Theme 4: Person to Person
Person to Person

Selections
1 Mariah Keeps Cool
2 Mom’s Best Friend
3 Yang the Second and Her Secret Admirers
4 Dear Mr. Henshaw
SAY This week we will be reading about some children who do something nice for a friend, and help other people, too. Ask students to tell about some things they do to help their friends. List these on the board.

Ask students what they could do to help people who are hungry, homeless, or lost. Record their ideas on the board in a chart similar to the one shown.

Display the poem “The Good You Do” and read it aloud. Use motions and facial gestures to help communicate the meaning of the lines in the first verse. Discuss why doing good for others makes a person feel good inside.

Have students read the information on the chart with you. Ask them to pantomime the different ways of helping people in need.

If someone is . . . You could help by . . .

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>hungry</td>
<td>collecting canned food</td>
</tr>
<tr>
<td>homeless</td>
<td>donating clothes, volunteering at a homeless shelter</td>
</tr>
<tr>
<td>lost</td>
<td>giving them directions</td>
</tr>
</tbody>
</table>

MAP

BEGINNING/PREPRODUCTION

Early Production/Speech Emergent

Intermediate/Advanced

Have students work in pairs to create posters showing and telling how people can help people who are needy.
Get Set to Read

Volunteering, pages 342–343

SAY Let’s look at Anthology pages 342–343. Read the title and the first sentence with me. You will be reading about a girl named Mariah. She wants to have a surprise birthday party for her sister Lynn. Lynn is a volunteer at a homeless shelter. Explain to students what volunteering means. SAY There are many ways for people to work as volunteers. What volunteer activities do you know of? What volunteering activities are shown on these pages?

Mariah Keeps Cool

Segment 1, pages 345–351

Lead students on a picture walk, using these prompts.

Page 347: Denise shows her friends how to make paper flowers. The girls will use the flowers to decorate for the surprise party. What would you use for party decorations?

Pages 348–349: Mariah and her friends are planning the party for Lynn. They pretend they are practicing for a swim meet with Brandon, their coach. Do you think Lynn is suspicious? Do you think she will figure out the surprise?

Page 351: On the morning of her birthday, Lynn wants to stay in bed all day, but Mariah needs to get her sister out of the house. How do you think Mariah solves this problem?

Syllabication — VCCCV Pattern

Review with students the meaning of the word syllable. Write the word surprise on the board and say it several times. Point to the u in surprise and ask the class whether it is a vowel or a consonant. Write the students’ response (V or C) over the u. Continue in the same way for the next four letters (r, p, r, and i).

Explain to students that writing V-C-C-C-V over the u, r, p, r, and i in surprise can help them figure out how to pronounce the word. Draw a horizontal line between the first two letters labeled C in the word. Say the word again, emphasizing the two syllables (sur/prise). Point out that each syllable has only one vowel sound. Also point out that the second syllable has two consonants that blend together to make one sound (pr). Continue with additional examples, making sure to include words that can be broken into VCC/CV (i.e., function).
Vocabulary
swim meet, diving competition, pool, compete, swimming, races, diving

Materials
• Anthology
• drawing paper
• pencils or crayons
• Picture-Word Cards
  swimming pool, swim, diving board, dive
  (See Master ELL 4–3.)

Swim Meets
Have students find the first paragraph on Anthology page 346. Read these lines aloud with students: Only four days before Lynn’s birthday and nine days before the swim meet. Mariah felt there were not enough hours in the day for all she had to do.

Write swim meet on the board and draw a sketch of a swimming pool. Explain that in a swim meet, people come to a pool to compete against each other in swimming races, and there may also be a diving competition. Add the words swimming pool, compete, swimming, races, and diving to the board. Read them with students. Display the Picture-Word Cards for swimming pool, swim, diving board, and dive. Have students repeat the words with you.

Next, ask if any students have watched or participated in a swim meet. If any students have, ask them to tell about their experiences. Encourage them to use the sketch of the pool to help listeners understand. If no students have attended a swim meet, describe a swim meet, using pantomime and the sketch to help convey meaning.

Have students answer several questions using complete sentences. ASK Where do swim meets take place? In races, what do swimmers try to do? Would you like to compete in a swim meet? Why or why not?

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Have students draw a swim meet and use the words on the board to label their picture.

Early Production/Speech Emergent
Have each student draw a picture showing himself or herself at a swim meet. Have the student then show the drawing to a partner and explain what it shows.

Intermediate/Advanced
Have students pretend they are announcers at a swim meet. Have them announce an imaginary race in which several of their friends are swimming.
**Literture focus**

**Mariah Keeps Cool**

Segment 2, pages 352–357

Lead students on a picture walk, using these prompts.

**Page 352:** What are the guests doing to get ready for the surprise party?

**Pages 354–355:** What could the guests be shouting? How does Lynn feel?

**Pages 356–357:** How are Lynn’s friends celebrating her birthday?

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**Skill focus: Grammar**

10-20 minutes

Comparing with Adjectives

**Draw** three simple pictures of cats on the board (make each cat a bit fatter than the previous). Point to the first cat and model: This is a fat cat.

Point to the next cat and model: This cat is fatter than the first cat.

Finally, point to the last cat and model: This cat is the fattest of the three cats.

**Write** fat, fatter, and fattest under the corresponding cat. Underline the *er* in *fatter*, and explain that the *er* means that we are comparing two cats. Underline the *est* in *fattest*, and explain that now we are comparing all three cats. Explain to students that sometimes the spelling of an adjective changes when you add *er* or *est* to form the comparative or superlative. In adjectives ending in a consonant preceded by a single vowel, you usually double the final consonant.

**Present** longer words that use *more* and *most*. Give several examples of adjectives in their base, comparative, and superlative forms. Have students identify the comparative relationships. Emphasize the words *than* and *the* as clues with the two comparing forms for both *er/est* and *more/most* words.

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**Language transfer support**

Many languages do not have comparative and superlative adjective forms. If students use forms such as *more pretty* or *most small*, correct them by saying *prettier* or *smallest*. Have students repeat the correct word.

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**Multi-level practice**

**Beginning/Preproduction**

Have students draw three objects in various sizes. Help students label the objects using a base-form adjective and its *er* and *est* forms.

**Early Production/Speech Emergent**

Have groups of two or three students write the comparative and superlative forms for adjectives such as *young, cold, smart, deep, tall, intelligent, comfortable*.

**Intermediate/Advanced**

Have partners draw three objects in various sizes. They then write complete sentences for each object using an adjective to identify the comparative relationships.
Birthday Parties

Have students find the second paragraph on Anthology page 346. Read aloud the final sentence with them: Today she was going to show the Friendly Five how to make paper flowers to decorate their yard for the party.

SAY The girl in the story and her friends are getting ready to have a surprise birthday party. What kinds of things make a birthday party fun? List students’ responses on the board. If students do not mention guests, decorations, banners, and music, add these terms. Explain meanings as necessary and discuss why each adds to the fun. Display the Picture-Word Cards.

How to Throw a Surprise Birthday Party

1. Invite guests.
2. Make decorations.
3. Choose games.
4. Bake a cake.
5. Buy juice.
7. Set the table.
8. Shout “Surprise!”

Plan a Party

Brainstorm with students what would be involved in throwing a surprise birthday party for someone. List the steps on the board, using a chart like the own shown.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have students draw a birthday party. Ask them to include decorations.

Early Production/Speech Emergent

Have students orally respond to these questions in complete sentences. What makes a birthday party fun? What do you like to do on your birthday?

Intermediate/Advanced

Have students describe birthday parties they have been to that they enjoyed.
Dictionary: Base Words and Inflected Forms

**Review** the terms *base word* and *verb tense* with students. Write a simple dictionary definition on the board: *dance* (‘dans) v. **danced, dancing, dances. To move around in a quick and lively manner.** Point out the base word as well as the forms for the three verb tenses. Emphasize the endings -ed, -ing, and -es. Use each tense in a sentence to explain their meanings, if necessary.

**Underline** the endings -ed, -ing, and -es. Tell students that these endings indicate inflected forms of the base word. Explain that if students want to look up a word like *dancing* in the dictionary, they need to ask themselves if the word is a base word or if it is an inflected form with extra letters at the end of the base word.

**Write** additional examples of words in their inflected forms on the board and help students identify the inflected endings and the base word form.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write a list of verbs with a variety of inflected endings on the board. For example, write: watched, fixes, turning, thinks, finding. Have partners work together to identify the inflected ending and base word for each.

**Early Production/Speech Emergent**
Give partners a list of base words such as call, reach, arrive, turn, touch. Have them write the -ed, -ing, and -s/-es inflected forms for each (i.e., called, calling, calls). Encourage students to refer to a dictionary if necessary.

**Intermediate/Advanced**
Have partners go back through the selection to find ten examples of words with the following inflected endings: -s/-es, -ed, and -ing.

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**Language Transfer Support**
Speakers of languages such as Chinese, Thai, and Vietnamese may not be familiar with inflected endings that signify a change in verb tense. If students say or write a sentence with an incorrectly formed verb tense such as *He study all day yesterday*, correct the verb and model for them to repeat. You may want to create a chart with common base words and their inflected endings for students to refer to when necessary.

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**Leveled Reader**
**Person to Person**
The *Neighborhood Party* by Joanna Korba
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**When and How Long**

Have students find and read the first paragraph on Anthology page 349: “I’m letting them rest for a little while,” Brandon said. “They’ll be at it pretty soon.”

Write *a little while* on the board. **Ask** How long is a little while? Guide students to understand that *a little while* here means “a short amount of time.” Write *a few minutes, a short time, and not long on the board. Explain that these expressions have the same general meaning as *a little while.*

Add these expressions to the board: *now, soon, and later.* Tell students that these are other words we use to talk about time. **Ask** What are you doing now? What will you do soon? What will you do later? Finally, add the expressions *before and after* to the board. **Ask** What do you do before lunch? What do you do after lunch?

**Tell About It**

Ask individual students to tell about something they did last weekend or will do this weekend, using one or more of the words on the board.

**Vocabulary**

*a little while, a few minutes, a short time, not long, now, soon, later, before, after*

**Materials**

- Anthology
- index cards
Comprehension Questions for the Anthology Selection

1. Have you ever tried to plan a surprise party? What problems did you face? What steps did you take to solve the problems? (Answers will vary.)

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. What do you enjoy doing at a party? (Answers will vary.)

Comparing with good and bad

Write the following sentences on the board: Cake is good. Candy is better. Ice cream is the best. Say and act out each sentence several times, emphasizing the words good, better, and best. Underline good in the first sentence and explain to students that good is an adjective that has irregular comparative forms. Underline better in the second sentence and explain that better is used to compare two things, in this case cake and candy. Now underline best in the third sentence. Explain that best is used to compare three or more things (cake, candy, and ice cream). Present several more examples using good, better, and best as necessary. Repeat the process for bad, worse, and worst.
Meals

We have names for the different times we eat each day. Listen for the name of a meal in this sentence. Then read aloud the first sentence from the first paragraph on Anthology page 350: *At dinner on the day before her birthday Lynn announced, “I just want to do nothing on my birthday but rest in bed all day.”*

Write dinner on the board as students identify it as the name of a meal. Guide students to name other words for meals and add these to the board. Then have students tell when each meal usually takes place. Use this information to order the meal names in the left-hand column of a two-column chart like the one shown.

<table>
<thead>
<tr>
<th>Meals Name</th>
<th>Favorite Foods</th>
</tr>
</thead>
<tbody>
<tr>
<td>breakfast</td>
<td>pancakes</td>
</tr>
<tr>
<td>snack</td>
<td>banana</td>
</tr>
<tr>
<td>lunch</td>
<td>tacos, apples, soup</td>
</tr>
</tbody>
</table>
| dinner/ supper | potato salad, chow mein |}

Have students name favorite foods for each meal. Add these to the chart. Continue the activity by naming foods and having students tell at what meal they would be served and eaten.

**Vocabulary**

- meals, lunch, dinner, breakfast, snack, supper, dessert

**Materials**

- Anthology
- markers
- magazines
- scissors
- real menus
- Picture-Word Cards
  (See Master ELL 4–3.)

**IF NEEDED...**

**Beginning/Preproduction**

See Master ELL 4–1.

Display the poem “The Good You Do.” Read it chorally with students. Then write *Make your mark* on the board. Explain that *make your mark* is an expression that means “do something good that makes people notice you.” Then write on the board *I could make my mark!* I could ____! Read these sentences aloud and then have students read them aloud with you. Model completing the second sentence by using a phrase from the poem: *I could make my mark! I could donate toys and books!* Then have volunteers complete the frame by using other phrases from the poem. Finally, if students have ideas for other phrases that could be used to complete the frame, encourage them to try these.

**Multi-Level Response**

**Beginning/Preproduction**

Have students draw a picture of their favorite meal, and use the information on the chart to label their picture.

**Early Production/Speech Emergent**

Have students work in pairs to draw a picture of foods served at one meal, or find a picture of this in a magazine. Have them present their picture to the class, explaining what meal it is and what foods are being served.

**Intermediate/Advanced**

Have small groups work together to create menus that offer several food choices for each meal. If possible, have available several real menus for students to use as models.
Changing Positions of Adjectives

Tell students that they can improve their writing by using adjectives. Review the term adjective and remind students that adjectives are words that describe people, places, and things (nouns).

Write the following sentences on the board: I have a soft sweater. My sweater is soft. Say each sentence several times emphasizing the words soft and sweater. Ask students to identify the words that are the same in each sentence. Explain that both sentences have the same meaning, even though the adjective comes before the noun in the first sentence and after the noun in the second sentence. Guide students in discovering that the verb be works differently from other verbs.

Write sentences with an adjective that comes before the noun on the board. Have students call out variations of the sentences with the adjective positioned after the noun. Write students’ responses on the board.

**Skill Objective**
Students change positions of adjectives to vary their writing.

**Academic Language**
- adjective

**Language Transfer Support**
In many languages, adjectives are placed after the noun that they modify. The adjective may also show both number and gender. All of these are true in Spanish. Help students internalize the pattern in English by modeling the proper placement of the adjective.
Dogs as Pets

Vocabulary
dog guides, take a walk, play, train, groom, brush, give a bath, feed

Materials
• Picture-Word Cards
dog, puppy
(See Master ELL 4–6.)

SAY This week we will be reading a story about dog guides, dogs that help blind people get around. To get ready to read that story, today we will talk about keeping dogs as pets. Display the Picture-Word Cards for dog and puppy.

Encourage students to talk about things pet owners do with their dogs and for their dogs. Elicit such words and phrases from students as take a walk, play, train, groom, brush, give a bath, and feed. List the words on the board.

SAY Now let’s read a poem about a puppy dog. Listen and watch as I read. Display the poem “Puppy Time” and read it aloud. As you read, use appropriate motions, such as pantomiming being pulled by a dog on a leash during the first four lines, and spinning around, slowing down, and then stopping during the last four lines.

Have students read the poem with you, including the motions. Then have individual students or pairs of students demonstrate the meanings of the words on the list.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Have students choose one of the phrases from the list on the board and draw a picture. Ask students to label their picture.

Early Production/Speech Emergent
ASK Whom was the puppy in the poem pulling? What was the puppy chasing? Do you think the poem takes place indoors or outdoors? Why?

Intermediate/Advanced
SAY Describe a pet dog you or someone you know has had.
Get Set to Read

A Special Relationship, pages 366–367

SAY Let’s look at Antology pages 366–367. Read the title and the first sentence with me. Dogs help people in many different ways. Look at the photographs. What is each dog doing? The next selection is about a dog that helps a blind woman. What special skills do you think a dog guide needs to help someone who is blind? How do you think dogs learn these skills?

Mom’s Best Friend

Segment 1, pages 369–379

Lead students on a picture walk, using these prompts.

Pages 370–371: Before getting Ursula, Mom had a dog guide named Marit. After Marit died, Mom’s daughter felt very sad. Why do you think she was sad?

Pages 372–373: Without a dog guide, Mom got around using a cane. Why do you think she decided to get another guide dog?

Pages 375–376: The photographs show Ursula, Mom’s new dog. How do you think Mom feels now?

Page 379: What could Mom be telling Ursula? What makes you think so?

Syllabication—VV Pattern

Write the words read and lion on the board. Say each word several times and have students repeat. Remind students that a syllable is a word part that has just one vowel sound. Ask Which word has one syllable?

Underline the vowels e and a in read. Say The e and a in read make one sound — the first one says its name and the second one is silent. Underline the vowels i and o in lion. Say The i and o in lion make two sounds — a long i in the first syllable and a short o in the second syllable.

Write several more examples of words with the VV pattern. Say each word and have students call out if the two vowels together are one syllable or two syllables.

Language Transfer Support

Some English language learners will have difficulty with the long-vowel-sound VV syllabication pattern. Some languages give an individual sound to each vowel in a word. If students have trouble decoding or pronouncing words like read, rain, season, and so on, have them remember this simple rhyme: When two vowels go walking, the first one does the talking, and the second one usually remains silent.
Today we’re going to talk about how dogs behave. Dogs sometimes whimper, or make a whining noise, when they want something. What are some other things dogs do?

As students respond, write the action words they mention in a list on the board. Include the following words: catch, chase, jump, run, fetch, sit, bark, whimper, chew, lick, pant.

Help students create a set of word cards using the words from the board. Then invite students to use the stack of cards to help them describe one day in the life of a dog.

Tell About It

Have students choose one of the action words on the list and draw a dog performing the action. Ask them to label their pictures.

BEGINNING/ PREPRODUCTION

Have students write a short paragraph in which they describe tricks that they would teach a dog.

EARLY PRODUCTION/ SPEECH EMERGENT

Write this cloze frame on the board: This dog likes to ____. Ask students to complete the sentence, using different words from the board. Then have them draw a picture that goes with the sentence.
**Mom’s Best Friend**

**Segment 2, pages 380–385**

Lead students on a picture walk, using these prompts.

*Page 381:* When Mom finished the training program, she took Ursula home to meet her family for the first time. How do Mom’s husband and children feel about Ursula? How can you tell?

*Pages 382–385:* Mom had to teach Ursula all the paths she used in the neighborhood. Why do you think she needed to do that?

**Skill Objective**

Students place commas between items in a series.

**Academic Language**

- **series**
- **comma**
- **items**

**Commas in a Series**

**Write** this sentence on the board: *I play baseball, basketball, and soccer.* Say the sentence aloud, adding a pause for each comma. Write the number 1 over *baseball,* the number 2 over *basketball,* and the number 3 over *soccer.*

**Explain** to students that there are three sports listed in the sentence on the board. A list of three or more items in a sentence is called a series. When there is a list of three or more items in a sentence, we add commas to separate the items.

**Write** several more sentences containing a series of three or more items (*apples, oranges, pears, and cherries; cats, dogs, and horses,* and so on). Have students identify the commas in each series and say how many items are in the series.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write several sentences with a series of three or more items in each. Call students to the board to circle the commas. Then ask them how many items are in each series. Prompt students as necessary.

**Early Production/Speech Emergent**

Have students fill in sentences such as *I like to eat ___ , ___ , and ___ . ___ , ___ , and ___ are my friends.* Then have partners practice reading their sentences to each other. Check for pauses that match the commas.

**Intermediate/Advanced**

Write several sentences on the board with a series of three or more items in each, but leave out the commas. Call students to the board to add the commas. Ask them to read the sentence, using pauses where they added the commas.
City Streets

Have students find the first paragraph on Anthology page 372. Read the following sentence aloud with them: *Once when she crossed the street, she missed the opposite curb and kept walking toward the traffic.*

*SAY* Today we are going to talk about city streets. Display the Picture-Word Cards for street, sidewalk, curb, and traffic lights. *ASK* What kinds of things do you find on and around a city street?

Begin a simple sketch of a city intersection. Add to the sketch as students mention new things. Label each part of the sketch. Be sure to include: *street, sidewalk, curb, intersection, traffic lights, crosswalk, street light, street signs.* Once the sketch is complete, point to the objects and have students read the corresponding labels. Discuss the purpose that each item serves.

Have students form two teams and play the following game: Ask students to create sets of word cards for the words on the board. Divide the cards into equal stacks, and give a stack to each team. Have members of each team stand on opposite sides of an imaginary street. To “cross the street,” a player must pick a card, read the word correctly, and use it in a way that shows the word’s meaning. The first team to have all of its players cross the street wins.
Multiple-Meaning Words

Remind students that some words have more than one meaning. Explain that a word like train can be a noun or a verb. Write the following sentences on the board: We rode a train to the city. The boys train for the race every day.

Read the sentences, and act them out if necessary. Tell students that train is a noun in the first sentence and a verb in the second sentence. Remind students that a good way to figure out the meaning of a multiple-meaning word is to understand how it is used in a sentence.

MULTILEVEL PRACTICE

Beginning/Preproduction
Have students draw and label illustrations of the noun and verb meanings of words such as face, race, spring, or watch.

Early Production/Speech Emergent
Have students write sentences showing two meanings of words such as can, change, letter, or well. Then have students find a partner and take turns reading their sentences to one another.

Intermediate/Advanced
Write pairs of sentences showing two meanings of words. You might use: Can you ski? Open the can of peaches.; I don’t have enough change. I want to change my shoes.; I wrote a letter to my cousin. What is the first letter in the word? Students work with partners to talk about the meanings. Encourage students to refer to a dictionary.

Leveled Reader
Person to Person
A Cool Cat
by Kitty Colton
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
Community Workers

Have students find and read this sentence in the second paragraph of the letter on Anthology page 378: We laugh about the same things, like the great enemy of the blind — trash collection day! Explain the word enemy.

Help students understand how trashcans on the street could be like an enemy for a blind person.

SAY The people who collect trash, or trash collectors, help to keep a community clean. What different jobs do people do to help our community? As students respond, record the information in a chart. Be sure to include entries for trash collector, street sweeper, police officer, firefighter, mail carrier, and emergency medical technician. Read aloud all the information in the chart with students. Then have several students describe each job based on the information.

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### Who Am I?

Have individual students pantomime each community worker listed on the chart. Have the class guess the kind of worker.

### LANGUAGE DEVELOPMENT

**Community Workers**

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Have students find and read this sentence in the second paragraph of the letter on Anthology page 378: We laugh about the same things, like the great enemy of the blind — trash collection day! Explain the word enemy.

Help students understand how trashcans on the street could be like an enemy for a blind person.

SAY The people who collect trash, or trash collectors, help to keep a community clean. What different jobs do people do to help our community? As students respond, record the information in a chart. Be sure to include entries for trash collector, street sweeper, police officer, firefighter, mail carrier, and emergency medical technician. Read aloud all the information in the chart with students. Then have several students describe each job based on the information.

### Community Worker What Job He or She Does

<table>
<thead>
<tr>
<th>Community Worker</th>
<th>What Job He or She Does</th>
</tr>
</thead>
<tbody>
<tr>
<td>trash collector</td>
<td>collects trash, recycling</td>
</tr>
<tr>
<td>street sweeper</td>
<td>keeps streets clean</td>
</tr>
<tr>
<td>police officer</td>
<td>makes sure people obey laws, helps people in need</td>
</tr>
<tr>
<td>firefighter</td>
<td>fights fires</td>
</tr>
</tbody>
</table>

### Who Am I?

Have individual students pantomime each community worker listed on the chart. Have the class guess the kind of worker.
Selection Review

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

Explain: blind
a person who cannot see

Explain: seeing eye dog
a dog that would guide her on her walks, since she couldn’t see

Explain: dog guide
a dog that receives a special training to lead people who are blind; another way to say seeing eye dog

Comprehension Questions for the Anthology Selection

1. Why do you think Mom’s decision to get a new guide dog cheered up her daughter? (She missed Marit.)

2. What details from the selection make you think that Mom’s life will be different now that she has Ursula? (Answers will vary.)

3. Would you like to have a job as a seeing dog trainer? Why or why not? (Answers will vary.)

More Uses for Commas

Write the following sentences on the board: Kenji, please sit down. Yes, I like pizza. No, he can’t play soccer. Read each sentence several times, emphasizing the pause for the commas. Remind students that a comma is used to separate words in a series. Explain that commas can also be used to set off words such as yes, no, well, and the names of people we are talking to directly. Write several of these types of sentences on the board, but omit the commas. Call students to come to the board to add the commas in the correct places in the sentences. Prompt students as necessary.
Feeling Happy

Read with students this sentence in the last paragraph on Anthology page 372: “The night before you were born, I wondered how I could love a second child as much as your brother. Then you came, and like magic, I was just as crazy about you.”

Explain that in this sentence, crazy about means “very excited about, or fond of.” Then engage students in a discussion about different ways to tell about feeling excited about or fond of something.

Write key words from the discussion on the board, including: happy, excited, glad, content, thrilled, relieved, overjoyed, delighted. Once the list is completed, point to each word on the list, read it aloud, and have students repeat it chorally. If possible, have partners use a dictionary to look up words and compare meanings. You may want to help them understand the different shades of meaning each word has; for example, relieved can mean “happy that things have turned out well.”

Tell About It

Write this cloze frame on the board: I am _____ that _____.
Model how to complete the sentence, filling in the first blank with a word from the board and the second blank with something you are happy about. Have students take turns completing the sentence orally, using other words from the list.

Multi-Level Response

**Beginning/Preproduction**
Have students choose two feelings from the list on the board and draw themselves expressing that feeling. Ask them to label their pictures with a complete sentence using the cloze frame.

**Early Production/Speech Emergent**
Have students work in pairs. Write this dialogue on the board: Are you _____? Yes, I am _____ because ______. Have pairs use the dialogue and words from the board to carry out conversations about feeling happy.

**Intermediate/Advanced**
Have students write short paragraphs about a time they felt very happy. Encourage them to use at least three of the expressions on the board.
Combining Sentences by Using Introductory Phrases

Write the term *introductory phrase* on the board. Explain to students that they can improve their writing by using an introductory phrase to combine two short sentences into one long sentence.

Write the following sentences on the board, *Jim plays soccer. He will play soccer after school.* Say: We can combine these two short sentences into one long sentence so that it doesn’t sound so choppy. Then write: *After school, Jim will play soccer.* Read the sentence several times. Prompt students to compare the two short sentences and the one new, long sentence.

Give additional examples of two short sentences that can be combined into one longer sentence by using an introductory phrase. Prompt students and help to identify appropriate introductory phrases as necessary.

**Skill Objective**
Students combine sentences by using introductory phrases.

**Academic Language**
- introductory phrase

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write examples of sentences with introductory phrases on the board. You might use sentences such as *Before dinner, she does her homework. Next week, we will go to the museum.* Have partners work together to identify the introductory phrases.

**Early Production/Speech Emergent**
Write sets of three sentences on the board that include two short sentences and the one combined sentence joined by an introductory phrase. Have partners work together to identify the words that are similar between the two short sentences and the one long sentence.

**Intermediate/Advanced**
Write sets of two short sentences on the board that can be combined into one longer sentence by using an introductory phrase. Have partners or groups of three talk about ways to combine the sentences and identify introductory phrases.
This week we will be reading a story about a girl whose Chinese culture is very important to her, so today we are going to talk about different cultures and traditions.

Ask students to share things that they enjoy about their native cultures, such as special foods, music, holidays, and so on. Record students' responses on the board. If necessary, explain that culture includes all the activities, beliefs, arts, and language in a country or among a group of people. Then point out that family traditions are the activities passed from grandparents and parents to children. Now let's read a poem about family traditions.

Display the poem “Family Traditions” and read it aloud. Use motions and facial gestures to help convey the actions of eating, singing, and speaking. Read the poem again and have students repeat each line after you.

Have students read the poem chorally. Ask them to use motions and facial gestures as they read.

If necessary, explain that culture includes all the activities, beliefs, arts, and language in a country or among a group of people. Then point out that family traditions are the activities passed from grandparents and parents to children. Now let's read a poem about family traditions.
Get Set to Read

Honoring Your Heritage, pages 392–393

SAY Open your Anthology to pages 392–393. Read the title and the first two paragraphs with me. Discuss heritage in terms of traditions handed down from one generation to the next. Invite students to tell about their own family traditions and what they have learned from their parents or grandparents.

SAY Now look at the photographs. Each of them shows something special about China. Have students name the subject or activity in each photograph. SAY The selection you will read next is about a family from China. The oldest daughter greatly honors her Chinese heritage. Her name is Yang the Second and she does not make friends easily.

Yang the Second and Her Secret Admirers

Segment 1, pages 394–400

Lead students on a picture walk, using these prompts.

Pages 396–397: Which Chinese traditions are shown? What foods do you and your family enjoy eating for supper?
Page 398: Yang’s sister and brother decide to play a trick on Yang. They want her to believe that Paul, a boy at school, likes her. Do you think the trick will work? How else could they help Yang make new friends?

Words Ending in -ed and -ing

Review the terms base word, verb tense, and inflected ending with students. Remind students that -ed and -ing are inflected endings that change the verb tense of a base word. Prompt students to give examples of words with inflected endings and write them on the board.

Present shop, shopped, and shopping. Write the words on the board and ask students if they notice what happened to the words with the -ed and -ing endings. Underline the double p in each word. Explain that when they add the inflected endings -ed and -ing to a base word with a short vowel sound followed by a single consonant sound, they double the final consonant before adding the ending. Give several more examples of verbs with short vowel sounds.
Music

SAY Yesterday we talked about your home cultures. Music is part of culture. Today we are going to talk about kinds of music you know. Have students find and read the last sentence in the fourth paragraph on Anthology page 396: Her class was studying different types of entertainment in countries all over the world, and she offered to talk about Chinese opera.

ASK Ask a volunteer to describe opera music. Ask: What other kinds of music do you know? What music is popular in the country you and your family come from? What music is popular in the United States? Elicit various kinds of music, including classical, rock-and-roll, folk, blues, country, and jazz. Write these names on the board and read them aloud with students. Then, if possible, play recordings of the different kinds of music.

Invite students to share what they know about each type of music. If necessary, introduce the terms melody, lyrics, and beat/rhythm.
Yang the Second and Her Secret Admirers

Segment 2, pages 400–406

Lead students on a picture walk, using these prompts.

Pages 401–403: Yang’s sister and brother go to the Science Center with their friend Kim. There they see Paul. They want to trick him the way they tricked Yang. How can they make Paul think that Yang likes him?

Page 404: Paul is buying refreshments for another girl. Kim and Yang’s sister and brother think this is Paul’s girlfriend. How does this make them feel?

Page 406: The three friends are smiling. What good news did they hear?

Interjections

Write the following sentences on the board: Ouch! I hurt my finger. Oh, I forgot my book. Model and act out the sentence for students. Ask if students notice the difference between the two sentences. Prompt students if necessary.

Underline the words Ouch and Oh. Explain that these words are interjections, or words that show feelings such as excitement, disappointment, being afraid, and so on. Draw students’ attention to the exclamation point after Ouch and remind them that this punctuation shows strong feelings. Point out the comma after Oh, and tell students that a comma after an interjection means the feeling is not as strong. Write additional sentences containing interjections on the board. Call students to the board to underline the interjections in each sentence.
Have students find and read these sentences in the last paragraph on Anthology page 399: “Are you sure he likes her?” asked Third Sister. Now we were using the lines we had rehearsed.

Display the Picture-Word Cards. **SAY** We are reading about a brother and sister who put on an act to bring their sister together with a boy at school. Have any of you acted in a play? What do you know about preparing for a play? Elicit the steps involved to put on a play, and list them on the board as shown.

**Putting On a Play**

- Write or choose a script.
- Choose the actors.
- Memorize the lines.
- Design a set.
- Make costumes.
- Practice/Rehearse the play.
- Perform the play.

**Tell About It**

Check students’ understanding. **ASK** What do you do first, write the script or memorize the lines? Why do you need to rehearse the play?

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

- Ask students to draw themselves wearing their favorite costume.

**Early Production/Speech Emergent**

- Have pairs of students draw a scene from a play that shows two or more actors. Have them add speech balloons with the words that the actors are speaking.

**Intermediate/Advanced**

- Have pairs of students create a new scene in which Yinglan (Second Sister) and Paul Eng meet after their math class on the day after the trip to the museum.
Dictionary: Prefixes

Remind students that a prefix is a group of letters that attaches to the front of a base word. Write the word possible on the board. Then write the prefix im- in front of possible in a different-colored chalk. Explain to students that the prefix im- changes the meaning of possible to not possible.

Write a prefix chart on the board that includes some common prefixes and their meanings (i.e., un- means not, re- means again, bi- means two, im-/in- means not). Write some example words for each prefix in the chart. Explain to students that if they encounter a word with a prefix, they can try to figure out the word by looking it up in the dictionary under the prefix entry.

Present additional words with prefixes and look them up in the dictionary with students.

Skill Objective
Students learn that prefixes have entries in the dictionary.

Academic Language
• base word
• prefix

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write several words containing prefixes with re-, in-/im-, and un- on the board. Have students work with more advanced English fluency students to look the words up in the dictionary.

Early Production/Speech Emergent
Have partners use a dictionary to find three words each with the following prefixes: bi-, con-, re-, un-, and de-. Have partners join together with another pair of students to compare and discuss their findings.

Intermediate/Advanced
Have partners or groups of three students make and illustrate a prefix chart. The chart should contain several prefixes, their meanings, and some example words. Help students find example words in a dictionary as necessary.

Leveled Reader
Person to Person
Trevor’s New Home by Delores Lowe Friedman
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.

Selection 3: Yang the Second and Her Secret Admirers
Vocabulary
unhappy, embarrassed, surprising, overheard, sad, angry, worried, frustrated

Materials
• Anthology
• Picture-Word Cards
  happy face, sad face, worried face, angry face, worried face, dinosaur
  (See Master ELL 4–9.)

Feeling Unhappy
Have students find and read these sentences in the eighth paragraph on Anthology page 405:
Paul looked embarrassed. That wasn’t surprising after the conversation he had overheard.

Write the word embarrassed on the board. SAY When people feel embarrassed, they usually are not very happy. What are some things that make you feel embarrassed? As students respond, begin a chart similar to the one below. Then ask students to talk about things that make them feel sad, angry, worried, or frustrated and record their responses in the chart. Then read the information with students.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Things That Make You Feel This Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>embarrassed</td>
<td>falling off my bike in front of others</td>
</tr>
<tr>
<td>sad</td>
<td>losing a favorite toy</td>
</tr>
<tr>
<td>angry</td>
<td>having someone yell at me</td>
</tr>
</tbody>
</table>

Describe various scenarios and ask students to tell how each would make them feel. For example, you might say: Imagine trying to fix something that is broken, but being unsuccessful. How would that make you feel? Have individual students add this information to the chart.

Tell About It
Describe various scenarios and ask students to tell how each would make them feel. For example, you might say: Imagine trying to fix something that is broken, but being unsuccessful. How would that make you feel? Have individual students add this information to the chart.

MULTI-LEVEL RESPONSE

Beginning/Preproduction
Have students pantomime the different feelings listed on the chart.

Early Production/Speech Emergent
ASK How do you feel when you lose a game? Why? What things make you feel frustrated? sad?

Intermediate/Advanced
Have students think of a time when they did something to make an unhappy friend or family member feel better. Then have them write a paragraph about how the person felt and what they did to cheer that person up.
Selection Review

Strategies for Comprehensible Input

Explain: overhears
hears accidentally; to hear something that is not said directly to you

Show: dinosaur model
Have students look at the illustrations on Anthology pages 402–403 and at the Picture-Word Card for dinosaur.

Explain: goes out
goes on dates

Comprehension Questions for the Anthology Selection

1. Why do you think Yinglan had a difficult time making new friends?
(Answers will vary.)

2. How did Yinglan’s attitude change after she overheard her brother and sister talking about Paul Eng? (She was suddenly interested in Paul.)

3. Why do you think Yinglan’s brother and sister are trying to make Yinglan become interested in Paul Eng? (so she can have a friend)

Skill Objective

Students write and punctuate quotations correctly.

Academic Language

• quotations

Language Transfer Support

Even in languages that are closely related to English, such as Spanish and French, the punctuation used for quotations is quite different. Reinforce the placement of the punctuation marks and the quotations in English.
Ordinal Numbers

Have students read the second sentence on Anthology page 406: Unlike Third Sister, Second Sister refused to give herself an English name.

**SAY** Yang is called Second Sister because she was the second child born in the family. Today we are going to practice using number words, such as second and third. Write the numerals 1–20 on the board and elicit the ordinal forms from students. Write the ordinal words and the abbreviated forms. Point out the different endings of the ordinal words.

**In Order** Write consecutive cardinal numerals on slips of paper and put them in a paper bag. Start with one (1) and include only as many numbers as there are students. Have each student draw a number and then have all the students stand up and form a line in that order. Ask students to hold up their numbers. Then have volunteers answer questions such as Who is first/third/sixth in line? Finally, write on the board the cloze frames I have number ___. I’m ___ in line. Invite volunteers to complete the frames.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Give students index cards, each with an ordinal number from one to ten. Ask students to write on each card the corresponding cardinal number.

**Early Production/Speech Emergent**
Have students form a circle. Give one student a beanbag and ask him or her to complete this cloze frame with the appropriate ordinal number: I’m (first) to throw. Then have that student toss the beanbag to someone else in the circle. The student who catches the beanbag completes the frame with the next ordinal number, and so on.

**Intermediate/Advanced**
Write some questions on index cards or photocopied pages and distribute them to pairs of students. Have them take turns quizzing each other with these sample questions: What is the first day of the week? What is the twelfth month of the year? What is the sixth letter in the alphabet? Make sure that students use ordinal numbers in their answers.
Using Order Words

**Explain** to students that they can improve their writing by using order words in their sentences. Tell them that words such as *first, next, then, after, before,* and *last* are clues that help readers better understand the steps of a process described in a how-to paragraph.

**Write** a simple how-to description on the board. You might describe the steps in making a sandwich. **Ask** What’s the first step? What order word tells us *this is the first step? What’s the next step?* and so on. Ask volunteers to underline order words in the how-to paragraph.

**Language Experience Activity** With students, write a how-to paragraph such as how to make popcorn, how to brush your teeth, or another process that students know well. Prompt students to call out the steps in the process and record their responses. With students, discuss the order of the steps and add order words to the sentences. Then work together to rewrite their steps as a how-to paragraph.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have students work with partners to draw the steps in a simple process, such as how to make a sandwich. Then help students use the drawings to describe the process orally.

**Early Production/Speech Emergent**

Have groups of two to three students choose and talk about how to complete a simple process. Prompt students as necessary to use order words and help them with unknown vocabulary.

**Intermediate/Advanced**

Have students make a list of steps about a process they know how to do well. Then group two to three students together. Have students take turns explaining the steps on their lists using order words. Then ask group members to compare and discuss their lists.

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**Skill Objective**

Students use order words to clarify the order of steps in a how-to paragraph.

**Academic Language**

*order words*
This week we will be reading a story about a boy who likes to write. Ask students what kinds of writing they do, and which writing tools they use. Display the Picture-Word Cards as students mention writing tools, and list them on the board: pencil, computer, pen, typewriter, chalk. What other tools do you use while you are writing? Point to these and list them as they are mentioned: eraser, pencil sharpener, keyboard, printer, paper.

Display the poem “When I Write” and read it aloud as you use appropriate motions, such as pantomiming using a pencil sharpener. Have students read the poem with you, including the motions. Finally, have students reread the poem silently and then point out words that name writing tools (pencil sharpener, keyboard, pen, paper).

Write this cloze frame on the board: You are using a/an ___ to write. Have one student pantomime a writing tool and another student use the frame to write a sentence identifying it. Use the opportunity to guide students to use a and an correctly.

Write It

Language Development 20–25 minutes

Dear Mr. Henshaw

Vocabulary

grind, pencil sharpener, click, keyboard keys, glide, pencil, computer, pen, typewriter, chalk, eraser, printer, paper

Materials

• markers
• Picture-Word Cards
pencil, computer, pen, typewriter, chalk, eraser, sharpener, keyboard, printer
(See Master ELL 4–12.)

Get Set for Reading CD-ROM

Dear Mr. Henshaw

Education Place

www.eduplace.com

Dear Mr. Henshaw

Audio CD

Dear Mr. Henshaw

Audio CD for

Person to Person

Beginning/Preproduction

Have students draw five of the writing tools mentioned in the lesson. Ask them to label their pictures.

Early Production/Speech Emergent

Make up riddles about writing tools for students to answer. For example, I am thin. Sometimes I have lines. You write on me. What am I? (paper) Then have students ask each other riddles about writing tools.

Intermediate/Advanced

Have each student work with a partner to draw and write an ad for a particular writing tool. Encourage them to tell what the tool does, and why it is good.
Get Set to Read

A World of Writing, pages 414–415

**SAY** Find Anthology pages 414–415 and read the title and introduction with me. What do you write at home or at school? What is your favorite kind of writing? Look at the photograph. What are some tools a writer uses?

**SAY** Many writers keep a diary. A diary is private. It holds the thoughts and feelings of the writer and the things that happen to him or her. The next selection is about a student who keeps a diary. His name is Leigh. The story of what happens to him is taken from his diary.

**Dear Mr. Henshaw**

**Segment 1, pages 416–424**

Lead students on a picture walk, using these prompts.

**Pages 417–418:** Monarch butterflies spend each winter in Leigh’s town. If you were Leigh, how would you describe them in your diary? What is something special in your neighborhood that you could write about?

**Page 421:** The other boy in the illustration is Leigh’s best friend Barry. They are having supper at Leigh’s house. Do you like to invite friends over to your house? Why?

**Suffixes -ly, -ness, -ment, -ful, -less**

**Remind** students that a suffix is a group of letters that attaches to the end of a base word. Write the word *quick* on the board. Then write the suffix *-ly* at the end of *quick* in a different-colored chalk. Explain to students that the suffix *-ly* adds meaning to the base word *quick*. In this case, *quick* changes from a verb to an adverb (a word that describes a verb).

**Write** a suffix chart on the board with *-ly, -ness, -ment, -ful, -less*. Include their meanings and/or how they change a base word into another part of speech. Write some example words for each suffix in the chart.
Days and Dates

Have students turn to Anthology page 419. Ask: On which days of the week did the boy write these diary entries? Write Saturday, March 17 and Tuesday, March 20 on the board. Ask: What days come between these? Write Sunday, March 18 and Monday, March 19 on the board.

Next, point to the current day on a calendar. Ask: What day of the week is it today? What is today’s date? Write the day and date on the board. Then point to and ask the following, in sequence. Ask: What day and date will it be tomorrow? What day and date was it yesterday? What was the day and date of the day before yesterday? What will the day and date be for the day after tomorrow?

Have each student write the names of the days of the week in order. Have them use this list to complete these cloze frames: The day before ___ is ___. The day after ___ is ___. The day between ___ and ___ is ___.

**Vocabulary**

Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday

**Materials**

- Anthology
- calendar
- index cards

**Beginning/Preproduction**

See Master ELL 4-10.

Display “When I Write” and read it with students, using the motions from Day 1. Then point to line 1 and ask students: What does the pencil sharpener do? (grinds) Follow the same procedure for keyboard keys in line 2 and pen in line 3. After that, point to line 6 and ask students: What does this writer choose? (words) Next, point to line 7 and ask: What do thoughts turn into? (sentences) Finally, ask: What does the writer want to share? (ideas) Then read the poem again with students, emphasizing the words that answered the questions you asked.

**Early Production/Speech Emergent**

Have pairs of students make two sets of cards for the seven days of the week. Have them play a concentration game in which they try to make pairs consisting of two days that come together in a week. Explain that to take a pair, a player must say “___ comes before (or after) ___.”

**Intermediate/Advanced**

Have pairs of students use a current calendar to find out what days of the week these dates from the story fall on this year: March 17, March 20, March 24, March 25, March 26, March 30. Then have them choose two or three of those days that fall during the school week and tell about something they did or think they might do on those days.
Dear Mr. Henshaw

Segment 2, pages 424–430

Lead students on a picture walk, using these prompts.

Page 425–426: The woman in these two illustrations is an author named Angela Badger. What do you think she and the students are talking about?

Page 430: The letter on page 430 is addressed to Mr. Henshaw. Why does Leigh write a letter to him? What are some differences between a diary and a letter?

Abbreviations

Introduce the term abbreviation and explain to students that an abbreviation is a shortened form of a word. Write the following on the board and say it several times: Mister Brown. Cross out Mister and write Mr.

Point out the letters that are the same (M and r). Then point out the letters that are missing (i, s, t, and e). Circle the period at the end of Mr. Explain that a period usually comes at the end of an abbreviation.

Write several more examples of words and their abbreviations on the board. Have volunteers come to the board and identify the letters that are the same and different.

Skill Objective

Students capitalize and punctuate abbreviations correctly.

Academic Language

• abbreviation
Contests

Have students find the third sentence in the first paragraph on Anthology page 423. Read it aloud with students: When I finally got mine and opened it to the first page, there was a monster story, and I saw I hadn’t won first prize. Explain to students that Leigh, the boy in the story, is looking in the Young Writers’ Yearbook to see if he was a winner in a contest.

Write contest and first prize on the board. **Ask** Have any of you entered a contest? What kind of contest was it? What did the winners get? Did you win a prize? Write on the board terms related to contests that are mentioned, such as win, lose, entry, judge, deadline, and honorable mention.

Give students the opportunity to use these terms by brainstorming a class contest. If necessary, provide them with some ideas such as a story-writing contest or a kite-flying contest. **Ask** What kind of contest could we have? Who would be able to enter the contest? What would they have to do? Who would be the judges? How many prizes would we give? What would be first prize? second prize? third prize? Guide students to respond in complete sentences.

**Beginning/Preproduction**
See Master ELL 4–10.
Create sets of sentence strips for the poem “When I Write.” Display the poem and read it chorally. Distribute the sets of sentence strips to partners. Have each pair reconstruct the poem in sequence, using the strips. Have them read it aloud together quietly. Then read the poem with the class line by line, having partners hold up the strip for each line as it is read. Finally, ask partners to read the poem aloud, alternating lines.

**Early Production/Speech Emergent**
**Ask** What is your favorite kind of contest? What do people have to do to win this contest? What prizes do the winners get?

**Intermediate/Advanced**
Have students work in small groups to brainstorm a contest for students in your school. Some possible ideas are a poetry-writing contest, a basketball free-throw-shooting contest, and an inventors’ contest. Have the group create a flyer that tells about the contest: who may enter, what people must do, when the deadline is, and what the prizes will be.
**Pre Teach**

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

**Connotation**

**Introduce** the term *connotation* and write the following on the board: *Sue sips her soda. Sue drinks her soda. Sue gulps her soda.* Say and pantomime each sentence several times. Ask students if they can tell the difference between *sip, drink,* and *gulp.*

**Explain** that *drink* is a word with a neutral meaning, and write a plus/minus symbol over the word. Ask students if they think *sip* has a good meaning or a bad meaning based on your pantomime. Write a plus sign over *sip.* Again, ask students if they think *gulp* has a good meaning or a bad meaning based on your pantomime. Write a minus over *gulp.*

**Present** several more examples of words with neutral, positive, and negative connotations. Prompt students as necessary.

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**Skill Objective**

Students learn the positive and negative connotations of words in given word pairs.

**Academic Language**

- **connotation**

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**Leveled Reader**

**Person to Person**

*By E-Mail with Love*

by Jed Manheimer

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

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Write several words with strong positive or negative connotations on the board. For example, use: *flower, grandmother, scream, steal, storm.* Ask students to place plus or minus signs next to each word.

**Early Production/Speech Emergent**

Write several words with strong positive or negative connotations on the board. For example, use: *flower, grandmother, scream, steal, storm.* Ask students to place plus or minus signs next to each word. Then ask students to say why they feel the word is positive or negative.

**Intermediate/Advanced**

Help partners choose two words with a positive connotation and two corresponding words with a negative connotation (i.e., *old/ancient, thin/skinny*), and write sentences using the words. Partners join together with another pair of students to read and act out their sentences. The other pair guesses the connotation for the words.
Food

Direct students to the last paragraph on Anthology page 420. Read this sentence aloud with them: Mom cooked a casserole full of good things like ground beef, chilies, tortillas, tomatoes, and cheese.

Be sure students understand the meaning of the word casserole. Ask Do you think ground beef and tomatoes taste good together? What foods do you like? What foods taste good together? On the board, create a list, like the one shown, of foods that taste good together. Ask students to name other foods to add to the chart. Then read all the food combinations with students.

Foods That Taste Good Together
peanut butter and jelly
French fries and ketchup
chips and salsa
spaghetti and tomato sauce
macaroni and cheese

Have students suggest how the foods on the list could be combined in different ways.

IF NEEDED...

Beginning/Preproduction
See Master ELL 4–10.
Write the poem “When I Write” on sentence strips. (You may reuse the strips you created for Day 3.) Display the strips in order and read the poem chorally. Then cut the strips for the lines in the first verse after grind, click, glide, and write. Mix up the parts and have students put them back together so they make sense.

After that, cover up grind and pencil sharpener in the first sentence. Have students suggest an object and the word for the noise it makes that could replace grind and pencil sharpener, such as hum and air conditioner. Write these on the board in the cloze frame I hear the ___ of the ___. Have students suggest other word pairs to complete the frame.

BEGINNING/ PREPRODUCTION

Have students draw their favorite food combination. Ask them to label their picture.

EARLY PRODUCTION/ SPEECH EMERGENT

Have students form teams. Give each team several magazines or newspapers that have food sections and pictorial food ads. Have teams find and list as many foods as they can in a set amount of time. Afterward, have teams compare lists.

INTERMEDIATE/ ADVANCED

Have pairs of students role-play chefs on a cooking show. Have them describe and pantomime preparing a dish they enjoy.
Dear Mr. Henshaw

When Leigh Botts was only in second grade, he began writing to Boyd Henshaw, his favorite author. Mr. Henshaw advised Leigh to keep a diary. This selection is based on pages from Leigh's diary.

Leigh enters a writing contest at school. The top winners will have lunch with a famous author. Leigh tries to write a fictional story, but he doesn't like any of his ideas. Then he decides to write a true story about delivering grapes with his dad. Leigh's dad is a truck driver and almost never at home. Leigh's parents are divorced.

Leigh calls his story A Day on Dad's Rig. A few days later, he finds out that his story has received Honorable Mention in the writing contest. Leigh is disappointed. He wanted to be one of the top winners. Then he learns that he can have lunch with the author, too.

During lunch, Angela Badger, the author, tells him how much she liked his story. She encourages him to keep writing. Leigh is very proud of himself. That night, he writes a letter to Mr. Henshaw to share his good news.

Comprehension Questions for the Anthology Selection

1. Why do you think writing is important for Leigh? (Answers will vary.)
2. Why was it important for Leigh that Mrs. Badger remembered the title of his story? (He felt like a real author.)
3. Do you write letters to someone regularly? Who is that person? Why do you write to him or her? (Answers will vary.)

Titles

Explain to students that special punctuation is used to set off the titles of books, movies, and newspapers in sentences. Write the following sentence on the board: Horrible Harry's Secret is my favorite book. Point out that we know that Horrible Harry's Secret is the title of a book because it is underlined and each underlined word has a capital letter. Write another sentence on the board such as: I also like The Wizard of Oz. Explain that words such as in, on, and, to, a, the, and as are not capitalized in a book, movie, or newspaper title if they are not the first word of the title. Present several more sentences with unpunctuated book, movie, or newspaper titles in them. Call students to the board to add underlines and to capitalize the titles as necessary.
Restaurants

Have students find and read this sentence from the last paragraph on Anthology page 424: "Then Angela Badger arrived with Mr. Badger, and we were all led into the dining room which was pretty crowded.

**SAY** Leigh, the boy in the story, is going to have lunch in the dining room of a restaurant. What do people do when they go to a restaurant? Lead students in pantomiming these actions as you name them: taking a seat at a table; putting the napkin in your lap; looking at the menu; giving your order to the waiter or waitress; going to the salad bar; using knife, fork, and spoon to eat the meal; paying the bill; leaving a tip; going home.

Have students compare and contrast eating in a restaurant and eating at home. List comparisons in a chart similar to the one below.

**Eating at Home** | **Eating in a Restaurant**
--- | ---
Just our family eats. | Many people come to eat.
A parent decides what we will eat. | We choose foods from a menu.
We cook the food. | The cook prepares the food.
The children clear the table. | The waiter or waitress clears the table.

**TIME TO EAT**

Have students compare and contrast eating in a restaurant and eating at home. List comparisons in a chart similar to the one below.

**BEGINNING/ PREPRODUCTION**

Have students draw their family eating at home, and then eating at a restaurant. Ask them to label their pictures.

**EARLY PRODUCTION/ SPEECH EMERGENT**

**ASK** What restaurant would you like to go to? What would you do first if you went there? What next? What after that? Encourage students to answer in complete sentences.

**INTERMEDIATE/ ADVANCED**

Have pairs of students role-play servers and patrons in a restaurant. After one role-play, have them exchange roles.
Expanding Sentences with Adjectives

Review the term *adjective* with students. Explain to students that they can make the descriptions they are writing more interesting by adding adjectives.

Write a sentence on the board such as: *I ate an apple today.* Read the sentence and have students repeat. Ask *What kind of apple did I eat today?* Prompt students as necessary to call out adjectives that describe apples and write their responses on the board. Rewrite the sentence with one of the adjectives (i.e., *I ate a red apple today/I ate a sweet apple today*).

Present additional simple sentences on the board. Call on volunteers to suggest adjectives to describe the nouns in the sentences. Accept any answer that students can justify.

**Skill Objective**
Students expand sentences with adjectives to improve their writing.

**Academic Language**
- adjectives

**Language Transfer Support**
Some English language learners may not be familiar with the differences between adjective forms and noun forms. In some languages, adjectives and nouns have the same forms. If students say or write sentences with adjective/noun combinations such as *He is an intelligence boy*, correct them by saying *He is an intelligent boy.* Have students repeat the corrected sentence.