Theme 6

THEME 6: Animal Encounters
ENGLISH LANGUAGE DEVELOPMENT LESSONS FOR

Animal Encounters

Selections

1. The Grizzly Bear Family Book
2. The Golden Lion Tamarin Comes Home
3. My Side of the Mountain
Observing Wild Animals

This week we are going to read a story written by someone who watched and photographed bears in the wild. Have you ever seen animals in the wild? Tell what happened.

Have students tell about their encounters with wild animals or about wild animals they have seen in movies or on television. Write the verbs spot, notice, watch, and observe on the board and read them with students. Use these words as you recount some of the experiences students have shared with the class. Display “Bears in the Autumn” and read it aloud. Use pantomime to convey the actions of the bears.

Display a pair of binoculars or the Picture-Word Card and discuss with students how binoculars are used. Have you ever used binoculars to observe an animal in the wild? How can binoculars help you? Follow a similar procedure to discuss how a camera might be used to record the behavior of animals in the wild.

Divide students into two groups: bears and observers. Give “bears” a list of typical bear behavior, such as sniffing the air, turning over logs to look for food, or standing on hind legs to inspect the environment. Let them practice away from observers. Then have them perform their behavior where they can be “observed.” Have observers pantomime using binoculars, and record their observations in journals or science logs.

**Vocabulary**
- bear, cubs, spot, notice, watch, observe

**Materials**
- pair of binoculars
- Picture-Word Cards
- binoculars, camera, bear, cub

(See Master ELL 6–3.)

**Technology**
- Get Set for Reading CD-ROM
  - The Grizzly Bear Family Book

**Education Place**
- www.eduplace.com
  - The Grizzly Bear Family Book

**Audio CD**
- The Grizzly Bear Family Book
- Audio CD for Animal Encounters
Get Set to Read

Wild Alaska, pages 600–601

Have students turn to Anthology pages 600–601. SAY: Read the title and the first paragraph with me. Find Denali National Park on the map of Alaska. The next Anthology selection takes place in this park. The author spent a year studying grizzly bears in Alaska.

Have students look at the photograph of the grizzly bears on page 601. SAY: Look at the smaller photographs on these pages. Which other kinds of animals could you see in Alaska? What words would you use to describe the state of Alaska?

The Grizzly Bear Family Book

Segment 1, pages 602–609

Lead students on a picture walk, using these prompts.

Pages 602–603: How big do you think a full-grown grizzly bear is?
Page 604: What kind of weather is it where grizzly bears live? Why do you think that they sleep all winter?
Page 606: Why do you think the bear is trying to catch the squirrel?
Pages 608–609: What do you think the grizzlies are doing in the river?

Prefixes $com-,\ con-,\ en-,\ ex-,\ pre-,\ pro-$

Review the term prefix with students. Write the following sentences: I go to school. My little brother goes to preschool. Say each sentence, emphasizing the words school and preschool, and have students repeat. Underline the words school and preschool. SAY: School and preschool are similar, but preschool has the prefix pre-

Explain that the prefix pre- means before. It changes the meaning of school to before regular school or school for children not old enough for elementary school. Point out that prefixes change the meanings of base words. Write a chart on the board that includes the prefixes: $com-,\ con-,\ en-,\ ex-,\ pre-,\ pro-$. Give a brief explanation of the meaning of each prefix and a few example words such as communicate, convince, entrap, exist, preview, promotion. Present additional words, and have students identify the prefix.
Mountains

Have students read these sentences in the second paragraph on Anthology page 605: The mother chased her cub across the grassy hillside. When she caught the youngster, she took it in her arms ... and they began to roll down the slope together.

Remind students that the author of the story encounters these bears in the mountains of Alaska. Show students the picture of a mountain range on Anthology pages 600–601, and display the Picture-Word Card of a mountain range. Ask Have you been to the mountains? Where have you seen mountains before? Have students tell what they know about mountains and describe what they look like.

Ask students what the different parts of the mountain range are called. Begin to draw a mountain range on the board with the help of students. Ask students to call out features and label them as you go. Make sure to include these words: range, slope, peak, and summit as well as other words students come up with.

Multi-level Response

<table>
<thead>
<tr>
<th>Beginning/Preproduction</th>
<th>Early Production/Speech Emergent</th>
<th>Intermediate/Advanced</th>
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<tr>
<td>Using the sketch on the board, have students show the different features of a mountain range as you name them. Ask students to repeat the name of each feature after you.</td>
<td>Have students draw and label their own picture of a mountain range.</td>
<td>Have students describe to a partner what a mountain range looks like. Suggest that they use the words generated in class discussion to get them started.</td>
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</tbody>
</table>
**The Grizzly Bear Family Book**

**Segment 2, pages 610–616**

Lead students on a picture walk, using these prompts.

**Page 610:** What is the grizzly eating? How do you think he got it?

**Pages 611–612:** Do you think it is easy for bears to find food? Why?

**Page 613:** One day two young bears came running toward the author of this selection. How do you think he felt when he saw the bears getting close?

**Page 614:** What is the author doing? Why does he need to build a fire?

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**Skill Objective**

Students identify and write contractions with *not*.

**Academic Language**

- contraction
- apostrophe

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**Constructions with *not***

**Write** on the board: *I did not see him. I didn’t see him.* Read each sentence, emphasizing the words *did not* and *didn’t*. **Ask** What is different about the two sentences? Prompt students to say that the second sentence has the contraction *didn’t*. Present the term *contraction*. Say that a contraction is a shortened form of two words, in this case *did* and *not*. Say that the apostrophe takes the place of the missing letter or letters. Explain that *not* can be combined with auxiliary verbs and the verb *be* to make contractions. Present several examples of verbs with *not* in their contracted forms, e.g., *badn’t, aren’t, isn’t*.

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**Multi-Level Practice**

**Beginning/Preproduction**

Write contractions with *not* on the board, such as *couldn’t, isn’t, haven’t*, and so on. Call students to the board to circle the apostrophe and write the dropped letter in each contraction.

**Early Production/Speech Emergent**

Write several verbs with the word *not* on the board, such as *cannot, do not, was not, should not*, and so on. Have students shorten the words to form contractions.

**Intermediate/Advanced**

Have students write five simple sentences containing the word *not*. Tell them not to use contractions. Then ask students to trade papers with a partner. Have them rewrite their partner’s sentences, using contractions.
Caring for Babies

Have students read this question in the last paragraph on Anthology page 605:

But is the affection and care of a human mother for her children so different from the love and tenderness the mother bear shows her cubs?

Remind them that humans and animals have special ways of caring for their young. Ask students to share what they know about how animals and people care for their babies. Write some of the key words from the discussion on the board. Be sure to include terms such as cradle, hug, snuggle, feed, clean, protect, and teach.

Have students role-play a scenario with a partner. One student can play a parent, and the other can play a babysitter. Have the student playing the parent give instructions to the babysitter on how to care for the baby properly. For example, one instruction might be to cradle the baby if it starts to cry.

MULTI-LEVEL RESPONSE

Beginning/Preproduction

Have students draw a picture of an adult person or an adult animal caring for a baby. Ask them to use the terms on the board as a guide.

Early Production/Speech Emergent

Have students draw a picture of an adult person or an adult animal caring for a baby, with a caption describing what is happening. Have students collect the drawings in two separate piles, one for humans and the other for animals. Ask them to use these to create two books, entitled *How We Care for Our Babies* and *How Animals Care for Their Babies*.

Intermediate/Advanced

Have students work in pairs to make a checklist of things to do to care for a baby. Encourage them to include as many of the words on the board as they can. Then have them share their checklists with the class.

Vocabulary

- cradle, hug, snuggle, feed, clean, protect, teach

Materials

- Anthology
- markers
Using Context

Write the following sentence on the board: *A BLT sandwich consists of bacon, lettuce, tomato, and bread.* Say the sentence several times emphasizing *consists of.* Underline *consists of* and ask students if they know the meaning of the word. Prompt volunteers to say how they figured out the meaning.

Explain that if students have trouble figuring out the meaning of the word, they can look at the surrounding words and sentences for clues, or context. Encourage students to ask questions like the following to help them figure out the meaning of *consists of:* 1) What is the sentence about? (A BLT sandwich.) 2) What do you know about the sandwich? (It’s called a BLT—*bacon* starts with *b, lettuce* starts with *l, tomato* starts with *t.*) 3) What do you know about sandwiches? (They are usually made with bread and some kind of filling.) 4) Can you figure out what *consists of* means? (*Consists of* might mean *is made up of.*)

Ask students questions similar to the ones above as you work with sentences containing words that students are probably not familiar with.

Skill Objective

Students recognize and use context clues in a sentence to help them figure out unfamiliar words.

Academic Language

- context

Leveled Reader

Animal Encounters

*The Hyrax: An Interesting Puzzle*

by Robin Bernard

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

Have students find and read this sentence in the second paragraph on Anthology page 606: "Sedges — grasses that grow in wetlands — are particularly important, because they grow rapidly in early spring and are rich in protein."

Protein is a part of the food animals and people eat that gives them energy. Have students name foods that they eat on a typical day. Record their responses on the board.

Create a chart on the board, like the one shown, to classify each food by the categories on the food pyramid. Ask students to share what they know about each food group.

Food Group | Examples
--- | ---
Grains Group | bread, bagels, tortillas, spaghetti
Vegetable Group | bananas, mangoes, oranges
Dairy Group | milk, yogurt, cheese
Meats, Beans, Eggs, and Nuts Group | chicken, scrambled eggs, peanuts
Fats, Oils, and Sweets Group | potato chips, cookies
Strategies for Comprehensible Input

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

**Explain:** dens

the place where a wild animal lives

**Restate:** fishing spots

fishing places; fishing locations

Comprehension Questions for the Anthology Selection

1. Look at the photograph on page 602. What words would you use to describe it? (Answers will vary.)

2. What do all grizzly bears do in the winter? (Answers will vary.)

3. Would you like to be a photographer of animals in the wild? Why or why not? (Answers will vary.)

Negatives

**Introduce** the term negative to students. **SAY**. Negatives are words that mean no or not. Write the following on the board: I have never been to Africa. Nobody likes my new shirt. My friends wouldn’t go ice-skating. Read each sentence twice and have students repeat. Underline never in the first sentence. **SAY**. Never is a negative. It means not ever. We can change the first sentence to I have not ever been to Africa. Underline Nobody in the second sentence. **SAY**. Nobody is a negative. It means no person. Again, we can change the second sentence to No person likes my new shirt. Finally, underline wouldn’t in the third sentence. **SAY**. Wouldn’t is a contraction of the words would not.
Arctic Wildlife

Have students find and read the first sentence in the third paragraph on Anthology page 607: *Caribou, wolves, Dall sheep, moose, and many other animals give birth in the spring.* Tell students that all the animals mentioned in the paragraph are mammals.

Use a world map to point out the land areas above the Arctic Circle. Explain that this region is called the Arctic. Have students share what they know about the Arctic. **ASK** *What kinds of animals can live in this cold climate?* Begin a list on the board of the arctic wildlife that students mention. You may want to include those mentioned above, along with polar bears, foxes, wolves, arctic hares, whales, sea lions, walruses, and salmon. Ask students if they have ever seen any of these animals in reality or on television. Have them share their experiences. Display the Picture-Word Cards of salmon, moose, and wolf. If possible, display photographs of other animals as you discuss how each is suited for survival in the harsh arctic environment.

**What Am I?** Provide students with trade books and reference materials. Assign one animal to each student, and have him or her research that animal and list three facts about the animal’s behavior on an index card. Have students play an animal-behavior guessing game. Give each student an opportunity to pose questions to the group, such as *I hatch in fresh water and then swim to the sea to mature. What am I?*

**MULTI-LEVEL RESPONSE**

<table>
<thead>
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<td>Name the animals taught in the lesson. Have students show each animal and repeat its name after you.</td>
<td>Have students work in pairs to draw and label their own arctic-wildlife poster. Tell them to include and label their favorite animals from the list.</td>
<td><strong>ASK</strong> How do different animals survive in the Arctic? What would you have to do to live in the Arctic? Would you like to live there? Why or why not?</td>
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</table>
Avoiding Double Negatives

Create a chart under the term Negatives. Have students call out negatives; list their ideas on the chart. Be sure to include: no, not, never, nothing, nowhere, never, no one, nobody. Tell students that in English we must avoid using two negatives in the same sentence.

Write the following sentence on the board: I don’t have no idea how to do tonight’s homework. Underline don’t and no. Say Both don’t and no are negatives. This sentence is incorrect because it has two negatives. Draw an X through don’t in the sentence on the board. Say We can correct this sentence by removing one of the negatives; i.e., I have no idea how to do tonight’s homework. Further explain that another way to fix the original sentence is to change one of the negatives to a positive. In this case, change no to any; i.e., I don’t have any idea how to do tonight’s homework.

Present several additional sentences with double negatives. Have students identify the two negatives in each sentence. Prompt students to tell you how to fix the sentences.

Skill Objective

Students improve their writing by avoiding and/or correcting double negatives.

Academic Language

• double negative

Language Transfer Support

Many English language learners will have difficulty with double negatives because (1) they will routinely hear English speakers using them, and (2) languages such as Spanish have grammatically correct double negatives. When students produce sentences with double negatives, model a correct version of the sentence, and have students repeat after you.
Helping Animals

This week we will be reading about a kind of monkey that people are helping to return to wild areas to live. Display the Picture-Word Card.

Use the photographs on Anthology pages 626–627 to engage students in a discussion about why it is hard for many wild animals to survive now. Be sure to mention that when people move into places where these animals live, it becomes harder for the animals to survive.

Next, explain that some people have tried to help wild animals survive. Write the following terms on the board, discussing meanings: survive, extinction, wildlife refuge/wildlife reserve, protect, return to the wild, feed, and reintroduce. Model the use of these terms.

Display the poem “Wild Monkeys” and read it aloud. Use gestures and pantomime to make clear what each phrase means. Then have students read the poem aloud.

Have students work in pairs to pantomime a dialogue, using the terms on the board. One student asks What can we do to help wild animals survive? The other student answers by completing this cloze frame: One way to help wild animals survive is to ___.

MULTI-LEVEL RESPONSE

BEGINNING/PREPRODUCTION

Have students draw themselves helping a wild animal.

EARLY PRODUCTION/SPEECH EMERGENT

Have students substitute the name of a particular wild animal for the term wild animals in the cloze frame on the board.

INTERMEDIATE/ADVANCED

ASK What are some reasons wild animals are having trouble surviving? What are some possible solutions to this problem?
Get Set to Read

Rescue in the Rain Forest, pages 626–627

Have students open their Anthology to pages 626–627. **SAY:** Read the title and the first sentence with me. Now find Brazil on the map on page 627. The rain forest is shown in blue. **ASK:** Do you see any differences between the two photographs of the rain forest shown on page 627. Why do you think the forest keeps getting smaller? What will happen to the animals if they lose their home?

**SAY:** Look at the photograph of the monkey on page 626. This kind of monkey is called a tamarin. The next selection is about a special program to protect tamarins that have lost their homes in the forest.

The Golden Lion Tamarin Comes Home

Segment 1, pages 629–635

Lead students on a picture walk, using these prompts.

**Page 630:** What do you think the woman is pointing to?
**Pages 631–632:** What words would you use to describe the tamarins?
**Page 633:** Why is the woman holding those ropes in the middle of the forest?
**Pages 634–635:** Why are the tamarins put into large cages?

Skill Objective

Students read and understand words with three syllables.

Academic Language

- syllable
- vowel
- consonant

Three-Syllable Words

**Review** the term **syllable** with students. Write the following sentence from the selection: *They pick their way carefully along the narrow path.* Read the sentence aloud and have students repeat. Ask students if they can pick the word that has three syllables in the sentence.

**Remind** students that they have learned ways to break down multi-syllabic words by looking for base words and looking for VC letter patterns. **SAY:** The word carefully has three syllables. How can I break down this word? Is there a base word? Prompt students to answer *care.* **ASK:** Are there any endings on this word that I am familiar with? Again, prompt students to answer *-ful* and *-ly.*

**Present** several more three-syllable words from the selection. Have students help you break the words down using base words or VC letter patterns.
Remind students that they are reading about a kind of wild monkey that has been having a hard time surviving in the wilderness. **SAY** When people build homes or start farms in wild areas, they can cause problems for the wild animals in the area.

Have students find and read the second sentence in the second paragraph on Anthology page 631: *They burned the rest of the forest to clear the land for settlements, for coffee and sugar plantations, and for pastures on which to graze livestock.* **ASK** Why would burning a forest cause problems for wild animals? Write on the board the terms settlement, pasture, plantation, farm, town, and home. Display the Picture-Word Cards of farm and pasture. If possible, show pictures of each of the other terms. Guide students to discuss what each of these human creations is like, and how establishing it in a wild area might affect the lives of wild creatures.

**Draw It**

Have pairs of students draw a picture of a real or imaginary wild area, and then draw a second picture of the area showing a plantation or a settlement that has been built there. Have them talk about what life would be like for wild animals in each scene.
The Golden Lion Tamarin Comes Home

Segment 2, pages 636–641

Lead students on a picture walk, using these prompts.

Page 636: Why do you think the people in charge of the tamarins have to prepare healthful meals for them?

Page 639: What do you think will happen when the tamarins see the cage with the banana? Why is the woman sitting under the trees?

Pages 640–641: Do you think the tamarins will learn to take care of themselves in the forest? Why?

Prepositions

Introduce the term preposition, and write some prepositions on the board. Demonstrate meaning, for example, by holding up a small box and placing an object such as a pen in the box. SAY The pen is in it. Then place the pen on, under, near, and over the box. Have students say a sentence about where the pen is. Write the sentence on the board and have another student point to the preposition. Explain that a preposition is a word that shows a relationship between other words in a sentence. The object of a preposition is a noun or a pronoun. Write other sentences that show a relationship between classroom objects. Prompt students to identify the prepositions. Have students brainstorm a list of prepositions. Post a chart of prepositions with sample sentences.

Skill Objective

Students identify prepositions and their objects.

Academic Language

• preposition
• object of a preposition

Language Transfer Support

Common prepositions such as in, on, at can be especially confusing because the use in a student’s primary language may overlap with English in some places and differ in others. Suggest that students learn a series of set phrases with in, on, at that they can refer to.

Beginning/Preproduction

Have students take turns telling each other to put a pen or a pencil in, on, under, near, over, by, inside, or outside a bag, backpack, or box.

Early Production/Speech Emergent

Write several sentences containing prepositions on the board. Call on students to circle the prepositions and underline the object of the preposition.

Intermediate/Advanced

Have partners place a pen or pencil in, on, under, near, by, inside, or outside a paper bag. Have them write sentences showing the relationship of the pencil to the bag.
Animal Behavior

Have students locate and read aloud with you these sentences in the first paragraph on Anthology page 632: A captive tamarin lives in a confined space, climbs sturdy poles that don't move, and is served its food in a bowl at regular hours by a familiar keeper. It has never leaped from a vine to a delicate tree branch that sways under its weight.

Write on the board climb and leap; read these aloud, pantomiming the actions. Have students do the same. Point out that climbing and leaping are two things golden lion tamarins do in the wild. Ask What are some other things these monkeys do in the wild? As students respond, repeat the verbs they mention and pantomime or demonstrate meanings, and then write those verbs on the board. Introduce the verbs whistle, nest, feed, rest, and peel if students do not mention them.

Have individual students choose an action described by a verb on the list and pantomime it. As the student pantomimes, ask the rest of the class to describe what the student is doing by completing the following cloze frame written on the board: Golden lion tamarins ___ in the wild.

Vocabulary
climb, leap, whistle, nest, feed, rest, peel

Materials
• Anthology
• markers

BEGINNING/PREPRODUCTION
See Master ELL 6–4.

Create sets of sentence strips for the poem “Wild Monkeys.” Then 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. Read the poem aloud again, line by line. Have partners hold up the appropriate strips. Then ask them to read the poem aloud. Have partners read the first and last lines together, and alternate reading the middle four lines.

MULTI-LEVEL RESPONSE

BEGINNING/ PREPRODUCTION
Have students choose a verb from the list on the board and draw a tamarin doing the action indicated by the verb. Ask students to label their picture using the cloze frame from the lesson.

EARLY PRODUCTION/ SPEECH EMERGENT
Draw on the board two or three simple sketches of monkeys doing various things. Have students use a verb on the board to write a sentence about what each monkey is doing.

INTERMEDIATE/ ADVANCED
Have students work in pairs to create one or more journal pages similar to what a person observing tamarins in the wild might create. Encourage them to draw a sketch and write a sentence or two on each page.
Dictionary: Variations in Pronunciation

Tell students that when they look in the dictionary to find out how to pronounce a word, they may be surprised to find more than one pronunciation.

Write the following on the board: orange (ôr inj, ŏr inj). Say both pronunciations for orange, emphasizing the ôr and ŏr sounds. Ask: Can you hear the difference between the two ways to say orange? Explain that in English some words can have a variety of pronunciations. Say: Sometimes words have different pronunciations because of where people live in the United States. A person from the Northeastern region of the United States might pronounce a word like orange differently from a person in the Southwestern part of the United States. Point out that a dictionary usually lists all the acceptable pronunciations of a word. Also point out that the first pronunciation listed is usually the most common.

Present additional examples of words that have more than one pronunciation. Say the different pronunciations several times until students can discern the difference.

Skill Objective

Students use a dictionary to find out that some words have more than one acceptable pronunciation.

Academic Language

• pronunciation

Language Transfer Support

When you present alternative pronunciations for words, model each pronunciation several times. Overemphasize the differences slightly. Keep in mind that most languages have fewer variations in pronunciation than English does. Some students will have difficulty noticing the difference between vowel sounds.

Leveled Reader

Animal Encounters

Protecting Sea Turtles

by Amy Edgar

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

Have students find and read this part of the second sentence in the third paragraph of Anthology page 630: *Above them the leaves rustle and branches sway.*

Display the Picture-Word Cards. Draw a simple diagram of a plant on the board, and label the parts, including *root, stem, leaf* and *flower.* Do the same with a tree, including these labels: *root, trunk, branch, leaf.* Read all the words aloud with students as you point to the different parts. Then ask students to compare plants and trees. Record their responses in a Venn diagram on the board.

Have students look at books with photographs of forests, jungles, or gardens to help them think of other words that name parts of plants and trees. These might include *vine, treetop, spine, seed, fruit,* and *nut.* Ask students to add these words to the diagrams on the board. Then read all the words aloud with students.

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**Vocabulary**

- root, stem, leaf, flower, trunk, branch, vine, treetop, spine, seed, fruit, nut

**Materials**

- Anthology
- books with photographs of forests, jungles, or gardens
- markers
- Picture-Word Cards
  - vine, root, stem, leaf, flower
  (See Master ELL 6–6.)

**BEGINNING/PREREPRODUCTION**

See Master ELL 6–4.

Display the poem “Wild Monkeys.” Read it aloud. Ask: *How would this poem be different if its first line said, What do human beings need?* Read aloud each element of the poem with students and discuss whether it tells about something human beings need. For example, both elements in the second line, *food to eat* and *air to breathe,* are things human beings need, so they would stay in the poem. The element in the fourth line, *a nest up high where it’s safe to sleep* is not something humans need, so this line might be changed to *a bed in a house where it’s safe to sleep.* Write the new poem on the board under the title “Human Beings.”

**MULTI-LEVEL RESPONSE**

### BEGINNING/PREREPRODUCTION

Draw a plant and a tree on the board. Name the parts of a plant. Have students show where each part is located. Repeat the procedure with the parts of a tree. Have students repeat the words after you as they show the location of each part.

### EARLY PRODUCTION/SPEECH EMERGENT

**ASK** What are the parts of a tree? What are the parts of a plant?

### INTERMEDIATE/ADVANCED

Have each student draw a sketch or a diagram of a plant she or he would plant in a garden. Have students label as many of the parts as they can. Then have them share their work with the class.
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** conservation program

A special program to keep the monkeys safe from the damage done to their natural home in the rain forest.

**Show:** radio collars

Show the photograph on page 640. Explain that the collar sends special signals to the observers so they can know where the tamarin is.

**Explain:** keep track

Find and follow; know where the tamarins are.

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**Comprehension Questions for the Anthology Selection**

1. Look at the photograph on page 631. How do you think the tamarins feel when they see people? How do you know? (Answers will vary.)

2. What is the main idea in the first paragraph on page 632? (Tamarins that live in zoos don’t have skills to survive on their own in the forest.)

3. Would you like to work with animals in their natural homes? Why?

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**Prepositional Phrases**

**Write** the following sentence on the board: *The pencil is under the book.* Call on students to identify the preposition and the object of the preposition in the sentence. Remind students that prepositions are always followed by objects. Underline the words *under the book.*

**Say** Under the book is a prepositional phrase. A prepositional phrase is made up of a preposition, the object of the preposition, and all the words between them. Point out to students that a good way to figure out what words are part of a prepositional phrase is to ask a question like, *Where is the pencil?* Under the book. Present several more examples of sentences containing prepositional phrases.
Types of Fruit

Have students find and read the last sentence in the second paragraph on Anthology page 640: *The bananas are partially opened for them, and the oranges have “windows” cut into them.* Display the Picture-Word Card of the banana and, if available, the pictures of other fruits.

**SAY** Today we will talk about different types of fruits. Fruits have different colors and shapes. They also have other characteristics that help us identify one from the other. **ASK** What is your favorite fruit? Write students’ responses on the board. Add your favorites to the list as well.

**Describe It**

On the board draw a chart similar to the one shown. Have volunteers suggest words that describe the color and shape of a banana and an orange, and other phrases that help describe these fruits. If possible, display samples or pictures of these fruits. Display other fruits and guide students to name and describe the ones they know. Add this information to the chart.

<table>
<thead>
<tr>
<th>Fruits</th>
<th>name</th>
<th>color</th>
<th>shape</th>
<th>other characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>banana</td>
<td>yellow</td>
<td>long, curved</td>
<td>has a thick peel</td>
<td></td>
</tr>
<tr>
<td>orange</td>
<td>orange</td>
<td>round</td>
<td>has segments</td>
<td></td>
</tr>
</tbody>
</table>

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - Have students draw and label their favorite fruit. Ask them to use vocabulary from the chart to write a simple description about the color and shape of their favorite fruit.

- **Early Production/Speech Emergent**
  - **ASK** What is your favorite fruit? What color is it? How would you describe its shape?

- **Intermediate/Advanced**
  - Play a game with teams of pairs of students. Tell one student from each team the name of a fruit. That student describes the fruit (without naming it) so that his or her partner guesses it before partners on other teams.
Combining Sentences with Prepositional Phrases

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

**Academic Language**
- prepositional phrase

**Explain** to students that they can improve their writing by combining sentences with prepositional phrases. Tell students that instead of writing a few short sentences that repeat a subject but have different prepositional phrases, they can have one longer sentence with consecutive prepositional phrases. Write the following sentences: *John rode his bicycle on a path. He went around a pond. He went under some trees.* Prompt students to identify the prepositional phrases in each of the sentences. **SAY** *We can combine these three sentences into one sentence.* Then write: *Riding a bicycle on a path, John went around a pond and under some trees.* Again, prompt students to identify the prepositional phrases in the new sentence. Compare the prepositional phrases between the old sentences and the new sentence and point out that they are exactly the same.

**Language Experience Activity** Display a picture cut out from a magazine or a newspaper that shows prepositional relationships between objects. Have students create a story about the photo. Prompt students to call out short sentences using prepositional phrases. Write them on the board. Students then combine two or three of the short sentences into longer sentences containing consecutive prepositional phrases.
This week we will be reading about a boy who makes a home for himself in a wild area. What is a shelter?

Display the poem “In the Woods” and read it aloud. Use gestures and pantomime to help convey meaning. Then have students read the poem aloud with you.

What kinds of shelter do people make or use in wild areas? List students’ responses on the board in the left-hand column of a two-column chart. Label the chart shelter, and label the two columns for people and for animals. If students do not mention shed, tent, cave, and hut, add these to the chart. Have several students describe each type of shelter.

What kinds of shelters do animals make or use? Display the Picture-Word Cards. Have students look at the illustration on Anthology pages 648–649 to give them ideas. List their responses in the chart; responses might include burrow, den, hollow tree, nest, and cave. Ask several students to describe each, and tell what kind of animal uses it.

Have students pantomime being out in the wilderness, looking for materials to build a shelter, and explaining the kind of shelter they will build.

**SAY** This week we will be reading about a boy who makes a home for himself in a wild area. **ASK** What is a shelter? Display the poem “In the Woods” and read it aloud. Use gestures and pantomime to help convey meaning. Then have students read the poem aloud with you.

**ASK** What kinds of shelters do animals make or use? Display the Picture-Word Cards. Have students look at the illustration on Anthology pages 648–649 to give them ideas. List their responses in the chart; responses might include burrow, den, hollow tree, nest, and cave. Ask several students to describe each, and tell what kind of animal uses it.

Have students pantomime being out in the wilderness, looking for materials to build a shelter, and explaining the kind of shelter they will build.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**
Have students draw a hollow tree, a cave, a nest, and a few other shelters from the chart on the board. Ask students to label each type of shelter.

**Early Production/Speech Emergent**

**ASK** What kind of shelter do rabbits use? Describe it. What kind of shelter do bears use? Describe it.

**Intermediate/Advanced**
Have students work in pairs to play a guessing game. One student makes a riddle that describes a kind of shelter. The other student guesses it.
Get Set to Read
Living on the Land, pages 648–649

Say Let’s look at Anthology pages 648–649. Read the title and the first paragraph with me. Now look at the large illustration. Ask Have you been in a forest? What do you see in a forest? Invite students to tell about hiking or camping experiences they have had. Ask What do you most clearly remember about your experience? What was the hardest part? What did you miss from home? Tell students that the next selection is about a boy who tries to live by himself in the forest.

My Side of the Mountain
Segment 1, pages 651–659

Lead students on a picture walk, using these prompts.

Pages 652–653: In what season does the story takes place? How can you tell?
Page 655: What could Sam be writing about in his diary? One of his animal friends is behind him. Try to find this animal. What is it?
Pages 656–657: On these pages we see two more of Sam’s animal friends. What kind of animals are they?
Page 658: Sam makes his home inside a hollow tree. How does he keep warm in his bouse in the forest?

Suffixes: -ent, -ant, -able, -ible

Remind students that a suffix is a group of letters at the end of a base word.
Write the words different and laughable on the board. Underline the suffix -ent in different. Explain to students that the suffix -ent adds meaning to the base word differ. In this case, differ changes from a verb to an adjective (a word that describes a noun). Now underline the suffix -able in laughable. Again, point out that the suffix -able changes the base word laugh into an adjective. Write a suffix chart on the board with -ent, -ant, -able, and -ible. Include their meanings and/or how they change a base word into adjective. Write some example words for each suffix in the chart such as: excellent, important, readable, legible.
Describing Colors

Have students find the third paragraph on Anthology page 652. Read it aloud with students: Then she frosted the aspen leaves and left them sunshine yellow. **ASK** What color did the leaves turn? Point out that **yellow** is the basic color name; by adding **sunshine**, the author tells what shade of yellow the leaves turn.

**ASK** What are some other words for colors? Write the colors students mention in a list on the board. Read all the color names aloud with students. Then have volunteers identify and describe objects in the classroom that are these colors.

Have students use crayons or colored markers to create a chart on chart paper for primary colors (red, blue, yellow), and intermediate colors, plus shades of one of the colors. For example, for **yellow** they might include sunshine yellow, lemon yellow, dandelion, yellow-orange, and gold. Read all the color names aloud with students. Point out those color words that are descriptive, such as lemon yellow and dandelion.

**MULTI-LEVEL RESPONSE**

- **Beginning/Preproduction**
  - Have students use the color chart on the board. **ASK** What is your favorite color? Tell about some things that are that color.

- **Early Production/Speech Emergent**
  - **SAY** Describe the clothes you are wearing today. Tell the color of each piece of clothing.

- **Intermediate/Advanced**
  - Have students choose a colorful picture or photograph of a nature scene. Then have them describe the colors of the items in the scene.
My Side of the Mountain
Segment 2, pages 659–665

Lead students on a picture walk, using these prompts.

Page 661: What does Sam use a turtle shell for?
Page 662: Why does Sam gather wild apples and nuts?
Page 664: Why does Sam have to chase the animals away?

Object Pronouns in Prepositional Phrases

Review the object pronouns me, you, him, her, it, us, and them with students. Remind them that object pronouns can replace object nouns in sentences. Write the following sentences on the board: Sherry sits behind Mike. Sherry sits behind him. Underline behind Mike in the first sentence. Remind students that a prepositional phrase is made up of a preposition, the object of the preposition, and all the words between. Say, Behind is a preposition and Mike is the object of the preposition. Underline behind him in the second sentence. Say, Him is an object pronoun. Him can be used to replace the object of the preposition, which is Mike. Point out that object pronouns can only replace object nouns in prepositional phrases. Present a variety of sentences containing object nouns in prepositional phrases.

Skill Objective
Students identify and use object pronouns in prepositional phrases.

Academic Language
• object pronoun
• prepositional phrase
Preparing Food

Remind students that the selection they are reading tells about a boy who lives alone in the wilderness. Say: In order to survive in the wilderness, you have to be able to find and prepare food. Name several examples of the types of food a person might find, including nuts, berries, and other kinds of fruit. Then have students find and read aloud with you the last paragraph on Anthology page 653: I smoked fish and rabbit, dug wild onions by the pouchful, and raced September for her crop. Write smoke fish and rabbit and dig wild onions on the board in a chart.

If possible, display magazine ads that show each method of cooking foods. Ask: What are some foods you enjoy eating? How are these prepared? Add students' responses to the chart. You may want to prompt students by asking: What is a food that is baked? What is a food that is stewed? What is a food that is boiled? fried? broiled? grilled?

Organize students into three groups to create class menus. One group will create a menu for breakfast, another group a menu for lunch, and the third group a menu for dinner. Ask each group to include in its menu a description of how each food is prepared. Have the groups share their menus.
Dictionary: Idioms and Run-on Entries

Introduce the term idiom to students. SAY English speakers often use expressions that don’t seem to make sense. For example, you might hear someone say, “I’m tired. I think I’ll take a break.” ASK Can you figure out what “take a break” means if you look at each individual word? Explain that take a break is an idiom, a group of words with a special meaning that is different from the combined meanings of the separate words. SAY Take a break is an idiom that means “to stop what you are doing and rest.” Have students think of as many idioms as they can. List them on the board; discuss the meanings. Tell students that many idioms appear in the dictionary. Show a dictionary and point out some examples. Model how to look up an idiom at the end of an entry. Point to run-on entries (words made by adding a suffix to an entry word) for related words such as adjectives and nouns. With students, look up two or three words that will have idioms or run-on entries. You might use: take, head, make for the idioms and winter, soft, sudden for the run-ons.

Skill Objective
Students learn what idioms and run-on entries are.

Academic Language
• idiom
• run-on entry

Language Transfer Support
Students may have difficulty understanding idioms even if they look them up in a dictionary. When students encounter idioms while reading or in daily conversations, encourage them to ask what the idioms mean. Suggest that they keep a list of idioms and their meanings to refer to as necessary.

Leveled Reader
Animal Encounters
Curious Kat by Barbara Brooks Simons
This selection offers instructional support and practice of strategies and skills at an easier reading level than the main selection.
**Tools**

Have students find the third sentence in the second paragraph on Anthology page 657: *I had no backsaw to cut it into smaller pieces, and I was not strong enough to beat it and hammer it apart.*

Write *backsaw* and *hammer* on the board. As you sketch them on the board, explain that these are tools. Ask what each is used for. **Ask** *What other tools can you name? What is each used for?* Record this information in a chart on the board, like the one shown. Have students read aloud each entry and pantomime the use of each tool.

<table>
<thead>
<tr>
<th>Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
</tr>
<tr>
<td>hacksaw</td>
</tr>
<tr>
<td>hammer</td>
</tr>
</tbody>
</table>

**Guess It**

Write this cloze frames on the board: *You are using a/an ___ to cut metal. You are using a ___ to pound nails. You are using a ___ to tighten screws.* Organize students in pairs. Have one student pantomime using a tool and the other student choose and complete the frame that identifies the tool and describes the action.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

Have students complete the following cloze frames: *To pound nails, I use a ____*. *To cut metal, I use a ____*. Ask them to include a drawing of each tool next to the completed sentence.

**Early Production/ Speech Emergent**

Have students identify and describe a tool by sketching it and then completing this cloze frame: *A(n) ____ can be used for ____.*

**Intermediate/ Advanced**

Provide pairs of students with hardware-store advertisements. Have them cut out tools and place them in an empty shoebox to create a “toolbox.” Then have partners take out each tool, name it, and describe how it is used.
Strategies for Comprehensible Input  Use the Selection Summary and suggested strategies to support student comprehension.

**Explain:** cricket
a small, black insect related to the grasshopper that makes a chirping sound by rubbing the front wings together

**Explain:** Halloween
celebrated on October 31 by children going door to door wearing costumes and asking for treats and playing tricks

**Explain:** the trick is on him
The animals played a trick on Sam by stealing his food.

Comprehension Questions for the Anthology Selection

1. Read the second paragraph on page 657. What conclusions can you draw about what Sam will do next? (take tools to tree house to fix fireplace)
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. Do you think it is a good idea to live out in the wilderness? Why?

**Pronouns in Prepositional Phrases with Compound Objects**

**Write** on the board: This present is for Samantha. This present is for Erin and Alex. Underline for Samantha and for Erin and Alex. **ASK** What is different about these two prepositional phrases? Point out that the second prepositional phrase refers to more than one person, or that it has a compound object.

**SAY** We can change for Erin and Alex to for Erin and him. Remind students to use an object pronoun. Present additional sentences containing prepositional phrases with compound objects. Have students identify the compound objects. Prompt them to provide appropriate object pronouns.
Injuries

Have students find and read the last sentence in the second full paragraph on Anthology page 658: I grabbed so swiftly that my hand bit a rock and I bruised my knuckles. Then read it aloud with them, guiding them to pantomime the action.

Write bruise on the board. **Ask** What is a bruise? How did the boy in the story get a bruise? What are some other ways people get bruises? Tell students that a bruise is a kind of injury, a mark from being hurt. Introduce the terms cut, scrape, scratch, bump, and break. For each term, ask: What is a (cut)? What are some ways people get (cuts)? Record this information in a chart on the board.

<table>
<thead>
<tr>
<th>Injury</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>bruise</td>
<td>hitting knuckles on a rock</td>
</tr>
</tbody>
</table>

Have pairs of students role-play a phone call from a person with an injury to a receptionist in a doctor’s office. Explain that the caller should describe the injury and the cause, and the receptionist should ask questions.

**MULTI-LEVEL RESPONSE**

**Beginning/Preproduction**

**Ask** What kind of injury did Sam, the boy in the story, get?

**Early Production/Speech Emergent**

Have students act out being a person who bumps his or her head, or who scrapes a knee.

**Intermediate/Advanced**

**Ask** What is one type of injury? What action could cause this injury? What can you do to help a person who has been injured?
Placing Prepositional Phrases Correctly

Tell students that they can improve their writing by placing prepositional phrases as close to the words and phrases they describe as possible. Explain that when they put prepositional phrases in the wrong places in sentences, the sentence can be difficult to understand.

Write the following sentences on the board: Keiko on the floor found a ring. Keiko found a ring on the floor. Have students identify the prepositional phrase in each sentence. Ask What did Keiko find? Prompt students to answer that she found a ring. Ask Where did Keiko find the ring? Prompt students to answer that she found it on the floor. Explain that the second sentence is clearer than the first sentence because the prepositional phrase that describes the location of the ring is closer to the word ring.

Present additional pairs of sentences containing prepositional phrases—one with the prepositional phrase placed correctly and one with the prepositional phrase placed incorrectly. Prompt students with questions to help them understand which sentence has the correctly placed prepositional phrase.

Skill Objective
Students place prepositional phrases correctly.

Academic Language
• prepositional phrase

Beginning/Preproduction
Write sentences containing correctly placed prepositional phrases on the board. Have students identify the prepositional phrases. Prompt students with questions to help them understand why the prepositional phrases are placed correctly.

Early Production/Speech Emergent
Write pairs of sentences containing prepositional phrases—one with the prepositional phrase placed correctly and one with the prepositional phrase placed incorrectly. Have students work in groups of three to four to read the sentences. Then talk about which sentence has the correctly placed prepositional phrase and why.

Intermediate/Advanced
Write sentences with incorrectly placed prepositional phrases on the board. Have partners work together to ask each other questions about the sentences. Then have students decide where the prepositional phrases should go to make the sentences clearer.