Theme 5

THEME 5: One Land, Many Trails
One Land, Many Trails

Selections
1. A Boy Called Slow
2. Pioneer Girl
3. Black Cowboy, Wild Horses
4. Elena
This week we will be reading a story about a Native American boy. Ask students if they know the names of any groups of Native Americans. Explain that these groups are often called tribes. Ask students what kinds of things people in a tribe have in common. If necessary, mention features such as common language, customs, history, homeland, and so on. Explain that a tribe can be made up of several neighboring villages. Display the Picture-Word Card.

Display the poem “Our People” and read it aloud. Have students repeat each line after you.

SAY There are other words that we also use to talk about groups of people. Engage students in a discussion of the various groups or communities they belong to and the things that unify them. Record their responses in a chart similar to the one shown.

<table>
<thead>
<tr>
<th>People joined by where they live</th>
<th>People joined by language, history, culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>a neighborhood</td>
<td>a tribe</td>
</tr>
<tr>
<td>a town/city</td>
<td>an ethnic group</td>
</tr>
<tr>
<td>a state</td>
<td>a people</td>
</tr>
<tr>
<td>a nation</td>
<td>a culture</td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have students draw a village. Ask them to give a name to their village.

**Early Production/Speech Emergent**
Have students write sentences with the names of the groups to which they belong.

**Intermediate/Advanced**
Have students write a short paragraph describing one of the groups to which they belong.

**Language Development**

**Group Them**
Display the Picture-Word Card. Have students write sentences with the names of the groups to which they belong.
Get Set to Read

First Travelers of the Plains, pages 468–469

SAY Let’s look at Anthology pages 468–469. Please read the title and the first sentence with me. The pictures tell us about the people of the Great Plains and their way of life long ago. Where in America are the Great Plains? Many different tribes of Native Americans once followed buffalo herds across the Plains. One of those tribes was called the Lakota Sioux. The selection you will read next is about a famous leader of the Sioux. Why do you think his parents named him Slow? Do you think he will keep this name as he grows older? If you could change your name, what would you call yourself?

A Boy Called Slow

Segment 1, pages 470–477

Lead students on a picture walk, using these prompts.

Page 471: What is the name for the kind of home shown here?
Page 473: What do you think Slow’s uncle is explaining to him?
Pages 474–475: Do the two riders belong to the same tribe or different tribes? How can you tell?

Prefixes un-, dis-, in-, re-; Suffix -ion

Review with students that a prefix always attaches to the beginning of a word. Write the word able on the board. Explain that able means to have sufficient ability. Then, add the prefix un- and read the word unable. Explain that the prefix un- changes the meaning, and now the word means not having sufficient ability. The prefix un- reverses the meaning of the word. Write additional examples, such as unsettled and unusual. Have students go to the board to underline the prefix in each example. Explain how the prefix changes the meaning of each of these words. Repeat the procedure with prefixes dis-, in-, re-.

Review with students that a suffix always attaches to the end of a base word. Write the word direction. Underline the base word direct, and draw a circle around the suffix -ion. Explain that the suffix -ion means action or process. So direction means the act or function of directing. Repeat the procedure with other words, such as communication and transportation.
Stages of Life

SAY The story we are reading tells about how a boy changes as he grows up. Today we are going to talk about the different stages or times in a person’s life. Have students find and read these sentences in the fourth paragraph on Anthology page 471: It was custom in those days to give a childhood name. Such names came from the way a child acted.

Ask students to name stages of life that they know, such as baby/infant, toddler, child, adolescent/teenager, adult, elder/senior citizen. Display the Picture-Word Cards. Draw a timeline on the board and label the various stages of life, along with approximate ages. Make a division between childhood and adulthood and label the two major periods of life. Have students share what they know about each stage of life.

Display pictures of people at various stages of life, and ask students to affix them to the timeline at the appropriate place. Ask students to form sentences describing each person on the board. Then have students think of people that they know who are in each of the different stages.

Ask students to make their own timelines, label the stages of life, and write the names of people on the timeline in the appropriate stages. Finally, have them describe various people they know, using terms on the timeline.

Vocabulary
baby, infant, toddler, child, adolescent, teenager, adult, elder, senior citizen

Materials
• Anthology
• Picture-Word Cards
  baby, child, adolescent, adult, senior citizen
  (See Master ELL 5–3.)
A Boy Called Slow

Segment 2, pages 478–484

Lead students on a picture walk, using these prompts.

Page 479: What do you think Slow could be telling his horse?

Pages 482–483: The Sioux attack the warriors from another tribe. What do you think Slow will do next?

Page 484: Why does Slow’s father give him a new name after the battle?

Subject and Object Pronouns

Draw a picture of a boy on the board. Write: This is Max. Max is twelve. He likes to play soccer. Underline Max and He. SAY Max and He both refer to the same person, or subject. He is a subject pronoun. He refers to the subject noun, Max. Explain that subject pronouns can only replace subject nouns. Create a chart with all the forms of subject pronouns: I, you, be, she, it, we, they.

Draw a picture of another boy. Write: This is Andrew. Andrew plays soccer with Max. Andrew practices with him every day. Underline Max and him. SAY Max and him refer to the same person again. This time Max is the object. Him is an object pronoun. Him replaces the object noun, Max. Point out that object pronouns can only replace object nouns. Create a chart with the complete set of object pronouns: me, you, him, her, it, us, them. Call attention to the words (prepositions) that help signal an object; list examples such as to, for, by, with. Present a variety of sentences and have students identify the subject or object nouns.
Family

Have students find the last paragraph on Anthology page 471. Read it aloud with students: So the parents of this boy and the other relatives in his tiyospaye, his extended family, watched the first son of Returns Again closely.

SAY Today we are going to talk about the members of a family. What names do you know for the people in a family? As students describe or name the various people in a family, draw and label a chart on the board. Include mother, father, sister, brother, aunt, uncle, cousin, niece, nephew, grandfather, grandmother, grandson, and granddaughter. Then think of names for the people in the chart, or use your own family as the example. Next, write these cloze frames on the board: Who is (name)? She/He is _____.

Who Are They? Check students’ comprehension by asking questions and having them explain the relationship between two individuals in a family, or between you and another member of your family. Finally, offer students an opportunity to draw and label diagrams of their own families.

Vocabulary
extended family, mother, father, sister, brother, aunt, uncle, cousin, niece, nephew, grandfather, grandmother, grandson, granddaughter

Materials
• Anthology
Analogies

Tell students that one way to compare relationships between words is to use an analogy. Write on the board the following analogy: Red is to color as triangle is to shape. Say the word red, ask students what red is, and prompt them to answer a color. Now ask students what a triangle is, and prompt them to answer a shape. Explain that the relationship being compared in this analogy is that red is a type of color and that triangle is a type of shape. Say that this analogy compares categories, or types.

Present examples with antonyms such as Hot is to cold as black is to white. Then show synonyms with examples such as Hot is to boiling as cold is to freezing. Prompt students as necessary to help them discover the relationships being compared in the analogies.

**Skill Objective**

Students identify the relationship between two pairs of words in an analogy.

**Academic Language**

- analogy

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Have students draw and label an illustration of an analogy. Help them choose appropriate analogies and provide vocabulary as necessary.

**Early Production/Speech Emergent**

Write a variety of analogies on the board. Have students work in small groups to decide if the relationships being compared are antonyms, synonyms, or categories. You might use Rose is to flower as pea is to vegetable. Big is to small as happy is to sad. Gigantic is to huge as lovely is to pretty.

**Intermediate/Advanced**

Write sets of four related words on the board, such as fish, bird, water, sky. Have partners figure out the relationships and write an analogy for each set of words, for example, Fish is to water as bird is to sky. You might also use lemon, honey, sour, sweet.

**Leveled Reader**

**One Land, Many Trails**

Shell-Flower and the Strangers

by Rhonda Rodríguez

This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Vocabulary**
- calf, foal, colt, filly, lamb, kitten, puppy, pup, cub, kid (young goat)

**Materials**
- Anthology
- pictures of animals and their offspring
- index cards
- markers
- Picture-Word Cards
  buffalo, horse, lion
  (See Master ELL 5–3.)

**Baby Animals**

Direct students to the first sentence in the fourth paragraph on Anthology page 478, and read it aloud with them: *At the age of ten, he killed his first buffalo—a yearling calf.* **SAY** A young buffalo is called a calf. What other baby animal is called a calf? What other names for baby animals do you know?

Display the Picture-Word Cards and additional pictures of animals and their offspring. As students name the animals, record their responses in a chart like the one shown. Supply any names with which students are unfamiliar.

<table>
<thead>
<tr>
<th>Adult Animals</th>
<th>Young Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>buffalo, cow</td>
<td>calf</td>
</tr>
<tr>
<td>horse</td>
<td>foal, colt, or filly</td>
</tr>
</tbody>
</table>

Have students use the information on the board to play a game.

**Name It**

**ASK** What do we call a young ___? Have students answer in complete sentences, using the following frame: A young ___ is called a ___.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Give students pictures of several of the animals listed on the board. Ask students to show you the illustration of each animal as you mention it.

**Early Production/Speech Emergent**
Ask student pairs to make a set of cards for adult and baby animals with the picture of an animal and its name on one side of each card. Mix up the cards and spread them out face down. Have them take turns picking two cards in order to find a baby and adult that match.

**Intermediate/Advanced**
Have student pairs play a game in which one student chooses a card with the name of an adult or baby animal on it and the other tries to guess the name of the animal. Model how to ask yes-no questions about the animal’s appearance.
Selection Review

A Boy Called Slow

Slow was born in 1831. As a child, Slow did not like his name. His parents named him Slon-he, or Slow, because he never did anything quickly. Slow grew up to become a leader of the Lakota Sioux. A Boy Called Slow is the true story of his life.

One night, at the age of fourteen, Slow goes with his father and other men. They are going to take horses from their enemy, the Crow. With only a coup stick, Slow charges ahead of the others. As one of the Crow warriors is about to shoot an arrow, Slow hits his arm with the coup stick. The arrow misses its mark. Slow is a hero.

Slow’s father is so proud that he gives the boy a new name. It is the first name the buffalo bull spoke to him. The new name means “Sitting Bull.” Sitting Bull became one of the greatest Lakota warriors in history.

Comprehension Questions for the Anthology Selection

1. Do you think that Slow likes his name? Why do you think so? (Answers will vary.)
2. How do you think Slow felt after his father gave him a new name? Explain. (Answers will vary.)
3. Tell about an adult in your life whom you love and respect a lot. What makes that person special? (Answers will vary.)

Using I and Me

Review the terms subject pronoun and object pronoun. Remind students that I is a subject pronoun, and me is an object pronoun. Write and read: I like to listen to music. My parents gave me a new CD. Emphasizing I and me, have students repeat. Underline I. SAY Use I as the subject. Underline me. SAY Use me after action verbs such as gave. Present another pair, such as Was I late for class? Why did you give the book to me? Underline I. SAY Use I after forms of be. Underline me. SAY Use me after words such as to, with, by, and for. Explain that when they use I or me with nouns or other pronouns, students should always name themselves last. For example, Tina and I went to the movies.
Animal Groups

Have students look at the illustrations on Anthology pages 476 and 477. **ASK** What animals do you see in the picture? (buffalo) **What is a group of buffalo called?** (herd) **What other names do you know for groups of animals?** What are groups of dogs/birds/fish called? Elicit from students the names of animal groups and list them on the board in a chart like the one shown.

Distribute index cards to students. Have them write the names of the animals from the chart on the cards. **SAY** Show me a (group) of animals. Students must listen to your instructions, choose to play the role of an animal that forms that group, and then gather with other students who are playing the same role. Once in a group, students should pantomime the animal and say We are a (group) of (plural animal name).

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<table>
<thead>
<tr>
<th>herd</th>
<th>pack</th>
<th>flock</th>
<th>school</th>
<th>pride</th>
</tr>
</thead>
<tbody>
<tr>
<td>buffalo</td>
<td>dogs</td>
<td>birds</td>
<td>fish</td>
<td>lions</td>
</tr>
<tr>
<td>cows</td>
<td>wolves</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>horses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Act It Out**

Distribute index cards to students. Have them write the names of the animals from the chart on the cards. **SAY** Show me a (group) of animals. Students must listen to your instructions, choose to play the role of an animal that forms that group, and then gather with other students who are playing the same role. Once in a group, students should pantomime the animal and say We are a (group) of (plural animal name).

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students choose one group of animals from the chart and draw a picture of it. Ask them to label their picture.

**Early Production/Speech Emergent**

Have students form two teams. Give each team cards with the names of various animal groups written on them. Have each team take turns choosing a card and then pantomiming that group of animals. The other team has to guess the name of the group and form a complete sentence; for example, You are a flock of birds!

**Intermediate/Advanced**

Have students form two teams. Give each team cards with the names of various animal groups written on them. Have each team take turns choosing a card and then pantomiming that group of animals. Ask students to describe what the other team is doing; for example, You are eating grass. You are mooing. You are a herd of cows!
Using Quotations

Explain that quotations are the exact words said by a speaker. Write and say the word *quotation*. Have students say the word with you. Compare a quotation to direct speech. Show students how to punctuate direct speech. Write an example on the board. Direct students’ attention to the use of direct speech in the story.

Explain to students that by adding direct quotations from people who have important things to say about the topic, they can improve the quality of their writing. Point out that if they choose to add quotations to their writing, they must be very careful to use the exact words the person said, along with accurate punctuation. Students should also give the name of the person they are quoting. With students, discuss the types of people whose words would be valuable as quotes.

Skill Objective
Students identify and add punctuation to quotations.

Academic Language
• quotations

Materials
• newspapers or magazines

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write some simple, unpunctuated quotations on the board. Call students to the board to add quotation marks. Prompt as necessary.

Early Production/Speech Emergent
Write on the board a simple paragraph that contains one or two unpunctuated quotes. Have partners decide where to add quotation marks. Have partners join together with another pair of students to talk about and compare their findings.

Intermediate/Advanced
Have partners look through a newspaper or magazine to find examples of quotations. Help as necessary. Have partners join together with another pair of students to talk about and compare their findings.
This week we will read about how a family started a farm in America long ago. This family had neighbors who spoke the language called Swedish. In what country is Swedish spoken? (Sweden) Tell students that people who come from Sweden are also called Swedish; that is their nationality. Record this information in a chart on the board, including three columns: Country, Nationality, and Language.

In what country in Europe is the language called French spoken? (France) What are people who come from France called? (French) Continue the discussion by asking about people from Russia, Mexico, Scotland, and the United States. Add this information to the chart, and read it aloud with students. Next, display the poem “Where, What, and How.” Read the poem aloud, using gestures and pointing to objects to help convey meaning. Finally, have students read it with you.

Organize students in pairs, and have them use the information in the chart to answer the cloze frame: I am from ___. What is my nationality? One student asks the question first and then they switch roles.
Get Set to Read

Claiming the Land, pages 496–497

**SAY** Open your Anthology to pages 496–497. Read the title and first two sentences with me. You will be reading about an actual family that settled in the Great Plains over a hundred years ago.

Have students look at the large photograph. **SAY** This is a family of settlers like the one in the selection. What does this photograph tell you about their way of life? Point out the house in the photograph. **SAY** Many settlers built their homes out of blocks of earth called sod. What do you think you would see inside such a house?

**Pioneer Girl**

**Segment 1, pages 499–507**

Lead students on a picture walk, using these prompts.

**Page 500:** Read the first three lines of the poster. Why would families want to settle along a railroad line?

**Pages 502–503:** Read the captions. Find Grace McCance. Why do you think Grace kept a diary about growing up in Nebraska?

**Page 504:** What do you think is shown in this picture?

**Page 506:** This is the inside of a sod house. What kinds of household goods shown here do people still use today?

Stressed and Unstressed Syllables

**Write** the word favorite on the board and draw horizontal lines between each syllable (fa/vor/ite). Say favorite several times, emphasizing the first syllable, and have students repeat. Underline the fa in favorite. Explain that the first syllable is emphasized, or stressed. Underline the vor syllable in a different-colored chalk.

Tell students that this syllable is not emphasized; it is an unstressed syllable. Present several more multi-syllabic words. Say each word, emphasizing the stressed syllable. Prompt students to identify the stressed syllable in each word.

Skill Objective

Students identify stressed and unstressed syllables.

Academic Language

- stressed syllables
- unstressed syllables

Language Transfer Support

Stress patterns vary considerably among the world’s languages, so some English language learners will have difficulty determining stressed and unstressed syllables in English words. Students may need to hear words several times, at a slow pace, to determine the stressed syllable. Encourage students to make a list of multi-syllabic words in their notebooks. Model the pronunciations and help them to highlight the stressed syllables.
Regions of the United States

Have students read this sentence from the second paragraph of the story on Anthology page 501: Later Grace learned that the Midwest was dry because the Rocky Mountains in Colorado blocked moisture blowing inland from the Pacific Ocean. Read it aloud with students.

Display a large map of the United States. Explain the four compass points. Then point out the location of the Midwest between the Rocky Mountains and the Appalachian Highlands. SAY The Midwest is in the middle of the United States. ASK What rivers are in the Midwest? What states are in the Midwest?

Create a chart on the board similar to the one shown. In it, record the information given by students as well as any major features they do not mention.

<table>
<thead>
<tr>
<th>Region</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midwest</td>
<td>Rivers: Missouri, Mississippi . . .</td>
</tr>
<tr>
<td></td>
<td>States: Nebraska, Kansas . . .</td>
</tr>
</tbody>
</table>

Find It  SAY Name another region in the United States. What rivers and states are in that region? What region do we live in? Repeat this process for all regions of the United States, adding students’ responses to the chart.

LANGUAGE DEVELOPMENT

BEGINNING/PREREPRODUCTION

See Master ELL 5–4.

Display the poem “Where, What, and How” and read it with students. Then write the first line on the board and read it aloud with students. Model answering this question orally, and then writing your answer on the board as you say it a second time. Next, write on the board the cloze frame My family came from ____. Guide volunteers to use this frame to answer the question in the first line of the poem. Then point out to students that many people’s families lived in more than one place in the past. Write on the board the cloze frame My family also lived in ____. Model completing it, and then guide volunteers to complete it orally.

Early Production/Speech Emergent

Have students plan a trip to another region of the United States. Ask them to use the map to help them determine what state borders, rivers, and mountains they will cross along the way.

Intermediate/Advanced

Have students work in pairs to plan a trip to two regions in the United States. Have them write a paragraph in which they tell where they will go and what they will see and do in each place.
Pioneer Girl

Segment 2, pages 508–513

Lead students on a picture walk, using these prompts.

Pages 508–509: Native American people also lived on the Great Plains. How do you think they got along with the settlers? Why?

Pages 511–512: What kinds of work did the children do on the prairie?

Possessive Pronouns

Review possessive nouns with students. Present example phrases such as Jamal's book. Remind students that the apostrophe and the s tell us that the book belongs to Jamal. Cross out Jamal and write his. Say His and Jamal refer to the same person. His is a possessive pronoun that can replace the possessive noun, Jamal's. Further explain that possessive pronouns can only replace possessive nouns. Present the complete set of possessive pronouns in a chart: my, your, his, her, its, our, their. Point out that these possessive pronouns appear before nouns. Also introduce mine, yours, his, hers, its, ours, theirs — possessive pronouns than can stand alone and replace nouns. Present this pair of sentences for comparison: This is Mike's book./This is his.

Present a variety of sentences containing possessive nouns. Prompt students to replace the possessive nouns with the appropriate possessive pronoun.

Skill Objective

Students identify and use possessive pronouns.

Academic Language

• possessive pronoun

Language Transfer Support

Most languages form the possessive with phrases such as “the book of Marta,” rather than with the use of an apostrophe. Encourage students to use the possessive with an apostrophe. Listen for correct pronunciation of the ending.
**Vocabulary**

Nebraska, states, Midwest, nickname

**Materials**

- Anthology
- large map of the United States
- encyclopedia

**States’ Names**

Ask What state do we live in? What region of the country is it in? Our state is one of the fifty states in the United States of America. Today we will talk about some other states and where they are located. Have students find this sentence from the second paragraph of the story on Anthology page 501: Nebraska was one of the driest Midwest states. Read it aloud with students.

Ask What state is mentioned in this sentence? What region is it in? Help students use an encyclopedia to look up Nebraska and find out its nickname (The Cornhusker State). Record this information on the board to begin a chart like the one shown.

<table>
<thead>
<tr>
<th>State</th>
<th>Nickname</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nebraska</td>
<td>The Cornhusker State</td>
</tr>
</tbody>
</table>

Display a large map of the United States. Point out the location of Nebraska. Say Nebraska is near the center of the United States. What are some of the states near Nebraska? Have several students come to the map, say the name of a state, and point it out. Ask several other students to use the encyclopedia to find out the state’s nickname. Record the information in the chart. Continue for states in other regions.

**IF NEEDED . . .**

Beginning/Preproduction

See Master ELL 5–4.

Create sets of sentence strips for the poem “Where, What, and How.” Then display the poem and read it chorally. After that, distribute sets of sentence strips to partners. Have each pair of students reconstruct the poem by putting the strips in order. Next, read the poem aloud again, line by line. Have partners repeat each line after you, holding up the appropriate strip. Finally, ask partners to read the poem aloud, alternating lines.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students go to the map and find the location of several states. Ask them to repeat the name of the state after you.

**Early Production/Speech Emergent**

Ask What is one place in the United States that you would like to visit? What state is it in? If you and your family drove to that state from here, what states would you go through? Guide students to respond in complete sentences.

**Intermediate/Advanced**

Have students play a cumulative memory game in which the first student names a state and an item that begins with the same first letter, the second adds another state and item to the first, and so on.
Dictionary: Suffixes

Remind students that a suffix attaches to the end of a base word. Write the word hope on the board. Then write the suffix -less at the end of hope in a different-colored chalk. Explain that the suffix -less changes the meaning of hope to “without hope.”

Create a suffix chart that includes some common suffixes such as -ful, -ment, -ness, -ly. Include their meanings, along with sample words for each. Explain to students that if they encounter a word with a suffix, they can figure out the word by looking up the suffix in the dictionary under the first letter of the suffix. For example, the -less suffix can be found under the listings for the letter l.

Present additional words with suffixes. Have students identify the suffixes and help them to figure out the meaning of the words using the suffix chart on the board.

Skill Objective
Students use a dictionary to locate entries for suffixes and find meanings of words with suffixes.

Academic Language
• suffix

MULTI-LEVEL PRACTICE

Beginning/Preproduction
On the board, write -ly, -ment, -ful, -ness, and -ion. Have students work with students who are more proficient in English to look up the suffixes and their meanings in a dictionary.

Early Production/Speech Emergent
Write a list of words on the board with suffixes such as quickly, careful, agreement, direction, sweetness, powerless. Have partners figure out the meanings of the words using what they know about suffixes. Encourage students to use the suffix chart on the board and a dictionary if necessary.

Intermediate/Advanced
Have partners work together to think of three words, each with one of the following suffixes: -ly, -ment, -ful, -less, -ness, and -ion. Encourage students to use a dictionary. Have partners join together with another pair of students to compare and discuss their findings.

Leveled Reader
One Land, Many Trails
Journey to Kansas
by Delores Lowe Friedman
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Crops**

Read aloud with students this sentence in the first paragraph on Anthology page 502: *Poppie planted types of wheat and corn that needed little rainfall.*

Write *wheat* and *corn* on the board. **SAY** Wheat and corn are crops, plants grown by farmers to harvest and sell. Did anyone have any foods made from corn or wheat for breakfast today? What are some other crops? List students’ responses on the board. Be sure to include some of the following crops in the list: potatoes, sweet potatoes, carrots, turnips, oats, pumpkins, cabbage, onions, cotton, apples, and oranges. Display the Picture-Word Cards.

Help students sort the crops on the board into three categories: those that grow below ground (such as potatoes and carrots), those that grow above ground (such as corn and pumpkins); and those that grow on bushes or trees (such as cotton and apples). Finally, read all the information aloud with students.

**LANGUAGE DEVELOPMENT 20–25 MINUTES**

**Sort Them**

IF NEEDED . . .

**Beginning/Preproduction**

See Master ELL 5-4.

Display the poem “Where, What, and How” and read it aloud with students. Then write the first two lines on the board and read them aloud. Remind students that on Day 2 they answered the question in the first line; tell them they will now answer the question in the second line. Read it aloud, model answering it orally, and write your answer on the board. Next, write the cloze frame My ___ was a ___. He/She ___. Guide volunteers to use this frame to tell about kinds of work their ancestors did; for example, My grandmother was a teacher. She taught children how to read.

**Multi-Level Response**

**Beginning/Preproduction**

Have students show you the corresponding Picture-Word Card as you mention each crop. Ask them to repeat the name of each crop after you.

**Early Production/Speech Emergent**

Have pairs of students draw a plan for a garden or farm. Ask partners to decide what crops to plant. Have them label the crops in the drawing. Finally, ask them to share their plan with the class.

**Intermediate/Advanced**

Have pairs of students use a reference source to find out about one crop grown in your state. Then ask partners to give a brief oral report about this crop.
Selection Review

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

- **Explain:** homesteaders
  - people who own a farm, the buildings in the farm, and the land where the farm is located

- **Explain:** prairie
  - flat land covered by grasses

- **Restate:** charged
  - attacked; ran at her to try to hurt her

Comprehension Questions for the Anthology Selection

1. How would you describe Grace's family life? (Answers will vary.)
2. Why do you think people used posters to sell land? (They didn't have better means of communication; posters could be seen by many people.)
3. What kind of work do you do around your house that is similar to the work Grace had to do at her house? (Answers will vary.)

Constrictions with Pronouns

**Review** the term *contraction*. Remind students that a contraction is a combination of words with an apostrophe that takes the place of any dropped letters, such as *did not/didn’t*. Write the following: *He is twelve years old. He’s twelve years old.* Say each sentence, emphasizing *He is* and *He’s*, and have students repeat. Underline *He is* in the first sentence and *He’s* in the second. Explain that just as we can combine words like *did not* into contractions, we can also combine pronouns and verbs such as *am, is, are, will, would, have, has*, and *had* to form contractions. Present several pronoun/verb combinations and their contractions. Prompt students to say which letter the apostrophe replaces. Help them use the pronoun contractions in sentences.
Farm Jobs

Remind students that on Day 4 you talked about crops grown on farms. **SAY**

*Today we’ll talk about jobs people do on farms.* Have students locate this sentence in the third paragraph on Anthology page 510: *Five-year-olds helped break up clods in the fields, pull weeds, feed the cookstove, milk cows, and even plow.*

Read the sentence aloud with students, pantomiming the actions mentioned. Explain any unfamiliar terms. Then read the sentence a second time with students, having them join in the pantomiming.

Next, have students suggest other jobs people do on farms. Write each one mentioned on the board. You may want to add and explain some of the following if they are not mentioned: **plant crops, harvest crops, pick fruit, water livestock, herd cattle, find strays.** If possible, use photographs or illustrations to help explain the various activities.

Write this cloze frame on the board: **If I lived on a farm, I might have to ___**. Have each student orally complete the frame using a job listed on the board. Lead the class in repeating the sentence and pantomiming the chore.

### Vocabulary

- plant crops, harvest crops, pick fruit, water livestock, herd cattle, find strays

### Materials

- Anthology
- photos or illustrations of farm jobs

### IF NEEDED . . .

**Beginning/Preproduction**

See Master ELL 5-4.

Display the poem “Where, What, and How” and read it aloud with students. Then display the first four lines on the board. Remind students that they have already answered the questions in the first two lines. Tell them that today they will answer the two questions in the third line and the question in the fourth line. Read aloud the first of these questions: *How did they dress?* Model answering this using your knowledge of one of your ancestors; for example, *My grandfather wore work clothes and a cowboy hat.* Guide volunteers to answer the question using knowledge of their ancestors. Follow a similar procedure for the second question in the third line, *How did they talk?* and for the question in the fourth line, *What stories did they share with you?*
Combining Sentences with Pronouns

**Explain** to students that they can improve their writing by combining sentences with pronouns. Tell them that instead of writing many short, choppy sentences that repeat nouns or pronouns, they can have longer, more streamlined sentences that are easier to read and understand.

**Write** the following sentences on the board: *I went to Florida on vacation. I went swimming. I went sailing. I went fishing.* *Say,* We can combine these four sentences into one long sentence so it doesn’t sound so choppy. Then write: *When I was on vacation in Florida, I went swimming, sailing, and fishing.* Prompt students to compare the four old, short sentences and the one new, long sentence.

**Present** additional examples of several short sentences that can be combined into one longer sentence by combining pronouns or nouns.

**Skill Objective**
Students improve their writing by combining sentences with pronouns.

**Academic Language**
- pronouns

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write sets of sentences on the board that include two or three short sentences using a repeated pronoun and the resulting combined, longer sentence. Have partners work together to identify the words that are similar between the two or three short sentences and the one long sentence.

**Early Production/Speech Emergent**
Write on the board sets of two or more short sentences with repeated pronouns that can be combined into one longer sentence. Have groups of two to three students identify the repeated pronouns and talk about ways to combine the sentences.

**Intermediate/Advanced**
Have students write on a piece of paper three or more related short sentences with repeated pronouns. Have students trade papers with a partner. Ask students to combine their partner’s sentences into one longer sentence.
**Day 1**

**Theme 5/Selection 3**

**Black Cowboy, Wild Horses**

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**Vocabulary**
- cowboy, cowgirl, mane, hoof/hooves, forelegs, hind legs, wild horse, tame horse, stallion, colt, sire, mare, filly, foal, yearling

**Materials**
- Anthology
- picture of a horse
- markers
- Picture-Word Cards
- cowboy, cowgirl
  (See Master ELL 5–9.)

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**Describing Horses**

**Have students examine the photograph of horses on Anthology pages 520–521.** SAY This week we will read a story about a cowboy who tracks and catches horses in the wild. What does a cowboy or cowgirl do? Show the Picture-Word Cards.

**Have students share what they know about horses.** Show the Picture-Word Card of a horse from *A Boy Called Slow* in this theme, or draw a simple picture on the board and label the parts that are mentioned, such as mane, hoof/hooves, forelegs, and hind legs. **ASK** What is the difference between a wild horse and a tame horse? What are some names for a male horse? (stallion, colt, sire) a female horse? (mare, filly) a young horse? (foal, yearling) Write these words on the board and read them aloud with students.

Next, display the poem “Running Wild and Free” and read it aloud. Read the poem a second time, asking students to repeat each line after you.

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**Act It Out**

Create a space in your classroom and label it the plains. Identify and label other parts of the room as a river, a riverbank, a tree, and a forest. Have students pantomime the movements described as they read the poem aloud again.

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**LANGUAGE DEVELOPMENT 20–25 MINUTES**

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**Beginning/Preproduction**

Ask students to go to the board and show the different parts of the horse as you mention them. Have them repeat the words after you.

**Early Production/Speech Emergent**

Have students draw a simple picture of a horse and label the parts. When they have finished, ask them to tell about the horse they drew.

**Intermediate/Advanced**

**ASK** How might you be able to tell if a horse is wild? Do you think wild horses should be caught and tamed? Why or why not?
Get Set to Read

Galloping Free, pages 520–521

SAY Open the Anthology to pages 520–521. Read the title and the first four sentences with me. Explain how cowboys depended on horses to move cattle across the plains. Invite students to tell about any cowboy movies or TV shows they have seen. Point out that one out of three cowboys was African American or Mexican.

Indicate the small photograph on page 521. SAY This is a picture of Bob Lemmons, who was African American. He is the cowboy you will be reading about. Part of his job was capturing wild horses like the ones shown here.

Black Cowboy, Wild Horses

Segment 1, pages 523–531

Lead students on a picture walk, using these prompts.

Pages 524–525: What special clothing and equipment do cowboys need in order to do their job?
Page 527: What can Bob learn about the horses from studying their hoofprints?
Pages 528–529: Why is Bob’s horse rearing? Where do you think the wild horses will go during the storm?
Pages 530–531: Do you think Bob Lemmons will get to tame the wild horses?

Review of Syllabication

SAY Review the term syllable. Remind students that if they have trouble sounding out a long word, they can break it up into syllables, or word parts with one vowel sound. Write the word distinct on the board. Say the word slowly several times and have students repeat. Remind students that if they need help figuring out how to pronounce distinct, they can use the V-C letter patterns they have learned up to this point. Write a V over the first i in distinct. Then continue with a C over the s, another C over the t, and a final V over the last i. Draw a line between the two Vs and the s and the t to show students that distinct has two syllables (dis/tinct). Continue to review the following letter patterns with students using words from the Anthology selection: VV, VCV, VCCV, and VCCCV.
**Vocabulary**
herd, reared, pawing, trot, gallop, prance, kick, whirl, charge

**Materials**
• Anthology

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**Horses in Motion**

Have students find and read the first sentence in the second paragraph on Anthology page 529: Warrior reared, his front hooves pawing as if trying to knock the white streaks of fire from the night sky.

**SAY** The cowboy's horse reared when lightning flashed in the sky. Who can show what reared means? Who can show what pawing with hooves means?

After volunteers have had the opportunity to demonstrate the meanings of reared and pawing, ask students to share what they know about other ways that horses move. List their responses on the board, including words such as walk, trot, gallop, prance, kick, whirl, and charge. Read the words aloud with students. Then have volunteers take turns reading each word and pantomiming the movement it names.

Next, work with students to page through the story in the Anthology and identify in the illustrations examples of as many of the movements as they can. Have students work in pairs to choose one illustration and describe the action that it shows.

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**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students pantomime the different movements mentioned in the lesson.

**Early Production/Speech Emergent**

**ASK** When might a horse rear? Why might a cowboy want his horse to gallop?

**Intermediate/Advanced**

Have students write a paragraph that describes a herd of horses in motion, using the words on the board to describe the movements of individual horses and the group as a whole. When students have finished, ask them to read their paragraphs aloud to the class.
Black Cowboy, Wild Horses
Segment 2, pages 532–541

Lead students on a picture walk, using these prompts.

Pages 532–533: Why do the wild horses let Bob travel with them?
Pages 534–535: A rattlesnake bit a young horse. The mother wants to stay by the colt’s side. What will the stallion leader do?
Pages 536–537: Why does Bob want his horse to challenge the stallion?
Pages 538–539: What are Bob and the other cowboys doing?
Pages 540–541: How do you think Bob feels after he has done his job?

Double Subjects

Write the following sentence: Mr. Taylor he is a teacher. SAY There is a mistake in this sentence. Tell me what it is. Prompt students to respond that the sentence has two subjects — a noun and a pronoun. Underline Mr. Taylor he. Explain that in English it is incorrect to have two subjects, or a double subject, in one sentence. SAY We can fix a sentence with a double subject by removing either the noun or the pronoun.

Present several more sentences with double subjects. Have students identify the two subjects (the noun and pronoun). Then prompt them to say a corrected version of the sentence by choosing just one subject.

Skill Objective
Students identify and avoid using a noun and a pronoun to name the same subject.

Academic Language
• double subject

Language Transfer Support
Some English language learners, such as those who speak Arabic, will have difficulty with double subjects because in some languages personal pronouns restate the subjects in sentences; i.e., My sister she is funny. When students produce sentences with double subjects, model a correct version of the sentence; i.e. My sister is funny or She is funny, and have students practice it several times.

MULTI-LEVEL PRACTICE

Beginning/Preproduction
Write several sentences on the board containing double subjects. Have students come to the board to identify the double subjects. Then prompt them to correct the sentence by removing one of the subjects.

Early Production/Speech Emergent
Write several sentences on the board containing double subjects. Have partners talk about how to correct the sentences.

Intermediate/Advanced
Write several sentences on the board containing double subjects. Have students work individually to correct and rewrite each sentence.
Animal Sounds

Have students find the first sentence in the third paragraph on Anthology page 535. Read this excerpt aloud with them: The horses whinnied and pranced nervously... SAY The word whinny is used to name a sound made by horses. Let’s talk about other words that name sounds made by horses and other animals. Ask students to share words they know for the sounds made by a horse. Have volunteers imitate the sounds that the words correspond to. Write the words on the board to begin a chart, such as the one shown, of animal sounds.

ASK What are some words that name sounds made by other animals? As students respond, follow a similar procedure as above, having students make the sounds as you record the words.

<table>
<thead>
<tr>
<th>Animal</th>
<th>Word Naming Sound It Makes</th>
</tr>
</thead>
<tbody>
<tr>
<td>horse</td>
<td>whinny, neigh, snort</td>
</tr>
<tr>
<td>cow</td>
<td>moo</td>
</tr>
<tr>
<td>dog</td>
<td>bark, woof</td>
</tr>
</tbody>
</table>

Tell About It

Beginning/Preproduction

Display the poem “Running Wild and Free.” Have pairs of students take turns reading it aloud. Then write on the board the phrases at the river, under a tree, across the wide open spaces. Ask volunteers to demonstrate the meaning of each of these terms using gestures or movements. Then have students come up with other phrases that might refer to the location or activities of horses, using the prepositions across, at, and under. Ask them to use these in place of the original phrases in the poem as they read it aloud again.

Intermediate/Early Production/Preparation

Have student pairs write simple sentences that tell the sounds made by various animals. You may want to provide them with this model: Horses whinny, neigh, and snort.

Have students use the information in the chart to make a set of cards. Each card lists the name of an animal or the name of a sound made by an animal. Have them shuffle all the cards, and then take turns drawing a card, reading it, and saying a sentence that identifies both an animal and the sound it makes.
Dictionary: Parts of Speech

**Remind** students that some words can be used as more than one part of speech. Introduce the phrase *parts of speech* and review *noun, verb, adjective, adverb.* Write the following sentence from the Anthology selection: *He stopped at the edge of the bluff.* Read the sentence and underline *bluff.* Ask students if they know the meaning of *bluff* or what part of speech *bluff* is in this sentence. Prompt students to respond with *noun.*

**Explain** that if they look up *bluff* in the dictionary, they’ll find it listed as both a noun and a verb. *SAY In this sentence, bluff is a noun that means “a high, steep bank.”* Bluff can also be a verb that means “to trick” or “to deceive.” Say that when they look up a word like *bluff,* they will see an abbreviation for the part of speech before each applicable definition. If they can figure out the part of speech, they can more easily pick out the correct definition.

**Skill Objective**
Students use dictionary definitions to determine parts of speech of words.

**Academic Language**
- parts of speech

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**
Write several words on the board that can be multiple parts of speech. You might use *book, nail, color.* Help students look up the words in the dictionary and identify how many different parts of speech the word can be. Ask students to draw the different words.

**Early Production/Speech Emergent**
Write several multiple-meaning words on the board, such as *color, safe, grade, rough.* Have groups of two or three students look the words up in the dictionary to determine what parts of speech they can be.

**Intermediate/Advanced**
Write several multiple-meaning words on the board, such as *color, safe, grade, rough.* Have groups of two or three students look the words up in the dictionary to determine what parts of speech they can be. Have students write sentences with these words.

**Leveled Reader**
**One Land, Many Trails**
*Zachary and the Pony Express* by Chenille Evans
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
More Feelings

Have students find and read these two sentences in the second paragraph on Anthology page 537: The stallion’s eyes widened. He snorted and pawed at the ground, surprised and uncertain.

The stallion felt surprised by what Bob Lemmons and Warrior had done, and felt uncertain about how to respond. Today we are going to talk about feelings that people have.

Have students tell about things that might make them feel surprised or uncertain. Use their responses to begin a chart, such as the one shown, about feelings and things that can cause people to feel that way.

Add these words to the chart: eager, enthusiastic, nervous, afraid, angry, confused. Ask students to tell about things that might make them feel these ways, and add their responses to the chart. Read all the information in the chart aloud with students.

<table>
<thead>
<tr>
<th>Feeling</th>
<th>Reason Someone Might Feel This Way</th>
</tr>
</thead>
<tbody>
<tr>
<td>surprised</td>
<td>someone coming to visit whom I haven’t seen in a long time</td>
</tr>
<tr>
<td>uncertain</td>
<td>not knowing the answer on a test</td>
</tr>
<tr>
<td>eager</td>
<td>looking forward to something special</td>
</tr>
<tr>
<td>enthusiastic</td>
<td>doing something I really enjoy</td>
</tr>
</tbody>
</table>

**Vocabulary**

feelings, surprised, uncertain, eager, enthusiastic, nervous, afraid, angry, confused

**Materials**

• Anthology
• markers

**Beginning/Preproduction**

See Master ELL 5–7.

Display the poem “Running Wild and Free” and read it aloud with students. Then have them take turns reading the poem aloud independently. Next, write the words hoofbeats and riverbank on the board. Draw a line between the words hoof and beats and the words river and bank, as you explain that hoofbeats and riverbank are compound words — single words made of two smaller words. Next, list several additional compound words on the board, such as horseback, horseshoe, saddlebag, and cowboy. Have volunteers read each word aloud, dividing it into the two smaller words. Then ask students to use these smaller words to help them figure out the meanings of the compound words.

**Tell About It**

Add these words to the chart: eager, enthusiastic, nervous, afraid, angry, confused. Ask students to tell about things that might make them feel these ways, and add their responses to the chart. Read all the information in the chart aloud with students.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students draw themselves doing something they really enjoy. Help students write a caption for their picture, using the vocabulary included in the chart.

**Early Production/Speech Emergent**

Have students choose three different feelings listed in the chart. For each feeling, ask them to completing this cloze frame: I felt ___ when ___.

**Intermediate/Advanced**

**SAY** Tell about a time when you were very surprised by something. Tell about a time when you were nervous or angry.
Black Cowboy, Wild Horses

Black Cowboy, Wild Horses is about the African American cowboy, Bob Lemmons. He lived and worked in the American West in the late 1800’s. With his stallion, named Warrior, Lemmons captured mustangs, the wild horses that lived on the plains. He captured them by making the mustangs think that he was a horse, too.

The selection shows Lemmons on the job. One day he sees hoof prints on the hard ground. He knows they belong to a herd of mustangs. Lemmons follows the herd but doesn’t get too close. He moves his horse Warrior very slowly as the herd grazes. The stallion leading the herd looks around before he goes back to grazing. The mustangs sense that Lemmons is near, but they are not afraid. The herd is beginning to trust him.

The next day, a colt dies from a rattlesnake bite. Lemmons decides that this is the right time to take over the herd. He and Warrior race to the front. Warrior challenges the stallion. The two horses kick at each other. Warrior wins. The beaten stallion leaves the herd. Lemmons becomes the new leader. As he rides back, the herd follows him. He leads the herd into the corral. Lemmons has done his job. The wild horses are wild no more.

Comprehension Questions for the Anthology Selection

1. Do you think Bob Lemmons likes to do the kind of work he does? Explain. (Answers will vary.)
2. Do you think Bob made the right decision when he took over the herd of mustangs? Why? (Answers will vary.)
3. What would you have done differently to catch the mustangs if it had been your job? (Answers will vary.)

Using we and us with Nouns

Tell students that sometimes, to make a sentence clear, they can use we and us with nouns. Write: We students took a test. The test was hard for us students. Underline We students. Explain that sometimes we use a pronoun before a subject to make clear who is being talked about. In this case, the writer wants to emphasize that he or she is included, not just other students. SAY We is used because students is the subject. If we take away the word students, the sentence still makes sense; i.e., We took a test. Underline us students in the second sentence. SAY In the second sentence, us is used because students follows the action verb was. If we take away the word students, the sentence again still makes sense.
Equipment/Clothing for Cowboys and Cowgirls

Have students find and read the second sentence in the sixth paragraph on Anthology page 526: Bob took the saddle, saddlebag, and blanket off Warrior. A saddle, a saddlebag, and a blanket are all things cowboys and cowgirls use. Today let’s talk about the equipment cowboys and cowgirls use and the special clothing they wear.

Ask students to share what they know about cowboy/cowgirl equipment and clothing. Display the Picture-Word Cards. If necessary, have students flip through the story in the Anthology and scan the pictures for examples of equipment and clothing. As students respond, record the information in a chart such as the one shown. Then read all of the words aloud with students, clarifying the meanings of words with which they are unfamiliar.

Discuss the use of each piece of equipment and clothing. Then have students choose items in the chart and tell about what they are used for.

### Equipment/Clothing

<table>
<thead>
<tr>
<th>Equipment</th>
<th>Clothing</th>
</tr>
</thead>
<tbody>
<tr>
<td>saddle</td>
<td>hat</td>
</tr>
<tr>
<td>saddlebags</td>
<td>boots</td>
</tr>
<tr>
<td>blanket</td>
<td>spurs</td>
</tr>
</tbody>
</table>

### Tell About It

Have students draw a cowboy or cowgirl wearing some of the clothing and equipment listed on the chart. Ask them to label the pieces of clothing and equipment included in their pictures.

### Multi-level Response

**Beginning/Preproduction**

Have students draw a cowboy or cowgirl wearing some of the clothing and equipment listed on the chart. Ask them to label the pieces of clothing and equipment included in their pictures.

**Early Production/Speech Emergent**

Have students work in pairs to complete the following cloze frames using the information presented in the chart:

- A cowboy/cowgirl uses (a) ___ to ___.
- A cowboy/cowgirl wears (a) ___ to ___.

**Intermediate/Advanced**

Have students create advertisements for a store that sells cowboy/cowgirl equipment and clothing. Encourage them to include drawings of each item for sale as well as descriptions of how the items are used.
Organizing Information

**Explain** to students that they can improve their writing by organizing their ideas in a logical way. Tell them that good organization can help readers understand the purpose of their writing. Concentrate on sequence of events first. Then present simple cause-effect relationships, first orally and then in writing. For example, discuss what happens if you touch a hot stove, if you stay up too late at night, eat too much fast food, and so on. Help students analyze these simple relationships.

**Language Experience Activity** With students, write a paragraph explaining the steps in a simple process. Begin by brainstorming some simple processes to describe. Guide students in identifying the four or five that are most manageable. Allow them to choose the one they want to describe. Prompt students to use sequence words such as *first, next, then,* and *finally* in the sentences. Read the paragraph aloud, emphasizing the sequence words. Ask if there are any steps missing, or if there are more sequence words needed.

**Skill Objective**

Students improve written explanations by focusing on organization of information.

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

With students, identify all the steps in a very simple process, such as making a cup of tea. Write them on the board, but draw lines where the sequence words belong. Write a list of possible sequence words next to the paragraph. Call students to the board to choose an appropriate sequence word for each blank space. Prompt as necessary.

**Early Production/Speech Emergent**

Have partners make a list of mixed-up steps in a simple process. Instruct them to use sequence words in the sentences and to cut them into sentence strips. Partners exchange their sentence strips with another pair and then work together to put the other pair’s steps in the correct order.

**Intermediate/Advanced**

As a group, work with students to create a simple cause-effect paragraph. Begin by selecting a topic that all can relate to such as “Eating Fast Food.” Then brainstorm elements in such a cause-effect relationship. Help students with structures relating to “if” clauses.

**Language Transfer Support**

Because of cultural differences about what constitutes a reasonable cause-effect relationship, students from other cultural backgrounds may find this type of organization especially challenging. Further, the grammatical structures needed to present cause-effect relations are complex. Help students analyze many simple cause-effect relationships before asking them to write about cause and effect.
This week we will read a story about a woman who takes her family to California because of a change in government. Today let’s talk about what a government is.

Display the poem “Every Nation Has One” and read it aloud. Then write on the board the following terms from the poem: leaders, courts, taxes, nation, rules, protect the borders, support schools, law and order. Read the words aloud with students, providing definitions for those with which they are unfamiliar.

Have students share what they know about the work a government does. Point to the appropriate terms on the board as they are mentioned in the discussion. Finally, read the poem a second time, asking students to repeat each line after you.
Get Set to Read

A Revolution in Mexico, pages 548–549

**SAY** Open your Anthology to pages 548–549. Ask students what they see in the photographs. Explain that these men are soldiers. **SAY** The next selection you will read is a true story about a mother who led her family to safety during the Mexican Revolution. They were afraid of the war and the soldiers and moved to a different country. They came to the United States.

Have students locate Mexico and the United States on the map on page 549. **SAY** Find the route taken by Elena and her family from Mexico to California. The route is marked in red.

**Elena**

**Segment 1, pages 550–557**

Lead students on a picture walk, using these prompts.

**Page 551:** Who are the men in the illustration?

**Page 553:** What is Elena doing in this picture? What could she be thinking?

**Page 555:** Why do you think Elena hides her son and her horses in the kitchen?

**Page 556:** How do you think Elena feels when Pancho Villa, the rebel leader, stops at her house? Why?

**Changing Final y to i**

**Draw** a two-column chart on the board. Label the left column “Base Word.” Label the right column “Ending.” Write happy under “Base Word” and -ness, -er, -est under “Ending.” Say each word and have students repeat. Point to happy. **SAY** When we add an ending like -ness to happy, we have to change the y to i.

Tell students that a good way to decide if a word such as happy needs the y changed to an i before adding an ending is to look at the letter directly before the last y. If it is a consonant, such as the p in happy, then y needs to change to i. If it is a vowel, such as the e in monkey; the y does not change to an i (e.g., monkey/monkeys). Present additional words ending in a final consonant and y, such as easy, dirty, funny, risky, army. Show how the words change when endings such as -es, -ed, -er, -est, or -ness are added.
**Map Words**

Have students find these sentences in the first paragraph on Anthology page 551: “Be careful,” she told him. She was worried about who he might meet on the road. Read them aloud with students, explaining that the father in the story traveled on a road from his rural Mexican village to the city of Guadalajara.

**SAY** People often use maps to help them figure out how to get from one place to another. Today let’s talk about maps. Display a map of the United States and have students share their prior knowledge of the information shown on maps. As each thing is mentioned, point to an example on the map. Be sure to identify elements such as cities, towns, roads, highways, national parks, and borders. Write each of these terms on the board and read them aloud with students, clarifying the meaning of those with which students are unfamiliar. Then write legend and compass rose on the board and point to these features on the map. Have students explain what each feature is used for, supplying additional vocabulary they need to discuss these items.

**Show It** Have students go to the map and follow instructions, such as Look for a city north of ___; Look for a highway that can take you from ___ to ___; Show the borders of (name of state); and so on.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students show on the map each feature as you mention it. Ask them to repeat the name of the feature as they indicate it.

**Early Production/Speech Emergent**

Have students answer these questions in complete sentences, pointing to the various features on the displayed map. **ASK** Where is the compass rose? What is it used for? What symbol on the map is used to show the state capital? What kind of lines show a state border?

**Intermediate/Advanced**

Have pairs of students use a state map to create a set of written directions to a place of interest in your state. Ask them to include the names or numbers of roads to be traveled as well as important landmarks along the way. When partners have finished, ask them to read their directions aloud, pointing out the path on the map.
**ELena**

**Segment 2, pages 558–562**

Lead students on a picture walk, using these prompts.

**Pages 558–559:** Elena’s family traveled by train to the border with California. What do you think they took with them? What did they leave behind?

**Pages 560–562:** What do you think their life was like in their new home?

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**Adverbs**

**Write:** I walk slowly. I walk quickly. Say the sentences and act them out for the students. Underline the words slowly and quickly. Explain that slowly and quickly are adverbs. **SAY** Adverbs are words that describe verbs. They can tell how an action happens. They often end in -ly. Refer to the first sentence on the board and act it out. **ASK** How do I walk? Prompt students to respond that you walk slowly. Refer to the second sentence and act it out. **ASK** How do I walk now? Prompt students to respond that you walk quickly.

**Write** additional simple sentences containing adverbs on the board. Have students identify the verbs and the adverbs. Read and act out the sentences; have students repeat.

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**Skill Objective**

Students identify adverbs that modify verbs.

**Academic Language**

- adverb

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**Language Transfer Support**

Some English language learners will not be familiar with correct verb/adverb placement. In some languages, it is acceptable to place an adverb between a verb and an object; e.g., She likes very much reading. It is also acceptable in some languages to place the adverb before the verb; e.g., They loudly talk. If students use sentences with an incorrectly placed adverb, model the correct placement and have students repeat.

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**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Say verb/adverb combinations, such as talk loudly, sit quietly, or write carefully. Call on students to act out the combinations. Have the students repeat the verb/adverb combination to reinforce the position of the adverb.

**Early Production/Speech Emergent**

Write several sentences with verbs, but no adverbs, on the board. Have partners work together to add an appropriate adverb to each sentence. Then have partners join together with another pair of students to talk about and compare the adverbs they chose for each sentence.

**Intermediate/Advanced**

Write several verbs on the board. Have partners or small groups think of as many adverbs as they can that appropriately describe the verbs. Challenge the students to see which group can come up with the most adverbs.
**Journeys**

Have students find and read this sentence in the first paragraph on Anthology page 558: We took only our money, some clothes, and food for the journey.

**SAY** The family in the story takes a long journey, or trip, from their village in Mexico to the United States. Have you ever taken a trip? Where did you go? How did you get there? What did you take with you? Display the Picture-Word Cards.

**Organize It** As students respond, write key words from the discussion in a chart on the board similar to the one shown. Read the words in the chart aloud with students. Review with them the meanings of any words with which they are unfamiliar.

<table>
<thead>
<tr>
<th>Journeys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ways to Travel</td>
</tr>
<tr>
<td>on foot</td>
</tr>
<tr>
<td>by bicycle</td>
</tr>
<tr>
<td>by car</td>
</tr>
<tr>
<td>by bus</td>
</tr>
</tbody>
</table>

**BEGINNING/PREPRODUCTION**

Display the poem “Every Nation Has One.” Have pairs of students take turns reading it aloud. Then write on the board the phrases people’s taxes and nation’s schools and read them aloud with students. Circle the words people’s and nation’s. Ask students if they know what the ‘s at the end of these words means. If necessary, explain that they mean “belonging to.” Tell students that the punctuation mark before the s is called an apostrophe. Demonstrate for students how to create other possessives, using singular and regular plural words. Then help students create a list of other phrases with singular and plural possessives, based on information in the poem. For example, government’s leaders, nation’s rules, schools’ students, and so on.

**BEGINNING/PREPRODUCTION**

Have students draw a piece of luggage and, next to it, the things they would take on a trip. Ask students to label the elements included in their picture.

**EARLY PRODUCTION/SPEECH EMERGENT**

Have students respond to the following questions in complete sentences. Ask How do you travel to and from school? Choose one way to travel from your city to another city. Explain what you would take with you.

**INTERMEDIATE/ADVANCED**

Have students use the information on the board to write a paragraph about one trip they have taken. When students have finished, ask them to read their sentences aloud to the class.
Tell students that many words in English come from other languages. If possible, write some words that come from the home languages of your students. For example, if you have Spanish speakers in class, write words such as *rodeo, patio,* or *barrio* on the board. Have the students pronounce the words as they would say them and explain what the words mean in their home language.

Explain to students that they can find out where an English word comes from by looking it up in the dictionary. Write a simple dictionary entry for a word from the selection on the board, such as *haul:* To move by pulling. [Fr. *baler*, to pull] Point out that this word came from the French word *baler,* which also means “to pull.” Spanish speakers will recognize that it is similar to *balar,* also meaning “to pull.”
Day 4

Vocabulary
train, subway, engine, passenger car, boxcar, caboose, train station, depot, tracks, engineer, conductor

Materials
• Anthology
• markers
• Picture-Word Cards
  train station, train, tickets
  (See Master ELL 5–12.)

Introduce the theme:

Theme 5/Selection 4: Elena

PreTeach

vocabulary

Describing Trains

Have students find and read this sentence in the last paragraph on Anthology page 558: When we reached the train station, we found that it was packed with frantic, pushing people.

Say: Today let’s talk about trains. Have students share their prior knowledge about and experiences with trains and train or subway travel.

Ask several students to draw a train on the board, labeling the various parts such as engine, passenger car, boxcar, and caboose. Guide the discussion to cover also the train station or depot and the train tracks, as well as railroad workers such as the engineer and the conductor. Write all of these words on the board and read them aloud with students. You may want to have students compare and contrast trains and subways.

Act it Out

Have students set up chairs in the classroom to be the engine, several cars, and the caboose of a train. Ask students to take the roles of ticket sellers, passengers, engineers, and the conductor and role-play a journey by train. Encourage them to include all aspects of such a trip, including the purchasing of tickets at the depot, the finding of seats on the train, the taking of tickets, and the departure and arrival at several stations.

Multi-level Response

Beginning/Preproduction

Use the sketch of a train on the board. Mention specific parts of the train, and have students show where each is located.

Early Production/Speech Emergent

Have students draw and label their own diagrams of a train at a station, including the various people who work on the train. When students have finished, ask them to compare their diagrams.

Intermediate/Advanced

Ask student pairs to write a brief story that involves a train trip, either real or make believe. Suggest that one partner read the first draft aloud to the other and then revise the story together, before presenting the finished work to the class.
Strategies for Comprehensible Input
Use the Selection Summary and suggested strategies to support student comprehension.

- **Explain:** Mexican Revolution
  The Mexicans were fighting to overthrow the dictator’s government.

- **Explain:** slip into a ditch
  fell into a hole or trench in the ground

**Comprehension Questions for the Anthology Selection**
1. What kinds of problems do you think Elena and her family had to face on their way to California? (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. If you could give Elena some advice about her life in the new country, what would you tell her? (Answers will vary.)

**Comparing with Adverbs**
**Explain** that most adverbs use the *more* and *most* forms. Draw three stick figures on the board. Point to the first and model: *This man sings beautifully.* Point to the next and model: *This man sings more beautifully than the first man does.* Finally, point to the last and model: *This man sings the most beautifully of all.* Write *sings beautifully, sings more beautifully, sings most beautifully* under the corresponding figures on the board. Underline *more*, and explain that *more* means that we are comparing the actions of the first two men. Underline *most*, and explain that now we are comparing the actions of all three men. **SAY:** Beautifully, more beautifully, and most beautifully all modify the verb *sings.*
Things in a Kitchen

Have students find and read this sentence in the paragraph on Anthology page 555: We made a hiding place for him in a kitchen cabinet, behind the big clay pots.

Today let’s talk about things in a kitchen. Provide students with magazines or advertisements with photographs of kitchens and things from kitchens. Ask them to cut out individual items and use these to create a class chart on chart paper with the pictures and the items’ names beneath appropriate headings, such as those shown.

Have students read all the items in the chart together. Then ask volunteers to describe the purpose or use of each item, pantomiming whenever possible.

### In the Kitchen

<table>
<thead>
<tr>
<th>Appliances</th>
<th>Utensils / Dishes</th>
<th>Other Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>oven</td>
<td>knives</td>
<td>cabinets</td>
</tr>
<tr>
<td>stove</td>
<td>forks</td>
<td>cupboard</td>
</tr>
<tr>
<td>refrigerator</td>
<td>spoon</td>
<td>sink</td>
</tr>
<tr>
<td>dishwasher</td>
<td>spatula</td>
<td>pots</td>
</tr>
</tbody>
</table>

### Multi-Level Response

#### Beginning/Preproduction

Use the class chart of the kitchen created by students. Have students show each item in the kitchen as you mention it.

#### Early Production/Speech Emergent

Have students use cutout pictures from magazines or advertisements to create labeled pictures of a “dream kitchen.” Have them share their pictures with the class, describing the items they have included.

#### Intermediate/Advanced

Have students work in small groups to role-play a family in a kitchen preparing for a meal, with some members cooking and others setting the table. Have each “family member” describe what he or she is doing.
Using Exact Adverbs

Tell students that they can improve their writing by using exact adverbs in their sentences. Explain that exact adverbs can help readers to have a clearer mental picture of the actions described in their writing. Write a simple sentence on the board: *The girls talked.* **Say** We can add an adverb to make the verb talk more exact and give the reader a better mental picture of the action in this sentence. What are some adverbs that can describe the action talk? Prompt students to call out words such as *quietly, loudly, excitedly, happily, quickly,* and so on. Write a new sentence on the board: *The girls talked happily.*

Present additional simple sentences on the board (without adverbs). Ask students to suggest exact adverbs to make the actions in the sentences more vivid. Write the new sentences on the board.

**Skill Objective**

Students use exact adverbs to improve their writing.

**Academic Language**

- adverbs

**MULTI-LEVEL PRACTICE**

**Beginning/Preproduction**

Show pictures cut out from magazines or newspapers of people doing activities. Hold up a picture for students and say a simple sentence describing what is happening in the picture. Prompt students to call out an adverb that appropriately describes the action in the sentence. Help with unknown vocabulary as necessary.

**Early Production/Speech Emergent**

Write several simple sentences on the board. Have students work with partners or in small groups to think of as many adverbs as they can that could appropriately describe the verbs in the sentences. Prompt students as necessary and help with unknown vocabulary.

**Intermediate/Advanced**

Have students work with partners or in small groups. Distribute pictures cut out from magazines or newspapers of people doing activities. Have groups write sentences about what is happening in the pictures using exact adverbs.