Theme 2

Celebrating Traditions
EXTRA SUPPORT LESSONS FOR

Celebrating Traditions

Selections
1 The Keeping Quilt
2 Grandma’s Records
3 The Talking Cloth
4 Dancing Rainbows
Objective
- combine two shorter words to form compound words

Materials
- word cards: back, ball, base, bath, pack, sea, shell, tub
- Teaching Master ES2-1
- Practice Master ES2-1
- Anthology: The Keeping Quilt

Warm-Up/Academic Language
Explain that two smaller words can be put together to form a larger word. This larger word is called a compound word. Tell students that finding the smaller words inside of a larger word helps to understand the word’s meaning.

Teach
Copy the chart below on the board. In the third column, write the word firewood. In the first and second columns, ask a student to write the two words that make up firewood. (fire, wood) Then ask a student to blend the word parts fire + wood together to pronounce firewood.

Discuss the meaning of firewood. Mention how both fire and wood contribute to its meaning, wood used for fire.

Follow a similar procedure with toenail and seafood.

Distribute word cards to students. Have them search for a person holding a card that when added to their card will form a compound word. (bathtub, backpack, baseball, seashell)

Ask each pair of students to read their compound word and explain its meaning to the group.
**Guided Practice**

**Display** or **distribute** Teaching Master ES2-1 to students, and discuss the illustration with them.

**Read** the sentences, and have students circle each compound word.

**Have** them underline the two smaller words inside of the compound word.

**Ask** them to define each compound word based on the meanings of its smaller words.

**Practice/Apply**

**Distribute** Practice Master ES2-1 to students, and discuss the examples.

**Have** students complete the Practice Master independently.

**Check** students' understanding of compound words when they share their answers with the group.

### LITERATURE FOCUS: 10-15 MINUTES

#### Preview *The Keeping Quilt*

**Segment 1**

**Refer** to the bottom of page 161 in the Teacher’s Edition, and preview with students Segment 1 of *The Keeping Quilt* (pages 160–169).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 165 and 168.
Author’s Viewpoint

Warm-Up/Academic Language

Explain that author’s viewpoint is the way writers feel and think about a subject. Writers choose words that show their thoughts and feelings about a subject.

Teach

Read the passage below to students.

Read Aloud

Kate’s grandmother gave her a toy car with enough room for two children.

Kate strapped herself into the driver’s seat. She strapped her dog Max on the passenger’s side.

“Yee hah!” she hollered as she drove around and around. Max howled and covered his eyes with his paws.

“Poor puppy,” Kate said. She stopped the car, undid Max’s seat belt, and carried the dog gently into the house.

Call on students to act out the parts of Kate and Max as you read the story again. Ask students to listen for clues showing Kate’s feelings about Max. Guide them to identify details from the story that show Kate’s feelings about her dog, Max.
Copy the word web below on the board. Have students share sentences from the story that show the Kate’s feelings about Max. Record student responses in the word web.

She strapped her dog Max in the passenger’s side.

“Poor puppy,” Kate said.

Kate stopped the car and undid Max’s seat belt.

She gently carried Max inside.

**Guided Practice**

Display or distribute Teaching Master ES2-2, and read aloud the first story. Discuss the story with students, asking questions such as: *What happens in the story? Who is telling this story? How does the author feel about what happens?*

Guide students to interpret the author’s viewpoint and to complete the chart as a group. Repeat the procedure with the second story. Help students to compare and contrast the authors’ viewpoints in these storm stories.

**Practice/Apply**

Distribute Practice Master ES2-2 to students, and discuss the illustration.

Instruct students to read the story and complete the Practice Master independently.

Check students’ understanding of author’s viewpoint as they share their answers with the group.

**LITERATURE FOCUS: 10-15 MINUTES**

**Preview The Keeping Quilt Segment 2**

Refer to the bottom of page 161 in the Teacher’s Edition, and preview with students Segment 2 of *The Keeping Quilt* (pages 170–179).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 171, 172, 175, and 178.
Teach

Write the following sentences on the board:

Have you seen my *cookbook*?
Is it in the *bookcase* in the *bedroom*?
I want to make *pancakes*.
Do I add two *tablespoons* of milk?

Read the sentences aloud to students and draw their attention to the underlined words, telling them they are compound words. Explain that a compound word is a word made up of two smaller words. Tell students that if they can identify the two smaller words, the compound word will be easier to read. Model for students a strategy for reading compounds, using *cookbook*.

Think Aloud

*I see a long word and I wonder if I can read it. I know the first part of the word, so I cover up the end of the long word and read the first part, cook. Now I cover cook. I see that the end of the long word is another word I know, book. I uncover that word and read cookbook. I see that this is a compound word made up of two smaller words.*

Read together the compound words in the sentences. Mask first one word and then the other. Have students read the two words and then put them together to read the compound word.
**Practice**

*Provide* each student with two index cards. Then, write the word *overcoat* on the chalkboard. Mask the second part of the word and have students write on one index card the word they see: *over*. Then mask the word *over* and direct students to write on the other index card the word they see: *coat*. Instruct students to put the index cards together and read *overcoat* aloud. Have students find compound words on the following pages in the story, *The Keeping Quilt*.

Page 162 (*overcoat, anymore*)
Page 163 (*Everyone*)
Page 166 (*nighthdress*)
Page 168 (*tablecloth*)

**Apply**

*Have* students work with a partner to identify compound words on pages 174, 175, and 176 in *The Keeping Quilt*. Instruct students to make a list of the compounds and write them in sentences.

**LITERATURE FOCUS: 10-15 MINUTES**

**Review The Keeping Quilt**

*Guide* students through the Comprehension Skill Lesson for *Author’s Viewpoint* on page 171 in the Teacher’s Edition.
Objectives
- identify words that name a person, place, or thing
- write a paragraph using common nouns

Materials
- Anthology: *The Keeping Quilt*
- Leveled Reader: *Grandma’s Table*

Common Nouns

**Teach**

**Invite** students to play Twenty Questions to identify a person, place, or thing. Say, *I am thinking of a person who works in a school.* Have students ask yes or no questions to guess the word you are thinking of. Students might ask the following questions:

- Is it a teacher? *(no)*
- Is it a nurse? *(no)*
- Does the person work in an office? *(yes)*
- Is it the principal? *(Yes, it is the principal.)*

**Record** the words students use in a three-column chart with headings for **person**, **place**, and **thing**. When finished, explain to students that the headings of the columns are **common nouns**, which name any person, place, or thing.

**Practice**

**Have** students identify common nouns from *The Keeping Quilt*. Read a list of common nouns and other words from the story. Invite students to identify them by raising index cards labeled **common noun—person**, **common noun—place**, **common noun—thing**. Record the words students identify in a chart similar to this one.

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td>home</td>
<td>dress</td>
</tr>
<tr>
<td>bride</td>
<td>school</td>
<td>quilt</td>
</tr>
</tbody>
</table>
Apply

Once students demonstrate their understanding of common nouns, have them work in pairs to make a chart of other common nouns they find in the story. Ask them to use these common nouns to write a paragraph about a family event.

**LITERATURE FOCUS:**

**Preview *Grandma’s Table***

**Walk** students through *Grandma’s Table*, and discuss the illustrations, using words from the story such as *grandma, polished*, and *grandpa*.

**Ask** students to share stories about their grandparents.

**Have** students use their prior experiences and the illustrations to predict who is telling the story.
Author’s Viewpoint

Teach

Read to students the following: You are walking down the street and you see a cat walking toward you. What do you do? Ask students to write for a few minutes about what they might do and why. Invite students to share their responses with the group. Students may respond that they would pet the cat, walk away because they don’t like cats, shoo it away, or help find its owner because they love cats.

Explain to students that viewpoint is how one feels and what one thinks about a subject. Viewpoints are affected by experiences and beliefs and individuals often see things differently.

Inform students that authors express viewpoints in their stories. Tell students they can figure out the author’s thoughts and feelings about a subject from the events, facts and opinions, and illustrations in a story.

Practice

Discuss The Keeping Quilt by Patricia Polacco. Ask, Is tradition important to the author? (yes) What evidence can you find in the story that supports this viewpoint? Have students identify events, facts and opinions, and illustrations that show the author feels traditions are important to her family.

Page 166: Anna’s mother gives reason for making the quilt. (Opinion)

Page 168: Family observes Sabbath. (Fact)

Pages 169, 170, 171, 174, 176: Each time there is a wedding, specific items represent good wishes: gold for wealth, flower for love, salt for flavor in life, bread for never being hungry, and grape juice for laughter. (Events)

Page 179: The illustrations of The Keeping Quilt show the importance of the family’s tradition. (Illustration)
Apply

Have students identify the author’s viewpoint, with an eye to pointing out the facts and opinions she gives in the Leveled Reader selection *Grandma’s Table* by Penina Adelman. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10-15 MINUTES

**Revisit The Keeping Quilt and Grandma’s Table**

**Review** with students the author’s viewpoint in *The Keeping Quilt* and *Grandma’s Table*. Also, help them look for compound words such as *birthday* and *bullring* (*The Keeping Quilt*, pages 173, 176), and *grandma*, *everyone*, and *grandchild* (*Grandma’s Table*, pages 18, 19).
**Plurals**

**Warm-Up/Academic Language**

Explain that a *singular noun* is one *person, place, or thing*. A plural noun is *more than one* person, place, or thing. Tell students that the plural form of a word is usually formed by *adding* –es or –s to the word. The plural for nouns ending with a *consonant and y* is formed by *dropping the y and adding –ies*.

**Teach**

*Copy* the chart shown below on the board. Then, use a think aloud model to show the difference between singular and plural nouns.

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>apple</th>
<th>bunch</th>
<th>berry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural (more than one)</td>
<td>apples</td>
<td>bunchees</td>
<td>berries</td>
</tr>
</tbody>
</table>

*Think Aloud*

In the first column, an –s is added to the base word apple to form the plural apples. In the second column, an –es is added to the base word bunch to form the plural bunches. In the last column, the plural of berry is formed by dropping the final y and adding –ies.

*Follow* the same procedure for words such as *dog, dogs; box, boxes; cherry, cherries*. Have students underline the part of the plural noun that is different from the singular noun.

*Distribute* word cards *card, cards, fox, foxes, pennies, penny, ponies, pony* to students. Have them decide whether their word card is singular or plural. If the word is plural, ask students to circle the plural ending s, es, or ies.
Ask students to read their word to the group and explain whether it is singular or plural. Have them identify plural endings as either *s*, *es*, or *ies*.

**Guided Practice**

Display or distribute Teaching Master ES2-3 to students, and read the story with them.

Read the story again, having students raise their hand each time they hear a plural. Record each plural on the chart.

Have students give the singular for each plural recorded in the chart.

Call on students to explain how to change each singular in the chart to its plural form.

**Practice/Apply**

Distribute Practice Master ES2-3 to students, and go over the example.

Have students complete the Practice Master independently.

Check students’ understanding of plurals as they share their answers with the group.

**LITERATURE FOCUS:**

**Preview Grandma’s Records**

Segment 1

Refer to the bottom of page 191 in the Teacher’s Edition, and preview with students Segment 1 of *Grandma’s Records* (pages 190–199).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 193, 196, and 198.
**Objectives**
- classify selection details by category
- give sets of details category names

**Materials**
- Teaching Master ES2-4
- Practice Master ES2-4
- Anthology: *Grandma’s Records*

**Categorize and Classify**

**Warm-Up/Academic Language**

*Explain* that when we *classify* objects, we *put* them *into groups* that *have something in common*. For example, we could classify the members of our class as either boys or girls. Boys and Girls are categories or groups of things that are alike in some way.

**Teach**

*Copy* the chart below on the board, and read the column headings. Then have students think of some things they use when they write. Record their answers in the first column. Ask students how these items are alike. *(They are all used for writing.)* Tell students *Writing Tools* is a category that includes any object that you can write with.

*Follow* a similar procedure for *Things to Read*.

<table>
<thead>
<tr>
<th>Writing Tools</th>
<th>Things to Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>pen</td>
<td>book</td>
</tr>
<tr>
<td>pencil</td>
<td>magazine</td>
</tr>
<tr>
<td>marker</td>
<td>comic</td>
</tr>
</tbody>
</table>

*Ask* students whether objects such as a desk, a friendly letter, or a paper clip fit one of the categories. Have them justify their answers.

**Guided Practice**

*Display* or *distribute* Teaching Master ES2-4, and read the story with students.

*Read* the headings on the chart, and ask students to give words that describe the pictures connected to summer *(swimming, skateboarding, fishing, ball playing, biking)* and winter *(shoveling snow, snow play, playing hockey)*.

*Guide* students to use the pictures and words to explain how all of the items in each category are alike.
Practice/Apply

Distribute Practice Master ES2-4 to students, and go over the example.

Instruct students to complete the Practice Master independently.

Have students share their answers with the group, explaining how they developed their categories.

Check students’ responses to be sure that they understand categorizing and classifying.

LITERATURE FOCUS: 10-15 MINUTES

Preview Grandma’s Records
Segment 2


Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 203 and 206.
Objective
- Identify plural changes for words ending in -ch and -y

Materials
- Anthology: Grandma’s Records

Plurals

Teach

Explain to students that when a word means more than one, it is plural. Give the following example: one city, many cities.

Write the following sentences on the board.

(couch) How many ___ are in your living room?
(bunch) My mother bought ___ of grapes.
/story) We will read both ___ together.

Point out to students that the words in parentheses end in ch or consonant y. Explain to students that when they write a word that ends in ch or the consonant y in the plural form, they must add -es or change the y to i and add -es. Ask students to complete each sentence. Record the words they suggest and draw attention to the spelling changes. Model for students that couch becomes couches with an -es ending, and story becomes stories by changing the y to i and adding -es.

Practice

Write on the board or chart paper the following words from Grandma’s Records: country, story, memory. Instruct students to write the letters i, e, and s on index cards. Direct students to show their index cards to help spell the words in the plural. For example, write s t o r _ _ _ . Have students show the letters on index cards that complete the word stories. Repeat the procedure for each word in the list. Then have students look at the word sketches on page 196. Tell students this is the plural form, and ask them to write the singular form of the word.
Apply

Write the following words on the board or chart paper: candy, hobby, lunch, and ceremony. Ask students to write the word in its plural form by adding -es to it. Have students write each word in a sentence. Remind them to change the y to i before adding -es. When finished, have students work in pairs to check the spelling of the words in plural.

LITERATURE FOCUS: 10-15 MINUTES

Review Grandma’s Records

Proper Nouns

Teach

Invite students to name an event they attended recently, for example, a movie, a music recital, or a town celebration. Ask them to name whom they went with, where it was, and when it was. Record what students say on chart paper, and underline the proper nouns. Responses might include the following:

Grandma and I went to the movies in Laredo on Saturday to see Lassie.
My uncle Joe took me to see the Stripes play last week at Thomaston Park.

Explain that the underlined words are proper nouns because they name a specific person, place, or thing. Inform students that proper nouns begin with a capital letter. Point out to students that Saturday is a proper noun because it names a specific day, whereas last week is not a proper noun because it is not a name for a particular day. Explain, too, that Lassie is a proper noun because it names a specific movie, but the word movie itself is not a proper noun. Invite students to help record in a chart the proper nouns from the sentences.

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grandma</td>
<td>Laredo</td>
<td>Saturday</td>
</tr>
<tr>
<td>Lassie</td>
<td>Thomaston Park</td>
<td>Stripes</td>
</tr>
</tbody>
</table>

Practice

Reread the story Grandma’s Records with students, and identify all the proper nouns. Record them in the proper noun chart. Proper nouns from the story include Daisy, El Barrio, Grandma, Puerto Rico,
**Dominican Republic, Grandpa, Santurce, Sammy, Rafael Cortijo, New York, and Carmen.**

**Apply**

**Have** students work in groups of four to write sentences for a game with proper nouns. Assign each group several letters of the alphabet, and ask them to write sentences using proper nouns that begin with that letter of the alphabet. For example, the group with the first few letters of the alphabet might write *Amy eats Arizona oranges in April,* and *Ben lives on Bellvue Street in Buffalo.* When finished, invite groups to read aloud their sentences beginning with *a* and finishing with *z.* Instruct each group to record in a chart the proper nouns classmates read in their sentences.

**LITERATURE FOCUS: 10-15 MINUTES**

**Preview The Mask Makers**

**Walk** students through *The Mask Makers,* and discuss the illustrations using words from the story such as *carve* and *mask.*

**Ask** students to look at the illustrations on pages 23, 24, and 25. Have students explain how the people’s clothes and houses in the story are similar to and different from their own houses and clothes.
**Categorize and Classify**

**Teach**

*Have* students imagine that they are packing clothing for a trip and that they want to be sure they have everything they need. Have students name clothing that they typically wear indoors and clothing they wear outdoors. Record their ideas in a Venn diagram.

Point out that things are grouped together according to similar patterns: clothes worn indoors, outdoors, and in both places. Explain to students that when they group things together they are categorizing and classifying information.

**Practice**

*Reread* with students page 192 of *Grandma’s Records* by Eric Velasquez. As you read, ask students to name things that Eric might do during the school year and things he might do with his grandma during the summer. Record students’ suggestions in a chart similar to this one:
Explain to students that categorizing and classifying information is an important skill in reading. It helps them to summarize what they read and understand things about characters and events that are not directly stated in the story.

Apply

Have students think about categories, with an eye to classifying information, in the Leveled Reader selection *The Mask Makers* by Veronica Freeman Ellis. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS:

Revisit *Grandma’s Records* and *The Mask Makers*

Review with students categories and classification by having them compare and contrast Eric in *Grandma’s Records* with the boy in *The Mask Makers*. Also help them look for plurals such as *nightclubs*, *records*, and *musicians* (*Grandma’s Records* page 197), and *masks*, *things*, and *stories* (*The Mask Makers* pages 26, 27).
Objective
• form contractions correctly with 's, n’t, ’re, ’ll

Materials
• word cards: haven’t, have not, that’s, that is, they are, they’re, was not, wasn’t
• Teaching Master ES2-5
• Practice Master ES2-5
• Anthology: The Talking Cloth

Contractions with ’s, n’t, ’re, ’ll

Warm-Up/Academic Language
Explain that a contraction is a shortened form of two words. An apostrophe takes the place of the letters that are removed to form the contraction.

Teach
Copy the chart below. Read the first sentence in the left column. Then, read the corresponding sentence in the right column. Discuss the apostrophe, asking students what missing letter(s) it represents. Point out that the contraction does not change the meaning of the sentence.

Repeat this procedure for the other sentences.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are not late.</td>
<td>You’re not late.</td>
</tr>
<tr>
<td>He is not home.</td>
<td>He’s not home.</td>
</tr>
<tr>
<td>We are not home.</td>
<td>We’re not home.</td>
</tr>
<tr>
<td>I will listen.</td>
<td>I’ll listen.</td>
</tr>
</tbody>
</table>

Assign pairs of students two cards, one with a contraction, and the other the two words that have been used to form the contraction. Have students figure out which letter(s) the apostrophe represents, and write a sentence using the contraction.

Have student pairs share their contractions with the group.

Ask them to read their sentences aloud, explaining what letter(s) the apostrophe represents.
**Guided Practice**

Display or distribute of Teaching Master ES2-5 to students, and read the dialogue with students.

Read it again, asking students to raise their hand when they see a contraction.

Have students circle the contractions in the dialogue, and tell what two words were used to form the contraction.

Help students to supply the letters that the apostrophes have replaced.

**Practice/Apply**

Distribute Practice Master ES2-5 to students, and go over the example.

Have students complete the Practice Master independently.

Check students' understanding of contractions when they share their answers with the group.

**LITERATURE FOCUS: 10-15 MINUTES**

**Preview The Talking Cloth**

Segment 1

Refer to the bottom of page 217 in the Teacher's Edition, and preview with students Segment 1 of The Talking Cloth (pages 216–223).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 219 and 222.
**Noting Details**

**Warm-Up/Academic Language**

Remind students that story details give important information about characters’ feelings and help them to picture the story’s main events.

**Teach**

Read the paragraph to students. Ask them to listen for descriptions that help them imagine what is happening and understand the character’s feelings.

A girl is happily playing hopscotch on a warm sunny day. She trips on a small pebble and bumps her knee on the pavement. The girl cries loudly and rubs her knee.

**Draw** the chart on chart paper. Have students share details that they remember from the story. Record them on the chart.
Use this Think Aloud to help model how details enhance understanding:

**Think Aloud**

*In the first sentence, I notice these details: the girl is happy and the day is warm and sunny. I can imagine a smiling girl warmed by the sun. Then I read the details about the girl tripping on a pebble and bumping her knee. I can picture a girl tumbling on a tiny stone and scraping her knee on the pavement. Finally, I notice a girl crying loudly. I can tell that the girl’s feelings have changed from happiness to sadness.*

**Guided Practice**

Display or distribute Teaching Master ES2-6, and read the poster with students.

Discuss the poster’s details about Missy with them.

Help students to change two details in the description. For example, a student might change *black with white chin* to *white with black chin*. Discuss how these changes in the details would influence what someone looked for when trying to find Missy.

**Practice/Apply**

Distribute Practice Master ES2-6 to students, and go over the directions.

Have students read the story and complete the Practice Master independently.

Have students present and explain their completed drawings.

Check students’ drawings for inclusion of story details.

**LITERATURE FOCUS:**

**Preview The Talking Cloth Segment 2**

Refer to the bottom of page 217 in the Teacher’s Edition and preview with students Segment 2 of The Talking Cloth (pages 224–229).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 225, 226, and 228.
Objectives
• identify contractions in a sentence
• identify the words that form a contraction
• form and write contractions

Materials
• Anthology: The Talking Cloth

SKILL FOCUS: STRUCTURAL ANALYSIS 25-30 MINUTES

Contraction with: ’s, n’t, ’re, ’ll

Teach
Write the following sentences on the board or on chart paper:

It’s going to rain today.
I’ll get soaked at the game.
They’re not going to play.
They can’t play.

Ask students to identify the contractions in the sentences. Explain to students that a contraction is a word made up of two words in which letters are left out and an apostrophe is added. Have students tell what two words make up the contractions in the sentences. (it is, I will, they are, cannot)

Practice
Write the contraction he’s on the board or chart paper. Tell students that this word is made up of the words he and is. Ask, What letter does the apostrophe replace? Repeat the activity for these contractions: hasn’t, can’t, you’re, they’re, I’ll, she’ll, you’ll.

Apply
Have students work with a partner to write contractions for the following: be is; cannot; I will; we will; you are; we are. Have the partners work together to write sentences about the story using the contractions.
LITERATURE FOCUS: 10-15 MINUTES

Review *The Talking Cloth*

*Guide* students through the Comprehension Skill Lesson for *Noting Details* on page 219 in the Teacher's Edition.
**Objectives**
- identify nouns that indicate one or more than one
- write sentences with singular and plural nouns

**Materials**
- Leveled Reader: *The Weaver’s Gift*

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**Singular and Plural Nouns**

**Teach**

**Invite** students to name objects in the room that you point to or display. For example, hold up a book and then point to a stack of books so that students identify *book* and *books*. You may want to avoid examples that are irregular plurals (*foot* / *feet*; *child* / *children*). Record students’ responses in a chart similar to the one below:

<table>
<thead>
<tr>
<th>Singular (one)</th>
<th>Plural (more than one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>book</td>
<td>books</td>
</tr>
<tr>
<td>chair</td>
<td>chairs</td>
</tr>
<tr>
<td>pencil</td>
<td>pencils</td>
</tr>
</tbody>
</table>

**Remind** students that words that identify objects are nouns, or naming words. Explain that adding an *-s* to the end of a noun changes its meaning from one to more than one. Tell students that nouns that indicate one are called *singular nouns* and nouns that indicate more than one are called *plural nouns*.

**Give** students two index cards, and have them label one *singular (one)* and the other *plural (more than one)*. Read aloud words from the chart, and have students raise their index cards to identify which words are singular and which are plural.

**Practice**

**Write** on the board or chart paper the following sentences from *The Talking Cloth*:

p. 223: “Aunt Phoebe smiles and takes a cloth from the top of the basket.”

p. 224: “The cloth is embroidered in sections and hand printed all over with small black symbols. Like words.”

p. 226: “I imagine cloths with my own symbols on them.”
Read the sentences aloud together, and ask students to identify the nouns and to tell whether they are singular or plural. Underline the nouns, and label them singular (cloth, top, basket) or plural (sections, symbols, words, cloths). You may want to continue the activity by having students suggest sentences with singular and plural nouns. Write their sentences on the chalkboard, and have students identify the singular and plural nouns.

Apply

Have students write sentences with singular and plural nouns. You may want to suggest a topic, such as special family possessions. When students are finished, instruct them to exchange papers and to underline all the nouns in the sentences they read. Then have students go back and circle the plural nouns.

LITERATURE FOCUS: 10-15 MINUTES

Preview *The Weaver’s Gift*

Walk students through *The Weaver’s Gift*, and discuss the illustrations, using words from the story such as weaver and dyes.

Have students look at the illustration on page 46, and ask them to see how many details they can describe.
Noting Details

Teach

Explain to students that noting details helps readers understand how characters think and feel. Inform students that authors use details in stories to give information, to show how characters feel, and to explain important ideas in the story.

Display pages 218–219 in *The Talking Cloth* by Rhonda Mitchell. Ask students to point out the many details in the illustration. Then read the text on page 218. Explain that the author uses details to tell about the characters. For example, Aunt Phoebe has lots of things. Mom thinks Aunt Phoebe is a junk collector, and Dad thinks the things are junk. Remind students that noting details helps them understand the story.

Practice

Have students reread pages 223–224 in *The Talking Cloth*. Ask students to point out the details that help them understand why Aunt Phoebe calls the cloth a “talking cloth.” (The cloth has small black symbols, like words on it. The color of the cloth can stand for joy, wealth, growth, love, or sadness.) You may wish to have students note details about the cloth by listing them in a chart similar to the one shown.

<table>
<thead>
<tr>
<th>Adinkra Cloth</th>
<th>What It Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Color of the Cloth</td>
<td>Joy</td>
</tr>
<tr>
<td>white</td>
<td>wealth</td>
</tr>
<tr>
<td>yellow</td>
<td>growth</td>
</tr>
<tr>
<td>green</td>
<td>love</td>
</tr>
<tr>
<td>blue</td>
<td>sadness</td>
</tr>
<tr>
<td>red</td>
<td></td>
</tr>
</tbody>
</table>
Apply

**Have** students note details, with an eye to explaining how the details help them understand the Leveled Reader selection *The Weaver’s Gift* by Lee S. Justice. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10-15 MINUTES

**Revisit The Talking Cloth and The Weaver’s Gift**

**Have** students find and compare story details about cloth in *The Weaver’s Gift* and *The Talking Cloth*. Also, help them to look for contractions such as *be’s* and *let’s* (*The Talking Cloth*, page 226).
Plurals with words ending in \textit{ch}, \textit{sh}, \textit{x}, \textit{s}

**Warm-Up/Academic Language**

Remind students that a plural noun means that there is more than one person, place, or thing. In most cases, an \textit{–s} is added to the end of a noun to form the plural. When a noun ends with \textit{sh}, \textit{ch}, \textit{x}, or \textit{s}, the plural is formed by adding \textit{–es}.

**Teach**

Copy this chart. For each noun in the left hand column, lead students to identify its ending consonants. Circle the ending consonants. In the right hand column, have students use the consonant endings to decide whether to add \textit{-s} or \textit{-es} to form the plural.

<table>
<thead>
<tr>
<th>Singular Nouns</th>
<th>Plural Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns that end with \textit{sh}, \textit{ch}, \textit{x}, or \textit{s}</td>
<td>add \textit{–es} to form the plural.</td>
</tr>
<tr>
<td>branch</td>
<td>branches</td>
</tr>
<tr>
<td>hat</td>
<td>hats</td>
</tr>
<tr>
<td>glass</td>
<td>glasses</td>
</tr>
<tr>
<td>lion</td>
<td>lions</td>
</tr>
<tr>
<td>bush</td>
<td>bushes</td>
</tr>
<tr>
<td>ax</td>
<td>axes</td>
</tr>
</tbody>
</table>

Distribute word cards \textit{bus}, \textit{dish}, \textit{fox}, \textit{lunch}, \textit{pencil}, \textit{train} to students. Tell them that they need to make their word plural by adding \textit{–es} or \textit{–s}. They may use the chart to help them decide on an ending. Then, have them draw a picture of the plural form of their word.

Have students share their words and drawings with the class. Make sure that students explain how they decided whether to add \textit{-es} or \textit{-s}.

**Guided Practice**

Display Teaching Master ES2-7, and read the story with students.

Read it again, having students raise their hand when they encounter a plural.

Have students circle the plurals and explain why \textit{–es} is the plural ending.
**Practice/Apply**

**Distribute** Practice Master ES2-7 to students, and go over the examples.

**Have** students complete the Practice Master independently.

**Check** students' ability to read plural words ending in *ch, sh, x, s* as they share their answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Dancing Rainbows**

**Segment 1**


**Note** the suggestions in the Extra Support boxes on Teacher's Edition pages 241, 242, and 244.
Warm-Up/Academic Language

Explain that the **topic** of a story is what the selection is mostly about. The **story's title** gives information about the topic. **Main ideas** are the story's most important pieces of information. **Supporting details** are facts or bits of information that help describe the main idea.

Teach

**Copy** the following chart:

<table>
<thead>
<tr>
<th>Topic: Bald Eagles and Their Food</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea: Bald Eagles are excellent fishers.</td>
</tr>
<tr>
<td>Detail watch for fish from their nests</td>
</tr>
<tr>
<td>Detail build their nests near streams, rivers, or lakes</td>
</tr>
<tr>
<td>Detail swoop down and snatch fish out of the water</td>
</tr>
<tr>
<td>Detail even eat dead fish</td>
</tr>
</tbody>
</table>

**Read** aloud the title and the first two sentences of the story about bald eagles. Ask students what the topic of the story is. Record the story's topic in the chart.

Bald Eagles and Their Food

Bald eagles are excellent fishers. They watch for fish from nests built high in trees near streams, rivers, or lakes. When they spot fish swimming, bald eagles swoop down and snatch them with their feet. Bald eagles also eat dead fish, which they find along the shore.
Ask students to listen for the main idea or one sentence that tells what the paragraph is mainly about as you read the paragraph. Guide students to find the main idea and record it in the Main Idea section of the chart.

Mention that supporting details give more information about the main idea. These facts or bits of information help explain the main idea.

Reread the paragraph, asking students to listen for supporting details that tell about how bald eagles are good at fishing. Record this information under the Details section of the chart.

Guided Practice

Display or distribute Teaching Master ES2-8, and review the definitions of topic, main idea, and supporting details.

Ask students to listen for the topic and main idea as you read the polar bear paragraph. Guide students to find this information.

Reread the paragraph, and have them look for supporting details.

Practice/Apply

Distribute Practice Master ES2-8 to students, and go over the directions.

Have students read the story and complete the Practice Master independently.

Check students' understanding of details, main idea, and topic as they share their answers with the group.

LITERATURE FOCUS: 10-15 MINUTES

Preview Dancing Rainbows

Segment 2


Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 249 and 254.
Plurals with words ending in ch, sh, x, s

Teach

<table>
<thead>
<tr>
<th>One</th>
<th>More than one</th>
</tr>
</thead>
<tbody>
<tr>
<td>One dress</td>
<td>Two</td>
</tr>
<tr>
<td>One box</td>
<td>Three</td>
</tr>
<tr>
<td>One beach</td>
<td>Four</td>
</tr>
<tr>
<td>One fish</td>
<td>Five</td>
</tr>
</tbody>
</table>

Write the following words in a chart on the board or chart paper:

Have students say the singular words in the chart. Then ask students to tell you the plural forms. For example, say, One dress, two dresses. Write the plural words students suggest in the chart and draw their attention to the -es ending. Explain to students that words that end in ch, sh, x, and s have an -es ending in plural.

Invite students to suggest other words that end in ch, sh, x, or s. Record the words in the chart and ask students to help you spell them. Inform students that some words that end in sb do not change in the plural form. For example, fish does not have an s or -es ending in plural and it is correct to say two fish. Explain to students that a dictionary can help for questions about the use of plurals.

Practice

Divide the class into groups of four to play a game using -s and -es endings for plural words. Give each group three index cards labeled -es, -s, and —. Explain that the index card with dashes is to be used if a word such as fish does not have any endings in plural. You might want to use the following words from Dancing Rainbows: ash, business, bed-dress, squash, feast, tribe, dance, laugh, prayer and drum. You might want to use additional words that end with ch, sh, x, and s such as ax, wish, fish, beach, patch, arch, six, and mix.
Write the word asb on the board or chart paper. Direct students to look carefully at what letters the word ends in. Remind students that words ending in cb, sb, x, and s will have an -es ending in plural and that most other plural words will end in -s. Have students work together in their groups to decide what ending asb has in its plural form. Instruct students to demonstrate their answer by raising the appropriate index card. Write the correct spelling of the word in plural on the chalkboard. Direct each group to write the word in plural and give themselves a point if they got it correct. Repeat the activity with other words in the list.

Apply
Have students remain in groups to write sentences using the singular and plural forms of the words they used in the game.

LITERATURE FOCUS: 10-15 MINUTES

Review Dancing Rainbows
Special Plural Nouns (-es, -ies)

Objectives
• recognize plural nouns that end in -es and -ies
• write a story with plural nouns that end in -es and -ies

Materials
• Leveled Reader: Festival in Valencia

Teach
Write the following sentences on chart paper:

This is the first batch of cookies.
I need to trim the bush by the gate.
I will give you one guess.
Did you see the fox in the field?
I want a sundae with a cherry on top.

Point out that the underlined words are singular nouns. Ask students to suggest sentences using the plural form of the underlined words. Record the sentences on the chalkboard, and underline the plural nouns.

Draw students’ attention to the -es and -ies endings. Explain that if a word ends in s, x, sh, or ch, you add -es instead of -s to form the plural. Explain, too, that nouns that end with a consonant + y, such as cherry, undergo a different change in spelling for the plural. Demonstrate to students how to change the y to i before adding -es to the end of nouns like cherry.

Practice
Read with students the following sentences in Dancing Rainbows:

Page 238: “Every year, on June 24, their pueblo has a big party with food, fun, and dance.”

Page 239: “Now most Tewas work at businesses outside the pueblo, but some still farm.”

Page 243: “Then she cleans out the ashes and puts in the dough.”

Page 246: “He ties on his headdress.”

Page 251: “Tewa homes fill with friends and family.”
Point out that the word *party* in the first sentence is a singular noun that ends in a consonant + *y*. Ask students to use the plural form of *party* as a noun in a sentence. Record responses on the chalkboard, and demonstrate how to change the *y* to *i* and add *-es* to form the plural noun *parties*.

Ask students to suggest sentences for the other underlined words. If the underlined word is singular, have students use its plural form in a sentence. If the word is already plural, have students use its singular form in a sentence. Record on the chalkboard the sentences students suggest, and point out the *-es* and *-ies* endings of plural nouns. Instruct students to record singular and plural nouns from the sentences in a chart.

Apply

Invite students to add to their charts other plural words they know that end in *-es* or *-ies*. Then have students write a story with a partner using the words in their charts.

**Literature Focus:** 10-15 Minutes

**Preview Festival in Valencia**

Walk students through *Festival in Valencia*, and discuss the illustrations, using words from the story such as *festival* and *costumes*. Point out the giant *fallas* or statues on pages 64 and 65.

Ask students to guess the story’s topic based on the title and illustrations.
Teach

Tell students that being able to identify a paragraph’s main idea will help them understand what they read. Read the following paragraph:

We read many things in school and at home. In class, we read stories and chapters in our science and social studies books. In the hallway, we read signs like Exit and Office and School News. After school, we read the name of our bus, and we watch for the Walk signal when we cross the street. At home, we read directions when we play a game and when we follow a recipe to make Mom’s special cookies.

Ask, What is the most important idea in the paragraph? (We read many things in school and at home.) Next have students identify topic. Ask, What is the paragraph about? (reading) What are the details? (We read stories, book chapters, signs, and directions.)

Help students see that a topic is what the paragraph is about, a main idea is the paragraph’s most important idea, and supporting details are pieces of information that tell more about the main idea.

Practice

Copy the chart and ask students to turn to page 243 in Dancing Rainbows. Have them reread the first paragraph. Ask them to tell what the paragraph is about. (baking bread in a horno) Have them identify the topic. (baking bread for Feast Day) Then ask students to read the next two paragraphs and to identify details about baking the bread. Record the details students identify in the chart’s Detail columns.
Apply

Have students identify the main idea in several paragraphs in the Leveled Reader selection *Festival in Valencia* by Anne Miranda. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10-15 MINUTES

Revisit *Dancing Rainbows* and *Festival in Valencia*

Discuss with students the topic, main idea, and supporting details in *Dancing Rainbows* and *Festival in Valencia*. Help students to understand the differences in topic and main idea for these stories. Also help them look for plurals such as *relatives, loaves, cakes, cookies*, and *asbes* (*Dancing Rainbows* page 243).