Theme 5

Theme 5: Family Time
EXTRA SUPPORT LESSONS FOR

Family Time

Selections
1. Brothers and Sisters
2. Jalapeño Bagels
3. Carousel
4. Thunder Cake
The -er Ending in Two-Syllable Words

**Objectives**
- associate /r/ with er in two-syllable words
- blend and read words that end with er

**Materials**
- Teaching Master ES5-1
- Practice Master ES5-1
- Phonics Library: My Sister Joan

**Technology**

- Get Set for Reading CD-ROM
  Brothers and Sisters

- Education Place
  www.eduplace.com
  Brothers and Sisters

- Audio CD
  Brothers and Sisters
  Audio CD for Family Time

- Lexia Phonics CD-ROM
  Primary Intervention

**Teach**

- **Recite** the chant. Repeat it, emphasizing /r/ in the second syllable of winter, summer, and better.

- **CHANT**
  Winter or summer,
  Summer or winter.
  I can’t say which one I like better!

- **Repeat** better, clapping each syllable beat. Ask children in which syllable they hear /r/. Repeat with the words summer and winter.

- **Have** children say these words: banner, monster, sister, and partner. Ask them to repeat each word emphasizing /sr/ in the second syllable.

**Blend**

- **Use** Blending Routine 1.

- **Display** winter. Point to the consonant letters n and t in the middle of the word. Remind children they can break a word into syllables between two consonants (VCCV pattern). Draw a slash between the syllables win and ter.

- **Model** blending the sounds in each syllable and then blending the syllables together. Run your finger under the final er as you say /sr/.

- **Repeat** the same steps for the word summer. Have children blend the word with you.

- **Display** better, number, slender, and supper. Have children break the words into syllables and then blend the syllables into words on their own.
Guided Practice

Display or distribute Teaching Master ES5-1. Have children tell what the illustration shows and use what they know about sounds to read the story with you.

Point out the words that end with *er*, and have children read them. As each word is read correctly, circle it.

Check children’s ability to read two-syllable words ending with *er* by having them read aloud the circled words.

Practice/Apply

Distribute copies of Practice Master ES5-1 and complete the directions with children.

Tell them to use what they know about sounds to complete the page independently.

Check children’s responses by having them read aloud each word with *er*.

LITERATURE FOCUS: 10–15 MINUTES

Preview My Sister Joan

Familiarize children with *My Sister Joan* by walking them through the story. Discuss the illustrations, name the characters, and use words from the story such as *sister, summer, grasshoppers, stingers, baby-sitter,* and *brothers*.

Ask children if they would like to take care of a little sister like Joan. Have them tell why or why not.

Tell children they will read this story with the rest of the class.

The storm started at dinner time. Thunder boomed and boomed. Our dog hid under the bed. Mom said we had better close all the windows. She did not want to get rain on the rugs. After we ate, we put on our robes and slippers and watched the rain.
Making Generalizations

**Teach**

Tell children that a generalization is a statement about a group. The statement is true for most of the group most of the time.

Say: *Here is a generalization. The children in my class are talented. Let me tell you how I can support that generalization.* Mention several children in the class by name, noting a special ability or talent—reading, drawing, making friends, and so on. Tell children that a generalization must have facts to support it.

**Explain** that stories sometimes include enough pieces of information for listeners or readers to make a generalization.

**Guided Practice**

Display or distribute Teaching Master ES5-2. Discuss the illustration with children.

Point to the generalization, and have children read it with you. Tell them to listen to a story and think about the details in it that support the generalization.

**Read Aloud**

One day at the playground, the babysitters talked together while the children played. Karen said that once little Mike tried to pour some milk by himself, and he spilled it all over the kitchen. Josh said that little Sara used her mom’s lipstick to draw pictures. Jane said little Pete tried to catch a frog and fell into the pond. The sitters all suddenly stopped talking when they saw the children running out of the open gate.

Reread the generalization with children. As children offer support for the generalization, help them write the details in the list.
**Practice/Apply**

**Distribute** Practice Master ES5-2, and read the directions with children.

**Have** children read the paragraphs and incomplete generalizations independently.

**Have** them write a word to complete each generalization.

**Check** children’s ability to make generalizations by reviewing their responses.

**Literature Focus: 20–30 Minutes**

**Preview Brothers and Sisters**

**Segment 1**

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 1 of Brothers and Sisters (pages 162–169).

Note the suggestions in the Extra Support box on the Teacher’s Edition page T49.

**Segment 2**

Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 2 of Brothers and Sisters (pages 170–180).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T51, T54, and T56.
High-Frequency Words

Teach

Write middle, trouble, and uncle on the board. Read them with children. Point out that each word has two syllables. Read the words again and clap out the syllable beats as you say them. Then have children clap the syllable beats and reread the words with you. Invite children to say sentences using each word.

Practice

Write the following sentence starters on the board.

I ate the middle of ________________.
Once I got in trouble by ________________.
I wish I had an uncle who ________________.

Read the sentence starters with children. Ask them to copy the sentence starters on their own paper. Then tell them to complete the sentences any way they wish.

Write each sentence starter as a heading on a piece of chart paper. Allow children to write how they completed each sentence under the appropriate heading.

Example:
I ate the middle of a ________________.

pie      cake
pizza    donut
sandwich slice of bread

Apply

Have children read the sentences they created. After children have shared their sentences, invite the class to read the sentences aloud together by inserting each answer written on the chart paper into the sentence starter.
Verbs

Teach

Ask children to come to the front of the classroom in pairs to pantomime different actions, such as walk, jump, and clap. Have the class tell what each pair is doing.

Write the responses on the chalkboard and underline each action word.

Sarah and Jim (walk). Maria and Dave (jump)

Explain to children that words that describe what people or animals do are called verbs. Verbs are often called action words.

Practice

Write on the chalkboard and read aloud the following sentence about a character in Brothers and Sisters: Dorrie cuddles the baby all the time. Ask, What does Dorrie do? (cuddles) Underline the word in the sentence, and point out to children that it is a verb because it describes what Dorrie does. Ask a volunteer to pantomime the action.

Apply

Have children work in groups of five to write chain stories. Provide a list of verbs to use in sentences, such as walk, talk, play, go, tell, share, get, help, and call. Instruct each child to write a sentence on the top of the page, using one of the verbs in the list and pass the page to the right. Direct children to underline the verb in the sentence they receive and add a sentence of their own using a different verb from the list. When children get their original paper back, have them read the story aloud to the group.

LITERATURE FOCUS: 10–15 MINUTES

Review Brothers and Sisters

Ask children to review and retell Brothers and Sisters. Then ask each child to make a generalization based on the story. Have them support their generalization with an example.
The -er Ending in Two-Syllable Words

**Objectives**
- say the /ar/ sound for the -er ending
- read and write two-syllable words ending in -er

**Materials**
- Phonics Library: The Big Party Plan

**Teach**

**Ask** children to blend these sounds, /t/ōōō/s/ēt/. Ask children what the word is. *(toast)* Then ask children to add the /ēt/ sound to the end of the word. Ask children what the new word is. *(toaster)* Tell children to blend these sounds, /rēēē/d/. Ask children what the word is. *(read)* Then ask children to add the /ēt/ sound to the end of the word. Ask children what the new word is. *(reader)*

**Write** mother, father, brother, and sister on the board. Read the words with children.

**Underline** the -er in each word. Point out to children that all of these words end with the /ēt/ sound. Tell children that all of these words have two syllables. Read the words again, and clap out the syllable beats as you say them. Then have children clap the syllable beats and reread the words with you.

**Practice**

**Have** children brainstorm a list of two-syllable words that end with -er. Invite them to write the words on the board or on an overhead transparency. Have children write three sentences using a two-syllable -er word in each sentence.

**Have** a few volunteers lead the class in a group reading of the words listed on the board or overhead transparency. Then have children read their sentences to the class. Ask each child to pick one of the three sentences to write on chart paper. After children have written their sentences, display the chart paper. Read the sentences aloud with the whole class or in small groups.
Apply

Have pairs of children find two-syllable words with -er in *My Sister Joan.*

The words they should find are: *sister, Buster, matter, summer,*
*grasshopper, butter, stingers, dinner, better, boller(ed),* and *younger.*

Each time children find an -er word, they should read it aloud while you write the word on the board. Have volunteers come to the board and circle the ending.

**LITERATURE FOCUS:** 10-15 MINUTES

Preview *The Big Party Plan*

Walk children through *The Big Party Plan* and discuss the illustrations.

Name the characters and use words from the story such as *slippers, flowers, streamers* and *banners.*

Ask children to identify some details that support this statement:

*Everyone in the Chang family works hard to throw the party.*

Tell children that they will read this story with the rest of the class.
Making Generalizations

**Teach**

**Begin** a discussion about children’s shoes. Ask, *How many children are wearing tie shoes? How many children are wearing shoes with straps? How many children are wearing slip-on shoes?* Record in a chart the number of children with each type of shoe. Make generalizations from the information in the chart. For example, you might say, *Most of you have shoes that tie.*

**Tell** children that the statements are *generalizations* made from facts in the chart. Explain that generalizations are broad statements that are true for most things in a group most of the time. Tell children that words like *most, all, always, generally, often, many, usually, few,* and *never* can signal statements that are generalizations.

**Practice**

**Have** children read aloud pages 163–166 in *Brothers and Sisters.* Ask children to tell what the characters in the story say about having a new baby in the family. In a chart, record children’s responses and the number of characters for whom the statement is true.

<table>
<thead>
<tr>
<th>What children say about the new baby</th>
<th>How many agree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The new baby is fun.</td>
<td>1</td>
</tr>
<tr>
<td>I like to hold the new baby.</td>
<td>3</td>
</tr>
<tr>
<td>Mom is so busy with the baby</td>
<td>1</td>
</tr>
<tr>
<td>I’m tired of everyone talking about the baby.</td>
<td>1</td>
</tr>
</tbody>
</table>

**Ask** the class to help make generalizations about what the children say about a new baby in the family. *(Most children like to hold the new baby.)* Remind children that they must base their generalizations on facts that they read.
Apply

Have children work with a partner to write generalizations about grown-ups who are brothers and sisters. Have children read about grown-up brothers and sisters on pages 178–180 in the story. Encourage children to use facts from the story and what they know about grown-up brothers and sisters in their own families to make generalizations.

Revisit *Brothers and Sisters*, *The Big Party Plan*, and *My Sister Joan*

Page through all the stories with children, and ask them what generalizations they can make.

Ask children to look through *Brothers and Sisters* for the High Frequency Words middle, trouble, and uncle.

Have children look for words with -er in the second syllable in *The Big Party Plan* and *My Sister Joan*. 
Contractions

**Teach**

Recite and repeat the chant, emphasizing the contractions. Encourage children to echo your second reading.

CHANT

I’m your friend
And you’re my friend.
We’re the best of friends!

Print *I am* and *I’m* on the board. Help children compare them. Point out the letter *a* in *I am* and the apostrophe that replaces it in *I’m*. Explain that a contraction is a shorter way of saying two words.

Have children read *I am* and then *I’m* with you.

Continue with *you’re* and *you are*, and *we’re* and *we are*.

**Blend**

Print *she’s* on the chalkboard. Use Blending Routine 1 to model how to blend the sounds, and print *she is* above the contraction. Circle the apostrophe and tell children it takes the place of a letter. Have children name that letter.

Continue with the contractions *can’t* and *they’ll*, having children blend the sounds to say each contraction. Write *cannot* and *they will* to show how this time two letters are replaced by an apostrophe.

**Guided Practice**

Display or distribute Teaching Master ES5-3. Read the words in the bag with children and help them to answer the question.

Help children read the first incomplete sentence, choose a contraction to complete it, write it in the sentence, and read the completed sentence aloud. Follow the same procedure with the remaining sentences.

Check children’s ability to read contractions by pointing to contractions randomly and having children read them and tell what two words have been put together to form each one.
The -le Ending in Two-Syllable Words

Teach

Recite the chant and repeat it, encouraging children to join in.

Say giggle, clapping the syllables. Ask children how many syllables they hear. (two) Say it again, emphasizing /gɪl/. Have children repeat it.

CHANT

Giggle, giggle, wiggle.
Jiggle, jiggle, laugh.

Have children say these words: wiggle, jiggle, little, table, paddle. For each word have them say the separate syllables and the complete word.

Blend

Display the word fiddle. Point to the consonant letters d and d in the middle. Remind children that they can break a word into syllables between two consonants. Draw a line between the syllables.

Use Blending Routine 1 to model blending the sounds in the first syllable. Point to dle as you blend the sounds in the second syllable. Have children blend the word. Repeat the steps for the word candle. Display puddle, middle, tumble, thimble, and have children blend them.

Practice/Apply

Distribute copies of Practice Master ES5-3 and read the directions with children. Have them read the page independently and complete the sentences.

Note children who need more support with consonant le words.

Objectives

• identify a consonant followed by le at the end of a word
• blend and read two-syllable words ending with le

Materials

• Practice Master ES5-3
• Phonics Library: Lost and Found

Preteach

SKILL FOCUS: PHONICS 10–15 MINUTES

The -le Ending in Two-Syllable Words

Teach

Recite the chant and repeat it, encouraging children to join in.

Say giggle, clapping the syllables. Ask children how many syllables they hear. (two) Say it again, emphasizing /gɪl/. Have children repeat it.

CHANT

Giggle, giggle, wiggle.
Jiggle, jiggle, laugh.

Have children say these words: wiggle, jiggle, little, table, paddle. For each word have them say the separate syllables and the complete word.

Blend

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Practice/Apply

Distribute copies of Practice Master ES5-3 and read the directions with children. Have them read the page independently and complete the sentences.

Note children who need more support with consonant le words.

Literature Focus: 10-15 Minutes

Familiarize children with Lost and Found by walking them through the story. Discuss the illustrations, name the characters, and use words from the story such as apple, mumbled, chuckle, jumbled, and stumbled.

Preview Lost and Found

Familiarize children with Lost and Found by walking them through the story. Discuss the illustrations, name the characters, and use words from the story such as apple, mumbled, chuckle, jumbled, and stumbled.
Following Directions

**Teach**

Tell children that when people make something, they should follow the steps in the correct order.

Say: *When I cook, I follow a recipe. A recipe tells me what to do step by step and in what order. Many recipes use the words first, next, then, and last.*

**Guided Practice**

Display or distribute Teaching Master ES5-4. Tell children that they will read with you a recipe for making a snack. They should note what ingredients are needed and the order of what to do.

Write the following on the chalkboard.

* Celery stuffers are tasty and simple. You will need stalks of celery, cream cheese, raisins, honey, and a butter knife. Rinse the celery under cold water and dry it. Next, spread cream cheese on each stalk. Put some raisins on top. Last, drizzle on a little honey.*

Read the recipe outline on Teaching Master ES5-4 with children. Then have them help you fill in the information. Review the finished recipe.
**Practice/Apply**

**Distribute** Practice Master ES5-4, and read the directions with children.

**Discuss** the steps for making a fruit smoothie.

**Have** children write their directions independently.

**Check** children’s ability to follow directions as they share their responses.

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**LITERATURE FOCUS: 20–30 MINUTES**

**Preview Jalapeño Bagels**

**Segment 1**

Refer to the bottom of page T127 in the Teacher’s Edition and preview with children Segment 1 of *Jalapeño Bagels* (pages 193–203).


**Segment 2**

Refer to the bottom of page T127 in the Teacher’s Edition and preview with children Segment 2 of *Jalapeño Bagels* (pages 204–213).

SKILL FOCUS: GRAMMAR 10–15 MINUTES

High-Frequency Words

Teach

Write *early, hair, and instead* on the board. Read the words with children.

Put children in small groups and give each group a dictionary. Have groups use the dictionaries to look up the definitions of the High-Frequency Words. Choose a child to read each definition to the class. Next to each High-Frequency Word on the board, write its definition. Review the words and definitions with children.

Practice

Write the following sentence starters on the board:

*I like to be early for ____________.*
*M\y hair color is ____________.*
*I want to ____________.*
*Instead of ____________.*

Read the sentence starters with children. Have them write the sentence starters on their own paper. Then have them fill in the blanks in any way they wish.

Apply

Have children read their sentences aloud, then ask them to exchange papers. Tell children to read aloud the sentences they have, replacing I with the name of the student who wrote the sentences.

Verbs That Tell About Now

Teach

*The girls run.*  *The girl runs.*
*The people laugh.*  *He laughs.*
**Ask** children to identify the verbs in the sentences from the chart.

Explain to children that the verbs tell about an action that happens **now**. Help children to understand that the girls run right now and the people laugh right now. Then explain that verbs that tell about now must agree with the subject, or person doing the action. Have children look at the first two sentences in the chart. Point out that in the sentence *The girl runs*, the verb has an -s ending. Tell children that a present-time verb will have an -s or -es ending when the subject is a singular noun, or a naming word that indicates one.

**Practice**

**Read** with children the following sentence from *Jalapeño Bagels*:

> “Early Sunday morning, when it is still dark, my mother wakes me up.”

**Help** children to identify the verb in the sentence. *(wakes)* Point out to children that the verb tells what happens now. Draw children’s attention to the -s ending on the verb wakes. Rewrite the sentence, replacing mother with parents, and ask children to tell what the verb should be. Remind children that present-time verbs must agree with the subject.

**Apply**

**Have** children write a paragraph, using verbs that tell about now.

Children should begin the paragraph with the sentence starter, *Every day _____*. If necessary, provide this list of verbs as suggestions: wake, eat, go, walk, brush, read, work, and play.

**LITERATURE FOCUS:**

**Review* Jalapeño Bagels**

**Ask** children to review and retell *Jalapeño Bagels*. After the retelling, have small groups choose a food from the story and name the steps for making it.
Contractions

Teach

Say a sentence that uses the words I am, similar to the following: I am going to ask you a question. Ask children how to say I am in a shorter way. (I’m) Repeat the sentence, using I’m to replace I am: I’m going to ask you a question. Repeat this procedure using sets of words and contractions such as I will and I’ll; be is and be’s; is not and isn’t.

Write I + will = I’ll, be + is = be’s, and is + not = isn’t on the board. Read the words and contractions with children. Explain that a contraction is a short way of writing two words. Point out that one or more letters is left out of each contraction, and an apostrophe is put in place of the letter or letters.

Write I’m, I’ve, you’re, and let’s on the board. Read the contractions with children. Ask which two words are used to make these contractions. Lead children to conclude that I’m is the contraction for I am, I’ve is the contraction for I have, you’re is the contraction for you are, and let’s is the contraction for let us.

Practice

Write will, is, and not as headings on a three-column chart. Have children brainstorm a list of contractions that use will, is, and not.

<table>
<thead>
<tr>
<th>will</th>
<th>is</th>
<th>not</th>
</tr>
</thead>
<tbody>
<tr>
<td>he’ll</td>
<td>he’s</td>
<td>aren’t</td>
</tr>
<tr>
<td>I’ll</td>
<td>it’s</td>
<td>can’t</td>
</tr>
<tr>
<td>she’ll</td>
<td>she’s</td>
<td>couldn’t</td>
</tr>
<tr>
<td>they’ll</td>
<td>what’s</td>
<td>don’t</td>
</tr>
<tr>
<td>we’ll</td>
<td>where’s</td>
<td>isn’t</td>
</tr>
<tr>
<td>you’ll</td>
<td>who’s</td>
<td>shouldn’t</td>
</tr>
</tbody>
</table>

Have children write three sentences using one contraction from each column of the chart.

Apply

Have children share their sentences with the class. Have each child pick one of his or her sentences to write on the board.
**SKILL FOCUS: PHONICS**

**The -le Ending in Two-Syllable Words**

**Teach**

**Say** maple and have children repeat it, clapping the syllables as they say them. Repeat this procedure with candle and turtle.

**Write** maple, and help children divide it into syllables. Remind them that a consonant plus le makes up the last syllable, so the word divides after the a. Draw a slash mark, and cover the second syllable. Point out how ma is an open syllable, meaning it has a long vowel sound. Help children say ma. Uncover ple and have children say /a l/. Have them read the word.

**Write** candle; underline the dle. Say that a consonant plus le makes up the last syllable, so the word should be divided after the n. Cover the dle, and point out that can is a closed syllable, meaning the vowel sound is short. Have children sound out the first syllable. Uncover the dle, have children blend the sounds, and then blend the syllables to read the word. Point out the r-controlled vowel sound in turtle.

**Practice**

**Use** maple, candle, and turtle as headings for a three-column chart. Have children suggest other words ending with -le that belong in each column. For each word, ask a child to underline the consonant plus le.

<table>
<thead>
<tr>
<th>maple</th>
<th>candle</th>
<th>turtle</th>
</tr>
</thead>
<tbody>
<tr>
<td>cradle</td>
<td>simple</td>
<td>marble</td>
</tr>
<tr>
<td>fable</td>
<td>mumble</td>
<td>circle</td>
</tr>
<tr>
<td>needle</td>
<td>cattle</td>
<td>purple</td>
</tr>
</tbody>
</table>

**Apply**

**Have** children pick four words from the list on the board and write a sentence for each one. Have them circle the consonant -le in each word.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview What Will Lester Be?**

**Walk** through the story with children and discuss the illustrations, using words from the story as you go.
Following Directions

Teach

Review with children the steps to follow in a school fire drill. Write the directions on the chalkboard. Draw children’s attention to order words you use in the directions, such as first, next, and finally. Explain to children how important it is that they follow directions carefully and complete each step in order.

Practice

Write the following steps for making chango bars on chart paper and then divide the steps into sentence strips.

First melt the butter and margarine.

While this is melting, cream brown sugar and eggs.

Then add melted butter and margarine.

Combine flour, baking powder, and salt and stir into sugar mixture.

Fold chocolate chips and nuts into the finished batter.

Pour mixture into greased 9 x 13-inch baking pan.

Finally, bake 45 to 50 minutes at 350 degrees.

Display the sentence strips in order on the chalk tray for the class to read aloud together. Draw children’s attention to other words, first, then, finally that indicate the order of the steps. Then rearrange the sentence strips. Invite children to tell how the chango bars would be different if the directions were not followed step-by-step. Ask children to put the steps back in the correct order.

Apply

Have children read pages 202 and 205 with a partner and list in order the things Pablo and his father do to make bagels. Remind children to look for order words to help them understand the sequence of the steps. Ask children to write about what would happen if they did not follow directions carefully. For example, what would happen if they put the bagels in the oven and then boiled them? (They would be soggy bagels.) What would happen if they tried to roll the dough into circles after the dough was cooked? (It would break apart.)

Objectives

• recognize order words (first, next, then and finally)
• list recipe directions in order

Materials

• Anthology: Jalapeño Bagels
• Phonics Library: Lost and Found, What Will Lester Be?
LITERATURE FOCUS: 10-15 MINUTES

Revisit *Jalapeño Bagels, Lost and Found, and What Will Lester Be?*

Page through *Jalapeño Bagels* with children, and ask them what directions Pablo follows with his mother and father in their bakery.

Ask children to find contractions in *Jalapeño Bagels, Lost and Found, and What Will Lester Be?*

Have children find the High-Frequency Words *early, bair,* and *instead* in *Lost and Found.*
Objectives

- associate /e/ with final y in multisyllable words
- blend and read words that end with y

Materials

- Teaching Master ES5-5
- Phonics Library: Aunt Lizzy Finds Her Cake

Sound of y at the End of Longer Words

Teach

Read the chant twice, asking children to echo your second reading.

CHANT
Funny, fuzzy,
Fuzzy, funny,
Little caterpillar.

Repeat the word funny, and have children name the number of syllables they hear. (two) Ask children to say the word with you and to listen for the long e sound in the second syllable.

Tell children to repeat these words that end with /e/ : fuzzy, sorry, burry, scratchy, and family. Encourage them to stretch the long e sound at the end of each word.

Blending

Display muddy. Remind children that they can try breaking a long word into syllables before they blend sounds. Point out the two consonants d and d, and draw a line between them. Then use Blending Routine 1 to blend the sounds in each syllable, emphasizing /e/ in the second syllable. Have children blend the word with you.

Continue with salty, muddy, happy, floppy, sadly, and bunny.

Guided Practice

Display or distribute Teaching Master ES5-5. Ask children to use what they know about sounds to read the story with you.

Help children find the words that end with y and circle them.

Check children’s ability to read words ending with y by having them read aloud all the circled words.
The Prefix **un-**

**Teach**

Recite the chant and then repeat. Encourage children to chime in.

**CHANT**

Is that an unhappy you?

Tell me that it is untrue!

Repeat **unhappy**, emphasizing the prefix, and ask children how unhappy is different from happy. *(unhappy is not happy.)*

Write unhappy and happy on the board, and underline the prefix. Tell children that **un-** often adds the meaning “not” to a word.

Have children say these words: untrue, unkind, unfair. Ask them to use “not” to tell what each one means. *(not true, not kind, not fair)*

**Blend**

Display unbeaten. Break the word into three syllables, un/beat/en, before using Blending Routine 1 to blend the sounds in each syllable and then blend the syllables. Repeat the word, emphasizing **un-**. Point out meaning by saying, An unbeaten team has not been beaten. Then have children blend the word with you. Repeat with unhealthy, unlucky, and unwilling.

**Practice/Apply**

Distribute copies of Practice Master ES5-5, and read the directions with children. Tell them to read the page independently.

Check children’s ability to read words with the prefix **un-**.

**LITERATURE FOCUS:**

**Preview Aunt Lizzy Finds Her Cake**

Familiarize children with *Aunt Lizzy Finds Her Cake* by walking them through the story, discussing the illustrations, naming the characters, and using words from the story.

**Objectives**

- recognize words with **un-**
- blend and read words with **un-**

**Materials**

- Practice Master ES5-5
Making Judgments

Teach

Explain that sometimes story characters do things that seem right, and sometimes they do things that seem wrong.

Remind children of a familiar folktale character, such as Goldilocks, and state an opinion about the character.

Say, for example: My opinion is that Goldilocks was selfish and foolish to go into the bears’ house. She should have asked their permission first.

Tell children to think about their own beliefs when they read about story characters. Explain that they can form opinions and make judgments about characters by paying attention to what the characters do and say.

Guided Practice

Display or distribute Teaching Master ES5-6. Have children tell what they notice in the two illustrations. Tell them that the boy in both pictures is a story character named Reggie.

Tell children to listen to a story about Reggie. Read the following story.

Read Aloud

One afternoon, Reggie was playing at Marcus’s house. “Would you like to join us for dinner?” Marcus’s mother asked Reggie. “Thank you,” said Reggie. “May I call my mom to get permission?”

Reggie called his mother. She said, “You can stay. Please remember your manners.” Reggie sat down to dinner. When he saw the lima beans on his plate, he made a face. “I hate lima beans!” he said. “I won’t eat them!”

Repeat it if necessary, so that children can recall the details.
Ask children what Reggie is doing in the first picture (getting permission to stay at his friend’s house for dinner) and in the second picture (making a face about the food).

Encourage discussion, and then help children record their judgments about Reggie’s actions.

Practice/Apply

Distribute Practice Master ES5-6 and read the directions with children.

Discuss the pictures with them.

Have children read the stories independently.

Check children’s responses after they complete the Practice Master to be sure they can make judgments about characters.

LITERATURE FOCUS: 20–30 MINUTES

Preview Carousel

Segment 1

Refer to the bottom of page T195 in the Teacher’s Edition and preview with children Segment 1 of Carousel (pages 221–235).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T199 and T201.

Segment 2

Refer to the bottom of page T195 in the Teacher’s Edition and preview with children Segment 2 of Carousel (pages 236–251).


SAMPLE RESPONSES:

Ned has a bag of apple chips. He goes into the shed to eat the chips because he doesn’t want to share them.

Ned is selfish. He didn’t think that it’s better to share.

Opinion: Ned is selfish. Reason: He didn’t think it’s better to share.

Jan wants to finish her puzzle. She knows it’s almost time for dinner. She gets up to help Dad set the table.

Jan is helpful. She decided to help her father.

Opinion: Jan is helpful. Reason: She decided to help her father.
Objective
• read and write new High-Frequency Words: aunt, million, pair

High-Frequency Words

Teach

Write the word aunt on the board. Read it aloud. Ask if anyone has an aunt. Then draw a family tree on the board. Draw a mother and father with one child at the bottom. Then draw the mother’s sister. Explain that this is the child’s aunt.

Write the word million on the board. Read it aloud. Then write the numeral for a million on the board. Explain that a million is a very large amount. Ask children to name what they might find a million of in the world. Examples might be grains of sand on the beach, pages in a library, and teaspoons of water in a lake.

Write the word pair on the board. Under pair write fair, hair, and chair. Explain that these words rhyme. Have children read the words aloud. Ask them to name things that come in pairs such as mittens and socks.

Practice

Write the following sentence frames on the board:

My aunt has a ____________.

My aunt wants a ____________.

Have children copy the sentence starters onto a sheet of paper. Have them finish the sentences using the words million and pair. Children may choose to illustrate their sentences.

Apply

Have children show and read their sentences to the class. Then ask children to exchange and read one another’s sentences.
Verbs That Tell About the Past

**Teach**

**Write** the following sentence starters, and ask children to complete:

- Last week, I missed one day of school.
- When I was little, I lived in a different town.

**Draw** children’s attention to the verbs in the chart. Explain that verbs ending in *-ed* tell about what people or animals did in the past.

**Practice**

**Write** the following excerpt from page 188 of Carousel on the board:

> “Alex pushed peas from side to side on her plate. She stabbed a potato chunk with her fork, dragged it through the gravy, and ate it like an ice-cream cone.”

**Ask** children to help identify verbs in the sentences as you read them aloud. Underline the verbs, and use guided questions to elicit from children that the verbs all tell about the past. Ask, *What endings do the verbs have?*

**Apply**

**Invite** children to play a game. Direct the first player to perform an action, such as clapping. Instruct the next player to tell what just happened and add an action of his or her own. For example,

- Player 1, Jill: *(claps hands)*
- Player 2, Ben: Jill clapped her hands. *(stamps foot)*
- Player 3, ___: Jill clapped her hands. Ben stamped his foot. *(does a jumping jack)*

**LITERATURE FOCUS:**

**Review** *Carousel*

**Ask** children to review and retell *Carousel*. After the retelling, have partners discuss what they thought of Alex’s behavior.
Sound of \(y\) at the End of Longer Words

**Teach**

**Tell** children to listen carefully to these words: *hungry, dusty, city, carry, study*. Ask children how many syllables are in each word. *(two)* Then repeat the words, and ask children to name the sound heard at the end of each word /\(\text{e}\)/.

**Write** the word *funny* on the board. Have children read the word aloud. Ask: *What sound does the \(y\) make?* /\(\text{e}\)/ Then write the words *happy, sorry*, and *heavy* on the board. Have children read the words, listening for the long \(e\) sound at the end of each word.

**Explain** that often, when the letter \(y\) comes at the end of a longer word, it stands for the long \(e\) sound.

**Display** the Sound/Spelling Card *eagle*, say the long \(e\) sound, /\(\text{e}\)/, and have children repeat it. Remind children that they have already learned several spellings of the long \(e\) sound. Point out the \(y\) spelling of the long \(e\) sound, explaining that the line before the letter \(y\) is to remind children that the letter \(y\) has the long \(e\) sound when it comes at the end of a word.

**Practice**

**Write** these sentences on the board:

*Jenny ate crunchy candy at the county fair.*

*Twenty people and a puppy came to the party.*

**Have** children copy the sentences, circling the words with the \(y\) spellings of the long \(e\) sound. Then have them take turns reading the sentences to a partner. Finally, call children to the board to read each sentence and circle the words ending in \(y\).

**Apply**

**Have** pairs of children find longer words that end with \(y\) in *Aunt Lizzy Finds Her Cake*. The words they should find are: *Lizzy, messy, funny, fuzzy, burry, Willy*, and *Benny*. Ask one of each pair to write the words on the board and the other to divide the words into syllables, drawing a line between them.

**Objectives**

- listen to and blend phonemes
- identify the long \(e\) sound in longer words that end with \(y\)
- independently read and write words that end in \(y\)

**Materials**

- Sound/Spelling Card *eagle*
The Prefix *un-*

**Teach**

Write *able* on the board, and have children read it. Then write *unable*.

Cover *un-* and have children read the word. Cover *able* and have children sound out the short *u* and the *n*. Then uncover the whole word and have children read it. Explain that *un-* is a prefix that means “not,” or “the opposite of.” Ask: *What does unable mean?* *(not able)* Continue with *unburt, uneven, unfair, and unripe*.

**Practice**

Write “not” and “the opposite of” as two columns on a chart. Have children take turns suggesting words that begin with *un-* and that match the meaning at the top of the column.

<table>
<thead>
<tr>
<th>not</th>
<th>opposite of</th>
</tr>
</thead>
<tbody>
<tr>
<td>unhappy</td>
<td>unlock</td>
</tr>
<tr>
<td>unable</td>
<td>undo</td>
</tr>
<tr>
<td>unbroken</td>
<td>unpack</td>
</tr>
<tr>
<td>unsure</td>
<td>untie</td>
</tr>
<tr>
<td>untrue</td>
<td>unhook</td>
</tr>
</tbody>
</table>

**Apply**

Have children fold drawing paper into four squares. Ask them to pick a word from each column on the board and write it on a square. Then have them write each word without the prefix *un-* on another square. Ask children to illustrate the meanings of the words they wrote.

**LITERATURE FOCUS:**

**Preview *My Brother***

Preview *My Brother* by discussing the illustrations. Name the characters, and use words from the story such as *brother, hurry, walk, and story*.  

**Objectives**

- identify and pronounce the prefix *un-* in words
- identify the meaning of the prefix *un-*
- independently read and write words with the prefix *un-*

**Materials**

- Phonics Library: *My Brother*
Making Judgments

Teach

Invite three volunteers to the front of the class to role-play the following situation:

A child wants to color. The child approaches two different children and asks, “May I color with you?” One child is happy to have a coloring partner and to share markers. Another child refuses to have anyone join him or her.

Discuss with children the different ways the children reacted to the situation. Explain that we use details about children’s actions and our beliefs to form opinions about them. Remind children that no single opinion is correct and that they should base their opinions on facts. Tell children that we do the same thing with characters and situations in stories.

Practice

Read with children pages 226–230 in Carousel. Ask children to consider Alex’s situation and actions. Use the following guided questions, such as those that follow, to help children assess Alex’s behavior and form an opinion about the situation.

How is Alex behaving?

Is her behavior fair to her aunts?

Why is Alex upset?

Does that make it okay for Alex to act the way she is acting?

Ask children to identify facts from the story to support the opinions they form.

Apply

Have children work with a partner to talk about what happened with Alex’s dad. Encourage children to reread page 246 in the story. Ask them to consider the following questions: Why did Alex’s dad miss her birthday? Did Alex’s dad mean to upset her? What did Alex’s dad do when he talked with her the next morning? Have children write opinions of what happened with Alex’s dad, based on facts in the story and their own beliefs.

Objectives

• use facts from a story and their beliefs to form opinions about characters and situations
• use guided questions to help them form opinions

Materials

• Anthology: Carousel
• Phonics Library: Aunt Lizzy Finds Her Cake

THEME 5/SELECTION 3: Carousel

SKILL FOCUS: COMPREHENSION

25–30 MINUTES
Revisit *Carousel, Aunt Lizzy Finds Her Cake, and My Brother*

**Page** through all the stories with children, and ask for their judgments about characters.

**Ask** children to look through *Carousel* for the High Frequency Words aunt, million, and pair.

**Have** children look for words with the prefix un- and multisyllabic words that end with y in all of the stories.
Base Words and -ed, -ing Endings

Teach

Recite the chant and then repeat it. Encourage children to chime in.

CHANT
Pop, pop, popping,
POPPING popcorn.
I popped popcorn.
Pop, pop, pop.

Repeat *popping*, emphasizing the *-ing* ending. Ask children how the word *popping* is different from *pop*.

Write *pop* and *popping* on the board, and underline the ending. Have children compare the two words and note the double *p* in *popping*. Tell them that a consonant may double before an *-ing* or *-ed* ending.

Repeat *popped*, write it on the board, and underline the ending *-ed*. Have children note the doubled *p*.

Have children say these words with you and listen for ending sounds: *humming*, *getting*, *clapping*, *clapped*, *spotted*, *bummed*.

Blend

Display *stopping* and underline the *-ing* ending. Use Blending Routine 1 to model blending sounds, emphasizing *-ing*. Then have children blend the word with you. Repeat the steps for the words *drumming*, *cutting*, and *shopping*.

Repeat the blending routine for words with *-ed*. Use *drummed*, *patted*, *tapped*, *pinned*, *nodded*, and *hopped*.

Guided Practice

Display or distribute copies of Teaching Master ES5-7. Help children identify the illustration and complete the phrase.

Help children read the list of words and complete the sentences.
**PRETEACH**

**SKILLS FOCUS: PHONICS**  \(10-15\) MINUTES

**Silent Consonants** \(gh, k\) in \(kn\), and \(b\) in \(mb\)

**Teach**

**Recite** the chant twice. Repeat **knock**. Ask children what sound they hear at the beginning of **knock**. (/\(n\)/)

**CHANT**
- Knock, knock, knock!
- Neighbors at the door.
- Knots, knots, knots!
- Comb my hair some more.

**Write** **knock** and **knots** on the board, and point to the initial **kn**. Tell children that in words beginning with **kn**, only /\(n\)/ is heard. The **k** is silent.

**Have** children say the word **neighbors**. Help them break **neighbors** into syllables and then write it on the board. Point to **gb**, explaining that the two letters are silent in some words.

**Write** **comb** on the board, and point to the final **mb**. Tell children that in words ending with **mb**, only the **m** is heard. The **b** is silent.

**Blend**

**Display** **knife**. Use Blending Routine 1 to model how to blend the sounds. Cover the letter **k** with your hand while you blend. Then repeat the whole word. Ask children to blend the word with you.

**Practice/ Apply**

**Distribute** copies of Practice Master ES5-7, and read the directions with children. Have them complete the Practice Master independently.

**Check** children’s ability to identify words with silent consonants.

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**LITERATURE FOCUS:**  \(10-15\) MINUTES

**Preview *Eight Daughters!***

**Familiarize** children with *Eight Daughters*. Discuss the illustrations, name the characters, and use words from the story.

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**Teaching Master ES5–7**

**Base Words and -ed, -ing Endings**

- a bucket of **popped** popcorn
- 1. The boy **dropped** for a pair of pants.
- 2. The little bird is **flapping** its wings.
- 3. I am **shutting** the window.
- 4. The glass broke when Dad **dropped** it.
- 5. Water is **dripping** from the pipe.

**Practice Master ES5–7**

**Silent Consonants** \(gh, k\) in \(kn\), and \(b\) in \(mb\)

Read the sentences. Draw a line to match each sentence with a picture.

1. The kitten climbs the ladder.
2. He slipped and hurt his knee.
3. Mum is cutting a small knife.
4. She taught her dog a trick.
5. There is a big knot in the rope.
Objective
• identify sequence of events in a story

Materials
• Teaching Master ES5-8
• Practice Master ES5-8
• Anthology: Thunder Cake

Sequence of Events

Teach

Explain that a story has a beginning, a middle, and an end. Events happen in a certain order—first, next, after that, and at last.

Tell children that if they pay attention to the order of events, they will understand and remember a story.

Guided Practice

Write the following on the chalkboard and then read it with children:

Henry’s Day
Henry woke up. He ate breakfast and got dressed. When he arrived at work, Henry put on a costume, an orange wig, white makeup, and a bright red nose. Show time began! Henry rode a tiny bike around the circus ring. Everyone clapped for Henry the clown.

Display or distribute Teaching Master ES5-8.

Help children recall the order of events in Henry’s Day, and have them assist you in filling out the chart.
**Practice/Apply**

**Distribute** Practice Master ES5-8, and discuss the illustration with children.

**Read** the directions with them, and suggest that they first number the sentences in the box to show time order and then copy the sentences.

**Check** children’s responses to be sure they know the order in which events happened.

**LITERATURE FOCUS:** 20–30 MINUTES

**Preview Thunder Cake**

**Segment 1**

Refer to the bottom of page T269 in the Teacher's Edition and preview with children Segment 1 of *Thunder Cake* (pages 261–279).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T276 and T277.

**Segment 2**

Refer to the bottom of page T269 in the Teacher’s Edition and preview with children Segment 2 of *Thunder Cake* (pages 280–291).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T280 and T284.
High-Frequency Words

Teach

Write *air, child, heavy,* and *hour* on the board and read each word.

Write the following words under *air: fair, stair, chair.* Ask a child to read each of these words. Ask what the four words have in common. *(They rhyme.)* Then point out that the rhyming sound is spelled the same in all the words: *air.*

Underline the *cb* in *child.* Ask, *What sound does cb make?* Have students name other words that begin with *cb.* Then underline the *ld* in *child.* Point out that this is a blend; the two letters blend together to make one sound. Finally, point out that the *i* in *child* is a long *i.*

Point to the word *heavy.* Say it and then have children repeat the word. Point out that the *ea* vowel pair makes the short *e* sound in this word. Then explain that when *y* comes at the end of the word and follows a consonant, it makes a long *e* sound. Write the following words under *heavy* as examples: *ready, lady, somebody.* Have children read the words aloud, noticing the sound the *y* makes. Then ask, *Which word also has the short e sound spelled ea?*

Cover the *h* in *hour* and ask children to read the word that remains. Then uncover the *h* and ask them to read the word. Point out that the *h* in *hour* is silent.

Practice

Write the words *air, child, heavy,* and *hour* on separate 3 x 5 cards. Give a card to a child and have that child use the word in a sentence. Repeat until all children have had a chance to make a sentence.

Apply

Have children write one sentence using each of the four High-Frequency Words. Have them leave blanks where the High-Frequency Words should go. Then have children exchange sentences and fill in the blanks.
**Verbs is/are, was/were**

**Teach**

**Write** the following sentences:

*Jen is my sister.*

*The puppies are cute.*

*The box was empty.*

*The windows were open.*

**Explain** to children that not all verbs are action words. Tell them that the words *is*, *are*, *was*, and *were* are called linking verbs because they join the naming part of a sentence with the rest of the sentence. Explain that the words *is* and *are* tell about now and tell about one, whereas the words *was* and *were* tell about the past and tell about more than one.

**Practice**

**Write** the following sentences from *Thunder Cake* on the chalkboard:

“The air was hot, heavy, and damp.” (linking verb)

“I climbed up high on the trellis.” (action verb)

“I was scared.” (linking verb)

“The lightning flashed again.” (action verb)

**Give** children two index cards to label linking verb and action verb. As you read the sentences have children raise the correct index card.

**Apply**

**Instruct** children to write four questions, using a different linking verb in each sentence. Then have children exchange papers with a partner and answer the questions, using the same linking verbs. For example, *What is your favorite game?* (My favorite game is kickball.)

**Objectives**

- identify linking verbs that tell about now or the past, and one or more than one;
- write linking verbs in sentences.

**Materials**

- Anthology: *Thunder Cake*

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**LITERATURE FOCUS:**

**Review *Thunder Cake***

**Ask** children to review *Thunder Cake*. Then have them retell the story, using the correct sequence of events. You might want children to complete a sequence of events chart before they retell the story.
Base Words and Endings -ed, -ing

Teach

Say several words such as jumped, pals, lunch, bugged, and patted. Have children raise their hands each time they hear a word ending in -ed. Repeat the procedure, substituting words with -ing endings.

Write these sentences on the board:

She hopped. She is hopping.

Point to the first sentence and ask, When did she hop? (For example, She hopped yesterday.) Remind children that -ed added to a verb that the action happened in the past.

Remind children that the -ed ending can be pronounced three ways: /t/ /d/, or /ed/. Point out that the -ed ending is pronounced /t/ in the word hopped. Say the word and have children listen for the final /t/.

Point to the second sentence and ask, When is she hopping? (She is hopping now.) Remind children that -ing added to a verb can show that the action is happening right now.

Ask children to name the base word of hopped and hopping. Write bop. Ask what happens to the p when -ed or -ing is added to the word. (It’s doubled.) Explain that when -ed or -ing is added to a word ending with a short vowel and a consonant, the final consonant usually doubles.

Practice

Write the following words on the board: drop, bat, bug, fan, and pin. Choose children to come forward one at a time and add -ed endings to the words. As they do so, point out that the final consonants double. Have children circle the consonant they added.

Repeat the procedure with the following words and -ing: shop, tan, skip, drip, clap, and stop.

Apply

Have children find words with double final consonants and endings -ed, and -ing in Eight Daughters!
**Silent Consonants $gh$, $k$ in $kn$, and $b$ in $mb$**

**Teach**

**Ask** children to blend these sounds: /nnn/ [i i i] /t/. Ask children what the word is. (knit) Repeat this procedure with the words tight and thumb.

**Write** knee on the board and read it. Ask children to name the sounds in the word. (n/e/i/) Then point out that the letter k is silent in knee; it doesn’t stand for any sound. Follow the same procedure with knife and knock.

**Write** bigb on the board and read it. Ask children to name the sounds in the word. (h/i/e/) Then point out that the letters gb are silent in bigb; they don’t stand for any sound. Follow the same procedure with light and taught.

**Write** limb on the board and read it. Ask children to say the sounds in the word. (l/i/m/) Then point out that the letter b is silent in limb; it doesn’t stand for any sound. Follow the same procedure with climb, crumb, and dumb.

**Practice**

**Write** the following words on the board: kneel, known, knock, numb, plumber, through, and fight. Have children come to the board and put a line through the silent letter or letters in each word.

**Apply**

**Have** children find words with silent consonants $gh$, $kn$, and $b$ in Eight Daughters!

**LITERATURE FOCUS:**

**Preview The Family Garden**

**Preview** The Family Garden by discussing the illustrations. As you do, name the characters and use words from the story such as garden, plows, topped, weeds, bloom, and harvest. Ask children to say what happens at the end of the story.
Sequence of Events

Teach
Write on separate strips of paper the following lines from the song *Five Little Monkeys*:

*Five little monkeys jumping on the bed,*
*One fell off and bumped his head,*
*Mama called the doctor and the doctor said,*
*No more monkeys jumping on the bed.*

Sing the song with children, using the sentence strips as cues. Then draw children’s attention to the order in which things happen in the song. Explain to them that this order is the *sequence of events*.

Display the sentence strips in random order on the chalk tray. Ask children to help you put them in the correct order. Help children to understand that authors who write stories also put story events in a certain sequence.

Practice
Work with children to make a timeline of the sequence of events in *Thunder Cake* by Patricia Polacco. Read aloud pages 270–278. As you read, have children identify events to record in the timeline. Point out the order words in the sentences as you read.

When finished, name one or two of the story’s events and have children refer to the timeline to tell what happens before, after, or between the events. Explain to children that knowing the sequence of events helps us understand what we read.

Apply
Divide the children into small groups. Have children write events from the story on index cards and then work together to put the events in order. Encourage children to refer to the timeline and the story if they need help.
LITERATURE FOCUS: 10–15 MINUTES

Revisit _Thunder Cake, Eight Daughters!, and The Family Garden_

**Page** through _Thunder Cake, Eight Daughters!, and The Family Garden_, and have children recount events in sequence.

**Help** children find and read words with the endings *-ed* and *-ing*, and words with *gh*, *kn*, and *mb*.

**Have** children read aloud sentences containing the High Frequency Words _air, child, heavy_, and _bou_.

SELECTION 4: _Thunder Cake_