloves protect or keep warm?

Then ask students to name other types of clothing people wear in cold weather. List students’ responses on the board and discuss where on the body each article of clothing is worn.

Write this cloze frame on the board: *When it’s rainy and cold, put a ___ on your ___.* Complete the frame to begin a round robin game in which you tell one student to put on an article of clothing, and the student pantomimes doing so. Then that student gives the command with a different article of clothing to the next student, and so on.

**Vocabulary**
- graceful
- equipment
- skates
- gloves
- practice clothes

**Materials**
- Anthology
- Picture-Word Cards
- hat
- jacket
- gloves

**Act It Out**
Write this cloze frame on the board: *When it’s rainy and cold, put a ___ on your ___.* Complete the frame to begin a round robin game in which you tell one student to put on an article of clothing, and the student pantomimes doing so. Then that student gives the command with a different article of clothing to the next student, and so on.

**INTERMEDIATE/ADVANCED**
Have partners take turns pantomiming how they get ready to go outside on a cold, rainy day. Then have them describe each article of cold weather clothing they are putting on.

**BEGINNING/PREP PRODUCTION**
Name several articles of clothing and have students point to them.

**EARLY PRODUCTION/SPEECH EMERGENT**
Have students work in pairs to name what they are wearing and what they would need to wear to be prepared for cold, wet weather. Provide them with the following cloze frame to complete when describing their partner’s clothes and clothing needs: *(Partner’s name) has ___, but needs ___.*
Ordering Important Information

**Explain** to students that one way to make sure that the information in an announcement is clear is to use sequence words. Review or introduce some common sequence words, such as *first, next, then, after, before, last,* and so on. Write the words on the board, say them, and have students repeat.

**Write** some sentences on the board that might be found on an announcement, such as *Come to a Halloween party! First, we will have a costume contest. Then we will play games. Next, we will dance.* Say the sentences several times, emphasizing the sequence words, and have students repeat. Point out the sequence words and explain that they give clear clues about the order of what will happen at the party.

**Language Experience Activity**  With students, write an announcement for a school event or a party. Help students with vocabulary and the placement of sequence words as necessary.

**Skill Objective**  Students reorder important information to improve an announcement.

**Academic Language**  • sequence word

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**BEGINNING/ PREPRODUCTION**

Have students choose an event they would like to invite friends to. Have them draw pictures of three or four activities that will happen at the event. Help students label the activities and put them into order with sequence words.

**EARLY PRODUCTION/ SPEECH EMERGENT**

Write a mixed-up paragraph on the board or on chart paper. For example, write: *We will wash the dishes. We will eat dinner. We will cook a meal.* Have partners work together to put the paragraph in order using sequence words as clues.

**INTERMEDIATE/ ADVANCED**

Write a mixed-up announcement on the board, leaving out any sequence words. Have groups of three to four students talk about and decide the best order for the sentences in the announcements. Have them add sequence words to reorder the information. Help with sequence word choice and positioning.
Tell students that this week they will be reading a story about a talent show. **ASK** Who has seen a talent show? What happened in the show? Who has been in a talent show? What did you do?

Have students describe or demonstrate their experiences with talent shows. If they lack such experiences, provide them with a simple description of a talent show. **ASK** What kinds of acts or performances would you see at a talent show? Make sure the discussion includes such words as play, skit, jokes, songs, and dances.

Display the poem “The Talent Show” and read it aloud, pantomiming the actions. Then have students read it with you, including the actions. Next, assign each sentence from the poem to a different student, with the exception of Take a chance, Take a bow, and You have talent—sign up now!

Read the poem aloud, sentence by sentence. As you complete a sentence, point to it. The student assigned that sentence should stand, repeat the sentence, and act it out. Have the rest of the students stand and repeat the lines that are not assigned to individuals.

**Act It Out**

**MULTI-LEVEL RESPONSE**

<table>
<thead>
<tr>
<th><strong>Beginning/Preproduction</strong></th>
<th><strong>Early Production/Speech Emergent</strong></th>
<th><strong>Intermediate/Advanced</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SAY</strong> Let’s sign up for the talent show! Have students write their names in a piece of paper as if they are signing up to participate in a talent show.</td>
<td><strong>ASK</strong> What are some things that people do in a talent show? If you were going to be in a talent show, what would you do?</td>
<td>Have students work in pairs to make a program for a talent show. Have them list the types of performances needed. Then have them present their programs orally to the class.</td>
</tr>
</tbody>
</table>
Get Set to Read

Talent Show! pages 160–161

Have students open their Anthology to pages 160–161 and read the title aloud. **ASK** What are the children in the photographs doing? People who can sing very well or play a musical instrument are said to have talent. Most people can do something really well. Each person has talent for different things.

Explain the meaning of talent show. Give examples of different kinds of performances. **ASK** If you were in a talent show, what would you do? Invite students to demonstrate some of their performing skills. Explain that the story they will read is about Manuel, a boy who shows his special talent in a school program.

La Bamba

Segment 1, pages 163–171

Lead students on a picture walk, using these prompts.

Page 165: Look at the picture on page 165. During which season of the year does the story take place? How can you tell? What could Manuel be thinking about on his way to school?

Page 167: Before there were CD’s, people listened to records. Manuel has accidentally dropped his record. What problems could this create?

Page 169: Manuel’s parents want to know what he will do in the talent show. Why do you think he won’t tell them?

Page 170: Manuel is waiting for his turn to perform. How does he feel?

Skill Objective

Students read words that have the roots spect and opt.

Academic Language

• word family
• word root

Roots spect and opt

Review the term word root with students. **SAY** A word root is a word part that has meaning but cannot stand alone. Write the words spectator and suspect on the board. **Underline** the word root spect in spectator and spect in suspect. Say each word several times, pointing to and emphasizing the word root. Give a simple definition for each word and emphasize that the spect word root means “to look at.” Write additional words with the spect word root. Call students to the board to underline the word root. Say the word and have students repeat.

**Repeat** this process with the word root opt, meaning “eye.” Use words such as optical, optometrist.
In a Theater

Have students find and read this sentence on Anthology page 167: Benny walked onto the stage, raised his trumpet to his mouth, and waited for his cue. SAY The talent show in the story takes place in a cafeteria that is set up like a theater. Benny and the other students perform on the stage.

Write the word stage on the board. ASK What are some other words that tell about parts of a theater? As students respond, draw a simple diagram of a theater on the board and label its elements. Be sure to include stage, curtains, performers, and audience.

Set Up the Stage

Ask students to change the classroom into a theater. Assign one group to set up the stage, another to be the audience, and a third group to be actors, reading the poem “The Talent Show” aloud for their performance. As the actors perform, you may want to introduce and discuss other words such as enter, clap, bow, and exit to describe what happens.

Vocabulary

stage, trumpet, cue, clap, cafeteria, theater, enter, bow, exit, actor, audience

Materials

• Anthology
• Picture-Word Cards
  stage, curtains, audience
  (See Master ELL 2–6.)

BEGINNING/PREPRODUCTION

See Master ELL 2–4.

Display “The Talent Show” and read it with students, using the motions from Day 1. Then cover up the words song, flute, and flip with self-sticking notes on which you have drawn simple pictures to denote each word. Next, read the poem aloud, and have students provide the missing words. Remove the self-sticking notes so students can verify their responses. Then repeat the process, using similar self-sticking notes to cover the words dance, joke, and fruit. Finally, have the group read the poem aloud together.

BEGINNING/PREPRODUCTION

Use the diagram of the theater on the board. Have students point to the different elements of a stage as you name them.

EARLY PRODUCTION/SPEECH EMERGENT

ASK Who was on stage? What did they do? What did the audience do after the performance? Why?

INTERMEDIATE/ADVANCED

ASK Would you rather be an actor or an audience member? Why? Have you ever seen a play? Did you like it? Why or why not?
La Bamba

Segment 2, pages 172–175

Lead students on a picture walk, using these prompts.

Page 173: What is Manuel doing in the illustration? How do you think he feels?

Pages 174–175: What are the other children on these two pages doing? What makes you think so?

Action Verbs

Write the following sentence on the board: The boy plays with the dog. Say the sentence and underline the word plays. Explain that plays tells what action the boy is doing. SAY. Plays is an action verb.

Draw a word web with Action Verbs in the center oval. Provide a few more examples of action verbs such as sing and dance, and write them in the web. Say each word and have students repeat. Use the words in sentences or act out the actions if students are not familiar with the meanings. Call on students to suggest additional examples of action verbs and write them in the web. Help with vocabulary as necessary.
Musical Instruments

Have students find this sentence on Anthology page 171: The violin duo played next, and except for one time when the girl got lost, they sounded fine. Read it aloud with them. Point out that the word violin names a musical instrument.

Have students name other musical instruments they know. Record their responses on the board.

Explain to students that there are several different kinds of instruments: instruments with strings (string instruments), instruments you blow into (wind instruments), and instruments you strike (percussion instruments, which also include instruments with keys, like the piano). Use pantomime to show how to play instruments that belong to each type. Display any available instruments or the Picture-Word Cards.

Ask students to share what they know about how to play each of the instruments listed on the board, pantomiming the actions involved. Work with them to sort the instruments by type and record the information in a chart like the one shown.

<table>
<thead>
<tr>
<th>Kinds of Musical Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>String</td>
</tr>
<tr>
<td>violin</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

MULTI-LEVEL RESPONSE

**Beginning/Preproduction**

Use the Picture-Word Cards or musical instruments, if available. Name each instrument and have students indicate them and repeat their names after you.

**Early Production/Speech Emergent**

ASK Which instruments have strings? What are the names of some instruments you play by striking them?

**Intermediate/Advanced**

ASK Which instrument would you most like to learn to play? Why? Which instrument do you think is the easiest/hardest to play? Why?
Dictionary: Multiple-Meaning Words

Tell students that when they look up a word in a dictionary, they may be surprised to see that the word can have more than one meaning. Write a simple dictionary definition on the board:

**board** /bôrd/ n. 1. A piece of flat, rectangular wood.
2. A flat, rectangular piece of material used for a special purpose such as a chalkboard, surfboard.
3. A table set with a meal. —v. board•ed, board•ing, boards. To get on an airplane, ship, or train.

Read aloud each of the definitions and discuss with students how each of the meanings differ. Use each meaning of the word in a sentence and write the sentences on the board.

Help students use a dictionary to locate the meanings of other multiple-meaning words such as watch, match, and press.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Have students find the following words in a dictionary: brush, draw, and head.
Have them draw and label illustrations of two meanings of the words.

**Early Production/Speech Emergent**
Have partners use the dictionary to find and write two meanings for each of these words: punch, scratch, record, and beam.

**Intermediate/Advanced**
Have students work in groups of two or three to talk about different meanings of the following words: act, hit, race, show, and dash. Ask students to use the dictionary to find the different meanings they found for each word and write a sentence for each.

**Leveled Reader**
*Give It All You’ve Got*
Victor Takes a Sewing Class by Constance A. Kermes
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Times of Day

Have students find and read the third paragraph on Anthology page 168: *The next morning his father and mother beamed at him. They were proud that he was going to be in the talent show.*

Write the word *morning* on the board. Ask students to name other words they know that tell the time of day. Write their responses on the board, making sure to include *afternoon, evening, and night.* Then ask students what kind of activities they do at these different times of day. If necessary, you may want to give examples such as *morning: wake up, eat breakfast, brush teeth,* and so on. Record their answers in a chart on the board, like the one shown.

### At What Time?

Call on one or two students at a time to pantomime an activity that takes place at one of the times of day listed on the board. Based on their pantomime, the rest of the class can guess which time of day the activity takes place in. Have students respond in complete sentences; for example: *Tomás brushes his teeth in the morning.*

### Multi-Level Response

#### Beginning/Preproduction

Say a time of the day and have students pantomime an activity they do at that time.

#### Early Production/Speech Emergent

Have students draw pictures of themselves doing activities at different times of day. Ask them to write one sentence for each picture that tells what they are doing.

#### Intermediate/Advanced

**ASK** What is your favorite time of day? Why? Then have students write a short paragraph about the things they do during their favorite time of day. When they have finished, ask them to read the paragraphs aloud to the class.
Selection Review

**Master ELL 2–5**

**La Bamba**

Manuel, the main character in *La Bamba*, is nervous about being in the school talent show. He will dance and pretend to sing as the popular song “La Bamba” plays on a record player. During rehearsal, Manuel accidentally drops the record on the floor.

On the night of the show, Manuel sits backstage in the dark. He feels butterflies in his stomach. He nervously begins his song and then drops the record on the floor. The music stops, and Manuel feels embarrassed.

**Comprehension Questions for the Anthology Selection**

1. Read the last paragraph of the selection on page 175. Why does Manuel think that maybe next year he will raise his hand again? (Because it went well for him after all, and he had a good time this year.)
2. Retell the story to a partner. Use the pictures to help you. Tell what happens at the beginning, middle, and end of the story. (Answers will vary.)
3. How do you think you would have reacted if it had been you on stage instead of Manuel? (Answers will vary.)

**Direct Objects**

Write on the board: Kelly feeds the dog. Ask: What is Kelly feeding? Prompt students to answer dog. Explain that dog is a noun in this sentence, but it is not the subject. Say that it is the noun that receives the action of the verb. Say: The noun that receives the action of a verb in a sentence is called a direct object. Write several sentences with direct objects and prompt students to identify the direct objects and the actions they are receiving.
Household Chores

Have students find and read this sentence in the last paragraph on Anthology page 168: *The day whizzed by, and so did his afternoon chores and dinner.* Make sure students understand that Manuel’s chores are jobs or tasks that he has to do at home. **ASK**: What are some of your chores at home? at school?

Make a chart across the board, like the one shown, that lists the chores students mention.

<table>
<thead>
<tr>
<th>Chore</th>
<th>clear the table</th>
<th>wash dishes</th>
<th>mow the lawn</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Act It Out** Have students work in pairs to pantomime the chores listed. Then ask students to raise their hands for each chore they must do. Record their responses in the chart. Finally, take a class vote on which chores students like to do and which chores they don’t like to do.

**Vocabulary**

household chores, whizzed by, mow, lawn

**Materials**

• Anthology

**IF NEEDED ...**

Beginning/Preproduction

See Master ELL 2–4.

Display “The Talent Show.” Explain to students that today you are going to read the poem as though it is about one person in the class. Have one student stand and act out the lines as you read it aloud. Read each line, using the pronoun he and have the class repeat after you. (For example, *He sings a song. He does a dance.*) With the help of the class, write this new version on the board. Point out how the verbs change (*sing* to *sings*, *do* to *does*, and so on) when the pronoun is used. Then repeat the process using the pronoun she and another student to act out the poem.
Paraphrasing

**Explain** to students that they can improve their writing by paraphrasing.

_Say_ If you like the way an author presented an idea in a passage, you can paraphrase the author by putting his or her words into your own words without changing the meaning. Write the word *paraphrase* on the board, say it, and have students repeat it with you.

**Have** a student say a few sentences about a topic he or she knows well. Write the student’s sentences on the board and read them for the class. Then paraphrase the student’s words and write the results underneath the first set of sentences. Point out how the words in the sentences are different, but the meanings are similar.

**Ask** students if they can think of another way to paraphrase the sentences on the board. Prompt as necessary and help with unknown vocabulary.

**Language Experience Activity** Review the selection with students. Have students call out the events of the story. Prompt as necessary and help with unknown vocabulary. Write the events that students call out on chart paper. Once students feel they have a complete list of the events, go through each event and ask if it is important enough to include in a summary and why. Edit the list to include only the most important events. Have students work as a group to write a short paragraph paraphrasing the information on the board.

**Skill Objective**

Students paraphrase to improve their writing.

**Academic Language**

- **paraphrase**

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Give students a sample sentence from the Anthology selection to paraphrase, such as “Manuel, feeling happy, went to his bedroom, undressed, and slipped into his pajamas.”

**Early Production/Speech Emergent**

Write several sentences on the board. Have groups of two or three students talk about different ways to paraphrase the sentences. Prompt students as necessary and help with vocabulary.

**Intermediate/Advanced**

Have groups of three to four students choose a paragraph from the selection and read it together several times. Encourage students to think about the author’s meaning and write sentences to paraphrase the paragraph.
This week we will be reading a story about a boy who has to go to a high place in the mountains. Some people are afraid of high places, while others are not. Today we will talk about things that make us feel afraid. First, let’s read a poem about facing fear.

Display the poem “Face Your Fear” and read it aloud. As you read, use appropriate facial expressions and gestures. Have students read the poem aloud with you.

Do you think high places are scary? How about lightning? spiders? What are some things that you think are scary?

As students respond, have them go to the board and record their names in a chart like the one shown. Have students make sentences, such as: Pedro and Hao are afraid of high places.

### Vocabulary
- fear, lightning, spider, scary, night, sound, roller coaster

### Materials
- drawing paper
- pencils or crayons
- Picture-Word Cards spider, roller coaster (See Master ELL 2–9.)

### Face Your Fear
Thunder and lightning? Yes, they’re frightening.
A spider that’s hairy? Yes, it’s scary.
Fear? You can’t erase it. But you can learn to face it.
If a spider comes inside, watch her spin and hide.
If a storm comes at night, enjoy the sound and light.

### The Fear Place
<table>
<thead>
<tr>
<th>Scary Things</th>
<th>People Who Are Afraid of Them</th>
</tr>
</thead>
<tbody>
<tr>
<td>high places</td>
<td>Pedro, Hao</td>
</tr>
<tr>
<td>lightning</td>
<td>Julie, Than</td>
</tr>
<tr>
<td>spiders</td>
<td>Julie</td>
</tr>
</tbody>
</table>

### MULTI-LEVEL RESPONSE

**Beginning/Preproduction**
Have students draw something they consider scary.

**Early Production/Speech Emergent**
Have students respond in complete sentences. Ask: Who thinks spiders are scary? roller coasters? What other things are scary?

**Intermediate/Advanced**
Ask: Tell about something you thought was scary when you were younger, but are not afraid of now. Tell about something you now think is scary.
Get Set to Read

Facing Fear, pages 182–183

Have students open their Anthology to pages 182–183 and read the title out loud. **SAY** Look at the photograph on page 182. How do you think the child feels? How many of you have taken a ride in a roller coaster like the one on page 183? Were you afraid? What made you feel frightened?

Tell students that the story they are going to read is about a boy named Doug who must try to save his brother. The only way he can do this is by facing the one thing he is most afraid of—his “fear place.”

The Fear Place

Segment 1, pages 185–194

Lead students on a picture walk, using these prompts.

**Page 186:** What is Doug doing in the illustration? Where do you think he is?

**Pages 188–189:** This story takes place in the mountains. Look at the illustrations. What words would you use to describe the setting of the story?

**Page 190:** What could Doug be thinking about? What makes you think so?

**Page 193:** What kind of animal is on the trail with Doug? What do you think the animal will do?

Suffixes –ward and –ous

**Write** danger on the board. In a different-colored chalk, add the suffix -ous to the end of danger. **SAY** Danger means that someone or something could be harmed or damaged. When we add the letters -ous to the end of danger, we change the meaning to “full of danger.”

**Tell** students that -ous is a suffix. Explain that a suffix always attaches to the end of a base word. Write additional examples of words that can take the -ous suffix such as wondrous and fabulous. Call students to the board to underline the suffix in each example.

**Repeat** this process with the -ward suffix, meaning “in a certain direction.” Use words such as forward, backward, upward, downward.

Skill Objective

Students read and understand words that have the suffixes –ward and –ous.

Academic Language

• suffix
Outdoor Words

Have students read the first sentence on Anthology page 190: *It occurred to him that if he were more like the other members of his family, he would actually enjoy a hike like this.*

**SAY** Doug Grillo, the boy in the story we are reading, hikes or walks in the mountains to look for his brother. Today we will talk about things we might see while walking or hiking outdoors.

Have students share their experiences with hiking. Share your own experiences, telling about outdoor places you’ve gone, to what you saw in these places, and what you took with you. Be sure the following words are part of the discussion: path, trail, mountain, boulder, rock, canyon, ridge, lake, river, and stream. Write these words on the board and review their meanings with students, using the Picture-Word Cards.

If possible, have available a book about hiking, or a guidebook about trails in a nearby region or park. Display several pictures from the book and talk about what they show.

Have students pantomime a hike around the classroom. Ask them to use the vocabulary words to narrate as they walk on the make-believe trail and pass along boulders, canyons, and rivers.

**BEGINNING/PREPRODUCTION**

Display the poem “Face Your Fear.” Read it aloud with students. Write the words lightning, scary, erase, and inside on the board. Ask students to copy them onto separate index cards. Then cover the four words in the poem with self-sticking notes. Say: Listen as I read the poem. When I say a covered word, hold up the card that shows the word. Repeat the word aloud. Read the poem twice for students. Then repeat the process for the words frightening, hairy, face, and hide.

**MULTI-LEVEL RESPONSE**

**BEGINNING/PREPRODUCTION**

Have students draw a picture of things they would see during a hike in the mountains.

**EARLY PRODUCTION/SPEECH EMERGENT**

**ASK** Where do you think you would rather go hiking, near a lake or in a canyon? Why? What things might you see while hiking in the mountains?

**INTERMEDIATE/ADVANCED**

Ask students to work in small groups to write a plan for a hiking trip. Have them include where they would like to go and what they would take. Have group members describe their plan to the class.
The Fear Place
Segment 2, pages 194–201

Lead students on a picture walk, using these prompts.

Page 195: In the illustration, Doug has come to a narrow part of the ledge. If he keeps going, what should he do to keep from falling?

Pages 196–197: The mountain lion is showing Doug how to walk along the ledge. Do you think it is wise to trust the mountain lion? Explain.

Page 198: Doug’s right bootlace is untied. How do you think he feels as he moves around the narrowest part of the ledge?

Page 201: How do you think Doug feels? How can you tell?

Main Verbs and Helping Verbs

Write on the board: Joe listens to music. Joe has listened to music. Ask students if they notice any differences between the two sentences. If necessary, prompt students to suggest that the first sentence has only one verb while the second sentence has two verbs. Draw two lines under listened in the second sentence. Explain that listened is the main verb in this sentence. It shows the main action going on. Then draw one line under has. Explain that has is the helping verb. This particular helping verb shows that the main action happened in the past.

Write additional examples of sentences using main verbs and a variety of helping verbs such as is, will, had, and were. Have students come to the board to identify the main verb and the helping verb. Include a few negatives and simple yes or no questions with do/does and did.

Skill Objective
Students identify and write main verbs and helping verbs.

Academic Language
• main verb
• helping verb

Language Transfer Support
Some English language learners may have difficulty with helping verbs and linking verbs. If students produce sentences such as She has made lunch yesterday, correct them by modeling the sentence with the correct helping verb.
Wildlife

Have students read the fourth sentence on Anthology page 188: *He plowed on, keeping his mind on other things, trying to remember the wildlife he’d seen so far.* Write *wildlife* on the board.

**SAY** *The word wildlife refers to animals living in the wild. What wild animals do you think you might see in the mountains?*

Display the Picture-Word Cards of wild animals, such as deer, bear, and wolf. Ask students to identify each animal. Supply the names of those animals with which students are unfamiliar.

Have students write and add labels to the pictures and read them aloud. Have students practice saying the animal names as you point to the pictures. Finally, ask students to share what they know about each animal.

Play a game to check students’ comprehension. **SAY** *I can fly; who am I? I have big horns or antlers; who am I? I have big ears; who am I? I look like a dog; who am I? I am a type of cat; who am I?* Write students’ responses on the board.

**WHO AM I?**

BEGINNING/PREREPRODUCTION

See Master ELL 2–7.

Write the poem “Face Your Fear” on sentence strips. Display the poem and invite students to read it chorally. Give each student a sentence strip. Say: **Listen as I read the poem.** When you hear the line that is on your sentence strip, stand up and read it out loud with me. Read each line of the poem. Then read the line again, having students with the appropriate line stand up and repeat it with you. Finally, have students hold up their sentence strips, arrange themselves in the order of the poem, and read their lines in sequence.

**MATERIALS**

- Anthology
- drawing paper
- pencils or crayons
- Picture-Word Cards
  - wolf, deer, bear
(See Master ELL 2–9.)

**BEGINNING/PREREPRODUCTION**

Have students choose an animal from the lesson and draw it. Ask students to label their illustrations.

**EARLY PRODUCTION/SPEECH EMERGENT**

Have students work in pairs. Ask partners to take turns drawing pictures of different wild animals. While one partner is drawing, the other should try to guess the animal’s name and then write a caption that identifies the animal.

**INTERMEDIATE/ADVANCED**

**ASK** *Which wild animals do you think are dangerous? Which do you think are not dangerous? Explain why. Which wild animal would you most like to see? Why?*
Homophones

Tell students that some words sound alike but have different meanings. To learn the meaning of the word, it is helpful to understand how the word is used in a sentence.

Write the word close on the board. SAY Please close the window. I am cold. Ask students what the word close means in the sentence. SAY You can use clues, such as the word window, to help you find out the meaning.

Write the word clothes on the board. SAY Jenny is wearing some new clothes. Ask students what the word clothes means in the sentence. SAY The words is wearing are a clue that clothes are things you put on your body. Make sure students understand that despite the spelling differences close and clothes are pronounced the same way.

Model additional homophones such as bere/bear, pair/pear, and mail/male.

Skill Objective
Students recognize words that are homophones.

Academic Language
• homophone

Leveled Reader
Give It All You've Got
It's Easy!
by Anne Miranda
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
The Five Senses

Have students read the next-to-last paragraph on Anthology page 194: *He could smell the difference in the air here above the canyon, sharp and moist.*

**Say** Doug can smell the air. He is using his sense of smell to notice what is happening around him. Write the word *smell* on the board.

**Say** Imagine you are at a park. What do you see? Record students’ responses in a chart such as the one shown. Ask students to name the other senses. Add sound, touch, smell, and taste to the list. Then point to each word and read it aloud. **Ask** At the park, what do you hear? touch? smell? taste?

Have students go to the chart and fill in their responses for the rest of the senses.

<table>
<thead>
<tr>
<th>At the park,</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| I see ___.          | I hear ___. | I touch ___. | I smell ___. | I taste ___.
| blue sky            | laughter | the warm sand | dirt and grass | a sweet apple |

**Act It Out** Read aloud a couple of sentences formed from the words in the chart. Then have students take turns using the chart to form and read aloud other sentences. Ask students to use gestures or facial expressions to show the meaning of their sentences.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students choose one of the senses and draw a picture about it. Ask them to label their illustration to indicate the sense.

**Early Production/Speech Emergent**

**Ask** What do you and your classmates see at the park? What do you hear? touch? smell? taste? Have students respond in complete sentences.

**Intermediate/Advanced**

Have students work in pairs to create charts similar to the one on the board for other places, such as the beach or an amusement park. Have them practice reading the information aloud in complete sentences.
Strategies for Comprehensible Input  
Use the Selection Summary and suggested strategies to support student comprehension.

Restate: gone off alone  
left by himself

Restate: sets off to find  
goes to look for

Show: cougar  
Show illustrations of the cougar in the selection.

Comprehension Questions for the Anthology Selection

1. Read the first paragraph on page 189. Why do you think Doug wants to bear his own voice? (Answers will vary. Possible answer: He felt lonely.)

2. What do you think will happen next in the story after Doug reaches the wider path? (Answers will vary. Possible answer: He will find his brother.)

3. Do you think Doug did the right thing in trying to find his brother? Explain. (Answers will vary.)

Linking Verbs

Write on the board: Carlos is a boy. The students will be late for class.
Underline is in the first sentence. SAY In this sentence, is is a linking verb. It links boy to Carlos. Draw a circle around boy. Then draw an arrow from the circled word back to Carlos. Now underline will be in the second sentence. SAY Sometimes linking verbs can be two words. In this sentence, will be links late to students. Present several more sentences that contain a variety of linking verbs such as am, is, are, was, will, and so on.
Fractions

Have students find these sentences from the last two paragraphs of Anthology page 196:

Could he do it if it were only half as wide, drawn with chalk on the sidewalk? Of course. A fourth as wide, even.

Draw on the board two parallel lines that are about twenty inches apart. Say: This is about how wide the path is that Doug is walking along. He thinks he could make it across if the path was half as wide or even a fourth as wide. When he imagines the smaller parts of the path, he is thinking about fractions.

Demonstrate how to fold a piece of paper in half, open it up, and label each section with the word half and the numeral 1/2. Repeat this process for the words fourth and three fourths and the numerals 1/4 and 3/4, the words third and two thirds, and the numerals 1/3 and 2/3.

Use masking tape to create on the floor a path similar to the one Doug had to walk along. Ask students to walk on the path without stepping on the masking tape. Start with a twenty-inches-wide path, then make it half that width, and then a fourth as wide. Ask students to share with the class how easy or difficult it turned out to be to walk along the different widths.

Vocabulary
chalk, sidewalk, path, width, fractions

Materials
• Anthology
• masking tape

BEGINNING/PREPRODUCTION
See Master ELL 2–7.

Display the poem “Face Your Fear” and read it aloud with students. Then write these sentences on the board: It’s frightening. They’re frightening. Display a picture of one spider and say: It’s frightening. Hold up a picture of two spiders and say: They’re frightening. Hold up each picture again. Have students repeat each sentence after you. Repeat the procedure with other pairs of pictures. Then mix up the pictures and have students chorally and individually produce appropriate sentences on their own. You may also want to introduce other adjectives such as funny, boring, interesting, and so on.

BEGINNING/ PREPRODUCTION
Give students several sheets of paper to fold and cut into halves, thirds, and fourths. Ask them to show you the corresponding folded papers as you mention each different fraction.

EARLY PRODUCTION/ SPEECH EMERGENT
Have students work in pairs. Give partners several sheets of paper to fold and cut into halves, thirds, and fourths. Then have them take turns challenging each other to put the pieces of each sheet back together, label them with words and numerals, and then tell about the pieces, using fractions.

INTERMEDIATE/ADVANCED
Ask: If you want to share an apple equally with four people, how will you divide it? Would you rather have half of a banana or a third of a banana? Why?
Combining Sentences with Helping Verbs

**Explain** to students that they can improve their writing by combining two or three sentences that have the same helping verb into one sentence. Say that combining sentences with similar helping verbs can help them avoid repetition in their writing.

**Write** the following on the board: Ben is wearing a hat. He is walking to school. Say the sentences several times and have students repeat. Underline is wearing in the first sentence and is walking in the second sentence. SAY We can combine these two sentences into one by using the helping verb is. Now write the following sentence on the board: Ben is wearing a hat and walking to school. Prompt students to compare and contrast the first sentences with the last sentence.

**Write** additional sentences that can be combined using a helping verb. Call on students to identify the common helping verbs.

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**Academic Language**
- combining sentences
- helping verb

---

**Skill Objective**
Students combine sentences with helping verbs to improve their writing.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write several pairs of simple sentences on the board, such as: He is smiling. He is walking. Call students to the board to underline the common helping verb. Prompt students to help you combine the sentences. Give students the combined sentence. SAY He is smiling and walking.

**Early Production/Speech Emergent**
Write several pairs of simple sentences on the board such as: They were singing. They were dancing. Have partners work together to identify the common helping verb and combine the sentences (They were singing and dancing).

**Intermediate/Advanced**
Write several phrases such as was laughing/was clapping, could hear/could see, or had lost/had found on the board. Have partners work together to write a sentence using both phrases by combining the helping verbs: I had lost my pen and found my eraser.
This week we will be reading a true story about a woman who travels into space. To prepare to read, let’s talk about outer space. **Ask** What things can you see when you look up at the sky at night? What things do you think you might see if you went into space?

**Say** Now let’s read a poem about a light shining in space. Listen as I read.

Display the poem “Space Question” and read it aloud. Then have students read the poem with you. Once students understand and are familiar with the poem, divide the class into two groups. Ask each group to read aloud one stanza.

Display the Picture-Word Cards of the moon, a star, and a shuttlecraft. If available, display illustrations of a planet and a satellite. Ask students to describe what they see in the picture(s), and to share what they know about space. Be sure the discussion includes the words *planet, moon, stars, meteor, asteroid,* and *shuttlecraft.* List these words on the board and read them with students.

**LANGUAGE DEVELOPMENT**

**Tell Me About It**

Display the Picture-Word Cards of the moon, a star, and a shuttlecraft. If available, display illustrations of a planet and a satellite. Ask students to describe what they see in the picture(s), and to share what they know about space. Be sure the discussion includes the words *planet, moon, stars, meteor, asteroid,* and *shuttlecraft.* List these words on the board and read them with students.

**MULTI-LEVEL RESPONSE**

### Beginning/Preproduction

Give students the Picture-Word Cards for this selection. Ask them to indicate the moon, the star, and the shuttlecraft as you mention them.

### Early Production/Speech Emergent

Have each student draw a picture of a rocket or a space shuttle in space. Have them include several items listed on the board; ask them to label each. Then have them share their pictures, describing what they have included.

### Intermediate/Advanced

**Ask** Would you like to travel into space? Why or why not? If you traveled into space, what would you like to see?
Get Set to Read

Exploring Space, pages 208–209

Have students open their Anthology to pages 208–209 and read the title out loud. **SAY** You are going to read about the first African American woman to become an astronaut. Her name is Mae Jemison. Before she became an astronaut, Mae was already a doctor and a scientist.

**SAY** On these two pages, you can see how the exploration of space has taken place over a number of years. Find the year in which astronauts walked on the moon for the first time. Next, find the year in which Mae Jemison made her first trip into space.

Mae Jemison: Space Scientist

Segment 1, pages 210–215

Lead students on a picture walk, using these prompts.

**Page 211:** The photograph on this page shows the space shuttle Endeavour blasting off. Is this the same shuttle that carried Mae during her first trip?
**Page 212:** The smaller of the two photographs on page 212 shows the crew of the Endeavour. What different kinds of jobs do you think astronauts have to do in space?
**Page 214:** After Mae finished college, she went on to study medicine. What do you dream of becoming when you are older?

Suffixes -ive, -ic

**Write** the words create and creative on the board. Underline the -ive suffix at the end of creative. **SAY** Create means “to make something new.” When we add the letters -ive to the end of create, we change the meaning to “having the ability to create.”

**Remind** students that -ive is a suffix and that they attach it to the end of a base word. Write additional examples of words that can take the -ive suffix such as inventive, imaginative. Call students to the board to underline the suffix in each. Model and explain as necessary.

**Repeat** this process with the -ic suffix, which means “related to,” in words such as artistic, historic, realistic.
Jobs

Have students read the second sentence on Anthology page 213: When Mae told her kindergarten teacher that she wanted to be a scientist, the teacher said, “Don’t you mean a nurse?”

\[\text{SAY}\] When Mae Jemison grew up, she did become a scientist—a space scientist. That was her job. Today we will talk about many different types of jobs. \[\text{ASK}\] What other jobs can you name? What work do people in those jobs do?

As students name and describe various jobs, record their responses in a chart like the one shown.

<table>
<thead>
<tr>
<th>Job</th>
<th>Work He or She Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>nurse</td>
<td>helps sick people</td>
</tr>
<tr>
<td>teacher</td>
<td>helps people learn new things</td>
</tr>
<tr>
<td>scientist</td>
<td>learns about how things work</td>
</tr>
</tbody>
</table>

\[\text{What’s My Job?}\] To give students additional practice in identifying and naming jobs, play a game. Begin by making up a riddle about one job listed in the chart. \[\text{SAY}\] I work with students. I teach English. Who am I? Have students respond. Then ask students to make up their own riddles about the other jobs in the chart.

\[\text{MULTI-LEVEL RESPONSE}\]

\[\text{BEGINNING/ PREPRODUCTION}\]

Have students choose a particular job they would like to do, and draw a picture of themselves doing it. Ask them to label their picture.

\[\text{EARLY PRODUCTION/ SPEECH EMERGENT}\]

\[\text{ASK}\] What person helps sick people get better? What does a scientist do? What do you want to be when you grow up? Why?

\[\text{INTERMEDIATE/ ADVANCED}\]

Have students continue playing “What’s My Job?” in pairs or small groups. Students can call out their guesses chorally or individually. \[\text{ASK}\] Which job do you think you’d like to do when you grow up?
Mae Jemison: Space Scientist

Segment 2, pages 216–222

Lead students on a picture walk, using these prompts.

Page 216: How did learning how to survive in the wilderness and on the water help Mae prepare for outer space?

Page 217: What are some problems people might have moving in weightlessness?

Page 222: Mae believes a person should not be limited by other people’s limited imaginations. If you tried to live by this advice, how would you change your life to make it better?

Verb Tenses

Write the following sentences on the board: Amanda paints pictures. Amanda painted a picture last week. Say each sentence several times, emphasizing paints and painted. Have students repeat the verbs.

Underline paints in the first sentence. Explain that paints is a present-tense verb, and it indicates that the action, paints, happens now or regularly. Next, underline painted in the second sentence. Explain that the action, painted, has -ed at the end of it. The -ed indicates this is a past-tense verb and that this action happened at some time in the past.

Give additional examples of sentences with present-tense and past-tense verbs. Help students to identify the different kinds of verbs.
Have students read the next-to-last sentence in the second paragraph on Anthology page 218: *In her spare time, Mae liked to read, travel, ski, garden, dance, and exercise.* **SAY** Although Mae Jemison puts a lot of time into her work, she also does many different things in her spare, or free, time. Today we are going to talk about things that people do in their free time—**their hobbies.**

**ASK** *What do you like to do in your free time?* List students’ responses on the board. Then read the words aloud with them.

**This Is My Hobby** To give students additional practice in naming hobbies, play a memory game. Write the following sentence frames on the board: *I like to ___. ___ likes to ___.* Ask students to sit in a circle. To begin, the first student names one of his or her hobbies. Then the second student says (First student’s name) *likes to ___. I like to ___.* The next student repeats the previous two students’ hobbies. The game continues around the room.

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**Vocabulary**

**hobbies**

**Materials**

- Anthology
- drawing paper
- pencils or crayons

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 2–10.

Display the poem “Space Question” and read it aloud. Ask students to work in pairs. Have each pair copy the poem onto a sheet of paper and then cut out each sentence to form sentence strips. Have partners mix up their strips. Then read the poem aloud again. Have partners put their strips in the correct order. Finally, have partners read the poem aloud.

**BEGINNING/SPEECH EMERGENT**

**SAY** Draw a picture of yourself doing your hobby. Label your picture with the name of your hobby.

**ASK** Do you prefer outdoor hobbies or indoor hobbies? Why? Write a sentence about your answer.

**INTERMEDIATE/ADVANCED**

Have students make a chart with three or four of their hobbies listed across the top. Then have them use the cloze frame *Do you like to ___?* to ask classmates if they like the same things. Ask them to write in their charts the names of classmates with whom they share hobbies. Have them describe the results of their survey to the class.
Dictionary: Syllables

Write and say the word syllable as you tap out its syllables. Tell students that if they are unsure about how many syllables a word has or how it is pronounced, they can find help in the dictionary.

Write decide the board. Say the word, tapping out and clearly emphasizing the two syllables. Then help students look up the word in a dictionary. Explain that a dot in the entry word shows the syllable breaks in the word. Then point to the pronunciation. Tell students that symbols, such as the one over the i in síd, correspond to a pronunciation key at the bottom of the dictionary page. In this case, ĭ means a long i sound. Point out the accent mark in front of the second syllable. Explain that this tells them which syllable receives the most stress.

Present additional examples of words with two or more syllables. Help students identify syllables, pronunciation symbols, and accent marks as necessary.

Skill Objective

Students use a dictionary to figure out the correct syllable breaks in words and the pronunciation of multi-syllabic words.

Academic Language

- syllable
- stress
- pronunciation

Language Transfer Support

Remind students that their languages have syllables and stress as well. However, the rules for stress and for syllable breaks differ widely in other languages. English has a large number of closed syllables, i.e., those with a CVC pattern. Other languages, such as Japanese, have mainly open syllables, that is, syllables with a consistent CV pattern.

Leveled Reader

Give It All You’ve Got

Buck Leonard: Baseball Hero
by Tyrone Washington

This selection offers instructional support and practice of strategies and skills at a slightly easier reading level than the main selection.
Vehicles That Fly

Have students read the second sentence on Anthology page 218: _A shuttle launches like a rocket, but it returns to Earth and lands on a runway like an airplane._

**SAY** Shuttles, rockets, and airplanes are all machines, or vehicles that fly. Today we are going to talk more about flying vehicles. **ASK** What other vehicles that fly do you know?

Display the Picture-Word Cards of various aircraft and spacecraft. As students name the different vehicles, label the pictures. Help students with any vocabulary they do not know.

Ask students to describe the uses for the various vehicles. For example, rockets and shuttles are used to explore space. Write students’ responses on the board. Read aloud with students all of the information on the board. Next, ask them to take turns naming a vehicle and telling what it is used for.

**LANGUAGE DEVELOPMENT**

**Vocabulary**

- rocket, runway, airplane, shuttle, machines, vehicles

**Materials**

- Anthology
- Picture-Word Cards
  - airplane, rocket, helicopter, glider, hot-air balloon
  (See Master ELL 2–12.)

**IF NEEDED . . .**

**Beginning/Preproduction**

See Master ELL 2–10.

Display the poem “Space Question” and read it chorally. Then have one group of students read the first stanza and another group read the second stanza. Cover the words bright, are, and star (twice each) and satellite (once). Distribute to each student sets of flashcards with the covered words printed on them. Read the poem again chorally, and as you come to a covered word, have students hold up the appropriate card and supply the missing word.

**MULTI-LEVEL RESPONSE**

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** Which vehicle would you take to go to Japan? Which vehicles fly to outer space?

**INTERMEDIATE/ ADVANCED**

**ASK** Have you ever flown in an airplane? Did you enjoy the trip? Why or why not? Do you think you would enjoy flying in a rocket? Why or why not?
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

- **Explain:** space shuttle
  A space vehicle that can be reused; it transports astronauts from Earth into space.

- **Explain:** mission specialist
  An expert in the specific work that needs to be done on a trip into space.

- **Restate:** orbited
  Moved around.

Comprehension Questions for the Anthology Selection

1. Look at the illustrations. What words can you use to describe the work done by the astronauts? (Answers will vary. Possible answers: difficult; fun; scary.)
2. Read the first paragraph on page 216. What is the main idea? (Mae didn’t forget her dream of becoming an astronaut.)
3. Would you like to become an astronaut? Why or why not? (Answers will vary.)

More About Verb Tenses

Write the following sentences on the board: **Amanda paints a picture everyday. Amanda painted one yesterday. Amanda will paint another picture tomorrow.** Ask students what the verb is in each sentence. **Review** with students that paints is a present tense verb and painted is a past tense verb. **Read** the last sentence emphasizing will paint for students. Explain that will is a clue that tells them that will paint is a future-tense verb. The action has not yet happened. Present additional examples of sentences with future-tense verbs. Compare and contrast verbs in the present, past, and future tense as necessary.
Inside the Body

**SAY** Mae Jemison did research on the human body while she was in space. She wanted to find out how to keep astronauts healthy while in space. Then have students find and read the third sentence on Anthology page 220: *Mae wore special monitoring equipment to record her heart rate, breathing, temperature, and other body functions.* **SAY** The heart does an important job. It pumps blood through our bodies. Today we will talk about the heart and other important parts of our bodies.

**What Goes Where**

Draw on the board a large silhouette of a person. Have students identify the parts they know. Draw and label each part. Be sure to include the bones, muscles, brain, heart, lungs, and stomach.

Have students practice saying the words chorally after you. Ask them to point to parts of their bodies as they repeat the words, and tell what their function is.

**Vocabulary**

- astronauts, heart rate, breathing, temperature, body functions, brain, heart, blood, bones, muscles, lungs, stomach

**Materials**

- Anthology
- Picture-Word Cards
- human body
  (See Master ELL 2–12.)

**Beginning/Preproduction**

Display the poem “Space Question.” Have students read it chorally. Then write on the board the cloze frame *I wonder ___ you are.* Make word cards with the words what, who, where, and how. Read the sentence four times, holding up a different question word each time. Then mix up the cards and have students read the various sentences formed when you hold up different cards. Next, write on the board the cloze frame ___ are you? Challenge students to form questions with the different question words you supply.

**Early Production/Speech Emergent**

Ask: What pumps blood? What helps you breathe? Where does food go?

**Intermediate/Advanced**

Write these sentence frames on the board: *What does/do the ___ do? It/They ___.* Have students work in pairs to quiz each other on the functions of the different parts of the body.
Introduce the term tone to students. Write the following sentences on the board: Give me the pencil. May I please have the pencil? Say and act out the sentences several times. Ask students if they notice any difference between the two sentences. Prompt students with questions. Ask Did I sound nice when I said the first sentence? Why or why not? Did I sound nice when I said the second sentence? Talk about how they use polite language.

Explain to students that the tone they choose when they write a business letter should be polite. Write some examples of sentences that might be found in a business letter. Point out to students that it is important to use correct grammar and complete sentences in business letters. Also remind students to keep a formal tone throughout the business letter; they should not use slang.

Write additional pairs of sentences on the board—a formal sentence and a similar, but informal one. Say and act out the sentences. Students call out which sentence has a formal tone and which sentence does not.