Theme 6

THEME 6: Talent Show
EXTRA SUPPORT LESSONS FOR

Talent Show

Selections
1 The Art Lesson
2 Moses Goes to a Concert
3 The School Mural
**Vowel pairs oo, ew**

**Teach**

*Use* the chant to introduce the /oo/ vowel sound. Recite the chant and then repeat it. Encourage children to echo your second reading.

**CHANT**

*I like oodles and OOdles

Of noodles in my soup!*

**Repeat** noodles, stretching out the vowel sound with children. Then isolate and say the /oo/ sound with them.

**Tell** children they will say some more words with the /oo/ sound. Use *spoon, grew, moon, flew,* and *balloon.*

**Have** children say /oo/ each time they hear a word that contains that vowel sound. Say: *goat, goose, stop, stoop, room,* and *roam.*

**Blend**

*Use* Blending Routine 1.

**Display** tools. Model how to blend the sounds, stretching the vowel sound and then saying the word. Explain to children that the two letters *oo* together stand for the /oo/ vowel sound. Then have children blend the word and say it with you.

**Repeat** the same steps with the word *grew,* saying that the two letters *ew* stand for the /oo/ vowel sound.

**Display** *pool, shoot, smooth, chew,* and *threw.* Have children blend them.
**Guided Practice**

**Display** or **distribute** Teaching Master ES6-1. Point out the school bus and the street signs. Tell children that the bus only stops at streets that have the /oo/ sound.

**Have** children use what they know about blending sounds to read the street signs with you. After each one is read, ask if the bus should stop there. Mark the street signs that have the /oo/ sound with an X.

**Review** the names of all the streets at which the school bus will stop.

**Practice /Apply**

**Distribute** Practice Master ES6-1 to children, and read the directions with them. Direct their attention to the pictures and the words in the box, and have children identify them.

**Have** children read the riddles independently and then answer them with words from the box.

**Check** children’s ability to read /oo/ words as you review their answers.

**LITERATURE FOCUS:**

**Preview Our Classroom Zoo Book**

**Familiarize** children with *Our Classroom Zoo Book*. Walk them through the story and discuss the illustrations, naming the characters and using words from the story such as *zoo, cool, tools, drew, moose, goose,* and *flew*.

**Have** children identify the animals drawn for the zoo book. Then tell them they will read this story with the rest of the class.

**Selection 1: The Art Lesson**
Objective
• use story details to identify an author’s viewpoint

Materials
• Teaching Master ES6-2
• Practice Master ES6-2
• Anthology: *The Art Lesson*

**Author’s Viewpoint**

**Teach**

**Tell** children that authors sometimes let readers know how they feel about something by the things their story characters do and say. Give examples such as: If a character in a story is always collecting things like rocks, baseball cards, and new state coins to make collections, the author probably likes collecting things, too; If a character says he or she loves a snowy winter day by the fire, the author probably loves that kind of day, too.

**Guided Practice**

**Display** or **distribute** Teaching Master ES6-2 and discuss the picture with children. Explain that you will read a story to them and that they should listen carefully for details that will help decide how the author of the story feels about something.

**Read Aloud**

Nina’s birthday was coming soon. She knew just what she wanted. And so did everyone else. Nina talked about cats all the time. She said they made good pets. She read books about cats. She had pictures of cats all over her room. She even had a backpack shaped like a cat’s head!

**Read** the words in the first box of the chart with children. Help them recall details from the story to complete the first part of the chart.

**Read** the completed box and the words in the second box with children.

**Ask** them how the author probably feels about cats, and record their responses in the second box of the chart.
Practice/Apply

Distribute Practice Master ES6-2 to children and read the directions with them. Have children read the page independently and circle their answer.

Check children’s ability to identify the author’s viewpoint as they discuss their answers.

LITERATURE FOCUS: 20–30 MINUTES

Preview The Art Lesson

Segment 1
Refer to the bottom of page T47 in the Teacher’s Edition and preview with children Segment 1 of The Art Lesson (pages 352–365).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T50 and T52.

Segment 2

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T58 and T60.
Objective
• read and write new High-Frequency Words: fair, gold, woman

Materials
• Sets of cards with the following words: fair, gold, woman

High-Frequency Words

Teach
Display word cards fair, gold, woman. Read the words and ask children to use each one in a sentence. Then write this sentence on the board:
The _____ (woman) divided the _____ (gold) beads in a way that was _____ (fair) to all the children.

Have children tell you which high-frequency word should go on which write-on line.

Pass out a set of word cards to pairs of children. Write the sentences below on the board:

The _____ (woman) paid a _____ (fair) price for the _____ (gold) watch.

Is it _____ (fair) for the _____ (woman) to win the _____ (gold) prize?

“The team in the _____ (gold) uniforms played a _____ (fair) game,” the _____ (woman) said.

It is _____ (fair) to share the _____ (gold) paint,” said the _____ (woman).

Have the pairs work together to complete the sentences using their word cards. Ask volunteers to read the completed sentences aloud.

Practice
Have children make up their own sentences that have all three high-frequency words in them. Invite them to illustrate their sentences.

Apply
Have children exchange pictures and sentences with their partner. Have them show their partner’s picture and read their partner’s sentence to the whole group.
Irregular Forms of Verbs

Teach

**Explain** to children that some verbs that show actions in the past do not end in *-ed*. These *irregular verbs* change in other ways—by changing a vowel, adding a consonant, or sometimes by not changing at all. Write the following examples on the chalkboard and discuss them with children:

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>grow</td>
<td>grew</td>
</tr>
<tr>
<td>run</td>
<td>ran</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
</tr>
</tbody>
</table>

Practice

**Write** the following sentences from *The Art Lesson* on the board, and have children draw a line under each irregular verb.

“Tommy **knew** be wanted to be an artist when he grew up.”

“He **drew** pictures everywhere he went.”

“Herbie **made** huge cities in his sandbox.”

Apply

**Write** the following sentences on the chalkboard. Have children complete each sentence with the irregular form of the verb in parentheses.

*Tommy _____ be wanted to be an artist.* (**know**, **knew**)

*He _____ pictures all the time.* (**draw**, **drew**)

*Tommy _____ to art school.* (**go**, **went**)

LITERATURE FOCUS: **The Art Lesson**

**Review** *The Art Lesson*

**Have** children review and retell *The Art Lesson*. After the retelling, have children discuss how the author feels about an event in the story. Ask them to find reasons for their ideas in the text.
Vowel pairs oo, ew, ue, ou

Teach

Have children blend the following sounds: /m/ /oo/ /n/. Ask what the word is. (moon) Repeat this procedure with glue and chew. Ask children what sounds these three words have in common. (/oo/) Say the /oo/ sound, and invite the children to repeat it. Then name several words such as moon, pet, spoon, cry, chew, helmet, and blue, having children raise their hand each time they hear the /oo/ sound.

Display the Sound/Spelling Card moon, and remind children that there are several ways to spell the /oo/ sound. Use self-stick notes to cover all but the oo spelling of the sound. Write moon and soon on the board, underlining the oo. Use Blending Routine 2 to help children sound out each word. For example, as you point to the letters in moon, have children say the sound for m, /m/, then the sound for oo, /oo/, then blend /m //oo//oo//oo/. Finally, point to the letter n, have children say /n/, and blend /mmm //oo//oo// nnn/, moon. Next, have children come to the board and underline the oo in each word.

Repeat this procedure with other words and sound/spellings for the /oo/ sound. Examples include dew and flew for the vowel pair ew; blue and glue for the vowel pair ue; and group and soup for the vowel pair ou.

Practice

Label four columns with the headings moon, dew, blue, and soup. Have children think of additional words such as broom, cool, crew, screw, clue, true, and youth to add to the chart under the word with the same spelling of /oo/. Assist children with spelling the words if needed by pointing to the appropriate spelling on the Sound/Spelling Card. Finally, give clues such as “the opposite of false” (true) or “you sweep the floor with this” (broom), and have children point to the answer as they read it from the board.

Objectives

- identify that vowel pairs oo, ew, ue, ou can stand for /oo/
- independently read and write words with vowel pairs oo, ew, ue, ou that stand for /oo/

Materials

- Sound/Spelling Card moon
- self-stick notes
- Phonics Library: Jade’s Drumming
Apply

Have children find words with vowel pairs oo, ew, ue, ou that stand for the /oo/ sound in Our Classroom Zoo Book. The words they should find are: classroom, zoo, Moon's, room, cool, tools, drew, blue, glue, droopy, Lou, glue, Mansoor, broom, and food. Each time a child finds an /oo/ word, he or she should read it aloud while you write the word on the board. Have volunteers come to the board and circle the vowel pairs.

LITERATURE FOCUS: 10–15 MINUTES

Preview Jade’s Drumming

Preview Jade’s Drumming by discussing the illustrations, naming the characters, and using words from the story such as drumming, drumsticks, drummer, too, grew, and bragged.

Ask children what the author probably thinks about playing the drums. Tell children they will read this story with the rest of the class.
Author’s Viewpoint

**Teach**

Ask children if they have ever played a game with a friend and found that their friend had different beliefs about how the game should be played. For example, in basketball, one child might believe that you get to shoot again if you make a basket while the other child believes that the ball is turned over to the next player. Explain to children that players in the example had different viewpoints. Say, *A person’s viewpoint is what he or she understands or knows about something, including beliefs and attitudes. Your viewpoint depends on what you know and believe and on your experience.*

Explain that authors have viewpoints when they write stories and that we, as readers, figure out an author’s viewpoint by finding evidence in the story.

**Practice**

Remind children that the story *The Art Lesson* is about the author/illustrator’s experience growing up, and that through the story, we are able to tell how he feels about art. Ask children the following questions:

- *Does Tommy have fun at school making pictures?* Have children find evidence in the story. (pages 362, 369, 373)
- *How do you think the author Tomie dePaola feels about the teacher allowing little Tommy to have more than one piece of art paper to draw pictures on?* The author feels favorably about the teacher’s decision. (pages 375–378)

Help children to see that the author’s viewpoint comes through the feelings of little Tommy since the author is writing about his own life. Ask them to find evidence that the author is writing about himself. (pages 377–379)
Apply

Assign pairs of children one of the stories in Theme 5, *Family Time*. Have them find evidence that shows the author’s viewpoint about the family. Guide children with questions such as the following:

*How does the author show family members acting toward each other?*

*What do the family members feel good about?*

Have children share their findings. Help children to see how the story provides evidence of the author’s viewpoint.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *The Art Lesson, Jade’s Drumming, and Our Classroom Zoo Book*

Page through all the stories with children, reviewing the illustrations and text in each story to find out the authors’ viewpoint.

Have children look through the stories for High-Frequency Words *fair*, *gold*, and *woman*, and for irregular forms of verbs such as *do*, *come*, *know*, *want*, *grow*, *draw*, *go*, *make*, and *tell*.

Ask children to look for words with vowel pairs *ew*, *oo*, *ou*, and *ue* in the stories.
Long i (igh)

Teach

**CHANT**

High, high, higher!

Hold on tight.

We are going

Out of sight!

Say *high*, stretching the vowel sound. Invite children to do the same. Then isolate and say the /i/ sound with children.

Tell children they will repeat some more words with the /i/ sound. Say these words one at a time and have children repeat them: *tight, thighb, flight, sigb, fight*.

Read aloud the following words. Have children point to their eyes every time they hear a word with the long i vowel sound: *sit, sight, bright, brink, light, lit*.

Blend

Use Blending Routine 1.

Display *sight*. Model how to blend the sounds, stretching the vowel sound and then saying the word. Explain to children that the letters *igh* stand for the /i/ sound. Recall that children have learned that the letters *gb* can be silent in some words. Then have children blend the word and say it with you. Use *sight* in a sentence.

Repeat the same steps with the word *thighb*.

Display *mighty, knight, lightning*, and *higher*. Have children blend them.
Guided Practice

Display or distribute Teaching Master ES6-3 and discuss the illustration. Tell children they will read a story about a stormy night.

Have children use what they know about blending sounds to read the story with you.

Point randomly to long i vowel words, and help children read them.

Practice /Apply

Distribute Practice Master ES6-3 to children, and read the directions with them.

Have children read the clues and write the answers independently.

Check children’s ability to read long i (igh) words as they share their responses with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Dwight the Knight

Introduce children to Dwight the Knight. Discuss the illustrations, name the characters, and use words from the story such as knight, fight, night, delight, and fright.

Ask: What are knights supposed to do? Why do you think Dwight doesn’t want to fight? Then tell children they will read this story with the rest of the class.
**Objective**
- note story details

**Materials**
- Teaching Master ES6-4
- Practice Master ES6-4
- Anthology: Moses Goes to a Concert

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**Noting Details**

**Teach**

**Write** this sentence on the chalkboard: *Andy is a boy in second grade.*

Read the sentence with children, and ask them what they know about Andy. Then write this sentence: *Andy is a boy in second grade who has won prizes for his drawings and clay animals.*

**Ask** children what new information they have about Andy. Make the point that the new information, or details, in the second sentence helps children better understand what Andy is like.

**Guided Practice**

**Explain** that you will read a story. Children should listen carefully for details that will help them understand more about a character named Tonya.

**Read Aloud**

Tonya wants to be voted the best second-grader. She thinks she has a good chance. Tonya knows that she is a whiz at math. She can add and subtract in her head. She is the best in gym class. She can do tumbles and make goals in soccer games. Tonya’s teacher is proud of her because she helps in the community. Tonya helps to keep the park in the neighborhood clean.

**Display** or **distribute** Teaching Master ES6-4 and read the statements about Tonya on the details chart. Help children recall information from the story and write details that support each statement.

**Read** the completed chart with children.
Practice /Apply

Distribute Practice Master ES6-4 to children, and read the directions with them.

Have children read the story independently and write answers to the questions.

Check children’s ability to note details as you review their answers with the group.

LITERATURE FOCUS: 20–30 MINUTES

Preview Moses Goes to a Concert

Segment 1
Refer to the bottom of page T131 in the Teacher’s Edition and preview with children Segment 1 of Moses Goes to a Concert (pages 391–405).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T134 and T137.

Segment 2
Refer to the bottom of page T131 in the Teacher’s Edition and preview with children Segment 2 of Moses Goes to a Concert (pages 406–423).

Note the suggestions in the Extra Support boxes on the Teacher’s Edition pages T145 and T146.

Noting Details

Name ____________________________

Practice Master ES 6–4

Moses Goes to a Concert

Segment 1

Tonya thinks she has a good chance to be voted the best second-grader.

Tonya is a wiz at math.

She can add and subtract in her head.

Tonya is the best in gym class.

She can do tumbles and make goals in soccer games.

Tonya helps in the community.

She helps to keep the park in the neighborhood clean.

Segment 2

Read the story. Then answer the questions.

Perry and Jerry are twins. The boys look alike and they dress alike, too. People sometimes get them mixed up, but their mom never does.

Perry likes to read and play video games. Jerry likes to be outdoors. Nothing frightens him. He climbs to the top of the huge tree in the yard.

1. Why do people get the twins mixed up?

2. Who can always tell the boys apart?

3. Which twin likes outdoor adventures?

4. What are some things Perry likes to do?


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**High-Frequency Words**

**Teach**

Write *mind, alphabet,* and *heart* on the board. Read the words with children. Discuss the meaning of each word. Invite volunteers to come up to the board and copy the words.

Ask youngsters to find *mind, alphabet,* and *heart* in the story. With the class, read the sentences in which these words appear in the story. Then have children make up their own sentences using *mind, alphabet,* and *heart.*

**Practice**

Write the following sentence starters on the board:

I changed my mind about _______ because ________.
I use the alphabet to ____________.
Once I had my heart set on ____________.

Ask children to copy the sentence starters on their own paper. Tell them to complete the sentences any way they wish.

**Apply**

Encourage children to read their sentences to the class. You may wish to have children pick one of their three sentences to write on the board or on an overhead transparency.

**Adjectives, including a, an, and the**

**Teach**

Write the following sentences on the chalkboard:

*I like shopping at the big market.*
I ate a sweet peach.

The market has many purple flowers.

It is an outdoor market.

**Have** children read the sentences aloud. Stop after each one and ask, *What kind of market? What kind of peach?* As children respond, explain that words that describe nouns are called adjectives. Explain that an adjective can tell *what kind* or *how many*. Then point out a third type of adjective. The words *a*, *an*, and *the* are special adjectives. They tell more about nouns too.

**Practice**

**Write** the following sentences or phrases from *Moses Goes to a Concert* on the chalkboard. Ask children to identify the adjective or adjectives in each.

- Moses plays on his new drum.
- a loud musical sound
- eleven beautiful balloons

**Apply**

**Work** with children to identify adjectives related to sounds. Begin by asking them to think about words that describe sounds and record their ideas on a word web. Have them write a sentence with each word.

```
soft
peppy
buzzing
loud
barking
lively
depth
Sounds
```

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Moses Goes to a Concert**

**Ask** children to review and retell *Moses Goes to a Concert*. Then have children work in small groups. Each group member should identify one story detail.
**Long i (igh, ie)**

### Teach

**Say** the words *bigh, night,* and *tie.* Ask children what sounds the words have in common. (*long i*)

**Display** the Sound/Spelling Card *ice cream,* and remind children that the *long i* sound can be spelled in different ways. Then write *bigh* on the board and underline the *igh.* Point out the *igh* spelling on the Sound/Spelling Card. Then use Blending Routine 2 to help children sound out *bigh.* For example, blend the word *bigh* by having children say the *b* sound, /h/, then the *long i* sound /ı¯/ and finally blend the sounds to say the word *bigh.* Repeat the procedure, using *tie* for the *ie* spelling of *long i.*

**Continue** this process with other words such as *knight, bigh, pie, right,* and *night.* Write each word on the board and have children sound it out. Then ask children what sounds all the words have in common. /ı¯/ Invite children to circle the letter combinations *igh* or *ie* that appear in each word on the board.

### Practice

**Write** these and other sentence starters on the board.

When I grow up, I might ______________.
I sigh when I have to ______________.
My favorite kind of pie is ______________.
Some of the best summer sights are ______________.

**Read** the sentence starters with children. Have children copy the sentence starters on their own paper. Tell them to complete the sentences. Then have children read their completed sentences to partners.
Apply

Have pairs of children find long i words spelled with igh and ie in Dwight the Knight. The words they should find are: Dwight, knight, Mighty, right, pie, brightly, night, delight, fright, sights, delightful, lightning, and flight. Each time children find a long i word spelled with igh or ie, they should read it aloud while you write the word on the board. Have children read the words as volunteers come to the board and circle the igh and ie spellings.

LITERATURE FOCUS: 10–15 MINUTES

Preview Who Drew the Cartoon?

Familiarize children with Who Drew the Cartoon? Discuss the illustrations, naming the characters and using words from the story such as cartoon, artist, talent, sketches, bright, and comic.

Ask: What are some things an artist must be able to do to create a cartoon strip? Then tell children they will read this story with the rest of the class.
Noting Details

Teach

Ask children to describe a small area of the classroom. Guide children to give details that include colors, shapes, and sizes of objects. Make a word web like the one below on the board. Explain that you can use a word web to help write and think about details.

Practice

Work with children to identify details in the story *Moses Goes to a Concert* by Isaac Millman. Tell children that you will work together to identify details about the character Moses. Use a word web to record children’s suggestions of the details the author uses to describe the character. *(he is deaf, he signs, he likes drums, he asks questions, and so on)* Have children use both the text and the illustrations.
Apply

Have children work in pairs to find details about other characters and things in the story Moses Goes to a Concert, for example, the concert hall, the percussionist, and the instruments. Tell students to use both the text and the pictures to find details. Have children record their details in a word web.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Moses Goes to a Concert, Dwight the Knight, and Who Drew the Cartoon?

Page through all the stories with children and review the illustrations and text in each story to note the details of each story.

Have children look through Moses Goes to a Concert, Dwight the Knight, and Who Drew the Cartoon? for High Frequency Words alphabet, heart, and mind, and for adjectives a, an, and the.

Ask children to look for words with the long i sound such as knight, fight, delight, fine, and idea in the Phonics Library stories.
More Words with -ed or -ing

Teach

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

CHANT
The dog is chasing, chasing, chasing,
The cat who’s racing, racing, racing.
The dog chased, but the cat raced.

Repeat chasing, emphasizing the -ing ending. Ask children how the word chasing is different from chase. Write chase and chasing on the board and underline the ending. Have children compare the two words and note that the final e in chase was dropped when the ending was added. Tell children that when -ing is added to words with the vowel-consonant-e pattern, the final e is dropped before the -ing ending is added. Follow the same procedure for racing.

Repeat the chant again, now focusing on chased and raced.

Blend

Use Blending Routine 1.

Display skating and underline the -ing ending. Ask children what the base word is. (skate) Model how to blend the base word and the ending. Emphasize the /ing/ sounds in the ending. Then have children blend the word with you. Follow the same procedure with skated, emphasizing the /d/ ending sound.

Display the words biking, taking, hiding, joked, hoped, and smiled one at a time. Call on children to underline the ending and identify the base word in each. Have children use blending to read the words.
**Guided Practice**

**Distribute** or **display** copies of **Teaching Master ES6-5**. Have children identify the picture at the top of the page.

**Have** children read the sentences and the word choices with you.

**Help** them to identify the correct word and circle it.

**Reread** all the completed sentences with children.

**Practice /Apply**

**Distribute** **Practice Master ES6-5** to children. Discuss the pictures and the directions.

**Tell** children to use what they know about blending to read the sentences independently.

**Check** children’s ability to read words with -ed and -ing as you go over their responses. Point randomly to -ed and -ing words, and have children read them.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Will Holly Sing?**

**Preview** *Will Holly Sing?* Discuss the illustrations, name the characters and use words from the story such as *whined, placing, stroked, baked,* and *smiling*.

**Ask** children to say why Holly is worried. Then tell them they will read this story with the rest of the class.
Problem Solving

Teach

Say: *If you are writing in your notebook and your pencil point breaks, is that a problem, right? What could you do to solve the problem?*

List children’s suggestions on the chalkboard: sharpen the pencil, borrow a pencil from a classmate, look for another pencil in their backpack, and so on. Say that people have problems they need to solve and so do characters in stories.

Guided Practice

Display or distribute Teaching Master ES6-6. Explain that you will read a story in two parts. Children should listen carefully for the problem the character has and how she solves it in each part. Read the first paragraph and then stop to have children identify the problem and its solution. Then read the second paragraph and follow the same procedure.

Read Aloud

Nell wants a pet, but her whole family says, “No.” They say that everyone will sneeze because of the animal’s hair. Nell has an idea. She goes to the pet store and gets a turtle. A turtle does not have hair.

Nell looked at her new turtle. It looked sad. It didn’t move much or eat. Nell read a book about turtles. It said turtles need company. She went to get another turtle at the pet store.

Read labels on the chart with children and help them to identify the problem and solution in each paragraph.

Help children write the problems and solutions in the boxes.
**Practice / Apply**

**Distribute** Practice Master ES6-6 to children and read aloud the directions. Have children read the paragraphs independently and make their responses.

**Check** children’s responses to be sure they can identify problems and solutions as they read.

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**LITERATURE FOCUS:** 20–30 MINUTES

**Preview The School Mural**

**Segment 1**

**Refer** to the bottom of page T205 in the Teacher’s Edition and preview with children Segment 1 of *The School Mural* (pages 432–443).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T208 and T209.

**Segment 2**

**Refer** to the bottom of page T205 in the Teacher’s Edition and preview with children Segment 2 of *The School Mural* (pages 444–452).

**Note** the suggestions in the Extra Support boxes on the Teacher’s Edition pages T211 and T214.
Objective
- read and write new High-Frequency Words: below, neighbor, should

High-Frequency Words

Teach
Write the High-Frequency Words below, neighbor, and should on the board. Read them with children.

Discuss the meaning of each word.

below (under, beneath)
neighbor (someone who lives nearby)
should (must, ought to)

Have children say sentences that include below, neighbor, and should. You may wish to write their sentences on the board or on an overhead transparency.

Practice
Write the following sentence frames on the board:

The _________ is below the _________.
___________ is my neighbor in our classroom.
You should always _________.

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

Apply
Assign partners and have children read their sentences to one another. Then allow time for students to read their sentences to the class.

Hang three large pieces of chart paper on the wall or a bulletin board. Write one High-Frequency Word (below, neighbor, should) on each piece of paper. Have children make sentence murals by cutting out their sentences and gluing them onto the chart paper. Ask them to make sure that the High-Frequency Word used in the sentence matches the word on the chart paper.
Adjectives that Compare

Teach

Begin the lesson by displaying common classroom objects of three different sizes, for example, three pencils (small, smaller, smallest). Describe the three objects, and write sentences on the chalkboard to point out the changes in the adjectives small, smaller, smallest. Help children to understand that the adjectives tell how things are different from each other. They compare objects.

Practice

Use words and concepts from The School Mural to practice using adjectives that compare. Write the following sentences on the chalkboard, and ask children to read them together. Ask children to underline the words high, higher, and highest.

Joe moves on a high swing.

Mara moves on a higher swing than Joe’s.

Mei Lee moves on the highest swing of all.

Apply

Use other examples from the story so that children can apply what they have learned about adjectives that compare. Some examples follow.

Page 435 “This gave her a great idea.” (great, greater, greatest)

Page 440 “We’ll need a really big wall for our mural.” (big, bigger, biggest)

LITERATURE FOCUS

Review The School Mural

Ask children to review and retell The School Mural. After the retelling, have partners identify a problem in the story and tell how it was solved.

Objectives

• identify adjectives that compare in the story
• write sentences with comparative forms

Materials

• Anthology: The School Mural
Base Words and Endings
-ed, -ing

Teach

Say several words such as jumped, painted, lunch, raced, and piles. Have children raise their hand each time they hear a word ending in -ed. Repeat the procedure, substituting words with -ing endings.

Write -ed and -ing on large self-stick notes. Tell children that these endings may be added to base words. Write greet on the board, and read the word with children.

Place the self-stick note with the -ed ending next to greet and have children sound out each syllable and then the word. Repeat the procedure, using the note with the -ing ending. Have children use greet, greeted, and greeting in sentences.

Write race on the board and read it with children. Point out that this base word ends with the letter e. Explain that the e is dropped from race before -ed or -ing is added. To demonstrate, cross out the final e in race and place the -ed self-stick note over the crossed out letter. Have children sound out the word. Repeat the procedure, using the note with the -ing ending. Then remind children that the vowel sound of the base word stays the same when the e is dropped and the -ing ending is added.

Write like on the board and read it with children. Point out that this base word also ends with the letter e. Invite volunteers to show how endings are added to like. If necessary, remind them to look at the example you provided using race. Then have children sound out each word.

Practice

Make a 3-column chart on the board or chart paper. The column headings should be Base Word, Add -ed, and Add -ing. Under the Base Word heading, write poke, bore, hope, chase, trade, and slice. Read the words with children. Have children copy the chart on their own paper. Have them add -ed and -ing to each base word to complete the chart.
Invite volunteers to fill in the chart on the board and read all the words.

**Apply**

Have pairs of children find base words with final e, to which -ed, -ing have been added in *Will Holly Sing?* The words they should find are: whined, sneezed, wheezed, skating, glided, raced, smiling, placing, waving, wiped, dazed, stroked, scraped, joked, and baked. Each time children find a word, have them read it aloud while you write it on the board. Have volunteers come to the board, underline the base words, and circle the endings.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Add -ed</th>
<th>Add -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>poke</td>
<td>poked</td>
<td>poking</td>
</tr>
<tr>
<td>bore</td>
<td>bored</td>
<td>boring</td>
</tr>
<tr>
<td>hope</td>
<td>hoped</td>
<td>hoping</td>
</tr>
<tr>
<td>chase</td>
<td>chased</td>
<td>chasing</td>
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<tr>
<td>trade</td>
<td>traded</td>
<td>trading</td>
</tr>
<tr>
<td>slice</td>
<td>sliced</td>
<td>slicing</td>
</tr>
</tbody>
</table>

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview *Fright Night***

Preview *Fright Night*. Discuss the illustrations, name the characters, and use words from the story such as cried, lived, spotlight, creature, spider, and spooky.

Tell children to look at the picture on page 45. Ask: What problem might someone dressed as a spider have? Then say that children will read this story with the rest of the class.
Problem Solving

**Teach**

**Ask** children to brainstorm ideas for solving a problem, for example, losing a library book. Write children’s ideas on the chalkboard. Then write the following problem-solving steps on the chalkboard as a summary of how the class solved the problem together.

Define the problem.
Consider the possible solutions.
Examine possible solutions.
Decide on the best solution.
Carry out the solution.

**Practice**

**Reread** *The School Mural*. Discuss the events, guiding children to identify different problems in the story, such as Paul putting handprints on the mural by mistake. Discuss the steps that were taken to solve each problem. Have children review the problem-solving steps and evaluate how well they were used in the story to solve the problem.

**Apply**

**Ask** children to think about how they might have solved the problems in *The School Mural*. In pairs, have children work through the five problem-solving steps, brainstorming solutions that are not in the story, evaluating them, and making a decision to solve the problem. Then have the group compare their ideas.
Revisit *The School Mural, Fright Night, and Will Holly Sing?*

**Page** through all the stories with children, reviewing the illustrations and text in order to recall the problem solving that occurs.

**Have** children look through *The School Mural, Fright Night, and Will Holly Sing?* for High-Frequency Words below, *neighbor* and *should*, and for adjectives that compare.

**Ask** children to look for and say base words that end in *-ed* and *-ing* from the stories in the Anthology and the Phonics Library.