Theme 5:
Voyagers
EXTRA SUPPORT LESSONS FOR

Voyagers

Selections
1 Across the Wide Dark Sea
2 Yunmi and Halmoni’s Trip
3 Trapped by the Ice!
Suffixes -less and -ness

Warm-Up/ Academic Language

Explain that suffixes are added to the end of words and change their meaning. Tell them that the suffix -less means “without,” and the suffix -ness means “state of being.” Explain that adding -ness to a word changes an adjective (a describing word) into a noun.

Teach

Write joy and joyless on the board. Circle the suffix -less, and tell students that it means “without” so joyless means without joy.

Tell students, “My muscles feel tight.” Write tight on the board. Then say, “There is tightness in my muscles.” Write tightness on the board and circle the suffix -ness. Explain that -ness means “state of being” so tightness means state of being tight.

Copy the chart onto the board or chart paper.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>+</th>
<th>Suffix</th>
<th>=</th>
<th>New Word</th>
<th>Definition of New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>sleep</td>
<td>+</td>
<td>less</td>
<td>=</td>
<td>sleepless</td>
<td>without sleep</td>
</tr>
<tr>
<td>motion</td>
<td>+</td>
<td>less</td>
<td>=</td>
<td>motionless</td>
<td>without motion</td>
</tr>
<tr>
<td>sharp</td>
<td>+</td>
<td>ness</td>
<td>=</td>
<td>sharpness</td>
<td>state of being sharp</td>
</tr>
<tr>
<td>black</td>
<td>+</td>
<td>ness</td>
<td>=</td>
<td>blackness</td>
<td>state of being black</td>
</tr>
</tbody>
</table>

Ask students to identify the base word and suffix in the new word sleepless. Record their answers in the Base Word and Suffix columns. Guide students to use the suffix and the base word to define sleepless. Record the definition in the right column.

Repeat the procedure for motionless, sharpness, blackness.
Distribute word cards coolness, freshness, hardiness, shapelessness, stillness, wireless to students, and have them use scissors to cut the base word from the suffix. (cool/ness, fresh/ness, hard/ness, shape/less, still/ness, wire/less) Tell them to use the meanings of the suffix and the base word to write a definition for the word.

Have students share their words and definitions with the group.

**Guided Practice**

Display or distribute Teaching Master ES5-1, and read the advertisement with students.

Have students raise their hands every time they hear a word with a -less or -ness ending.

Help them underline these words, read them, and identify the suffix.

**Practice/Apply**

Distribute Practice Master ES5-1 to students, and review the directions.

Have them complete the Practice Master independently.

Check students’ understanding of the suffixes -less and -ness as they read and explain their answers.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview Across the Wide Dark Sea Segment 1**

Refer to the bottom of page 157 in the Teacher’s Edition, and preview with students Segment 1 of Across the Wide Dark Sea (pages 156–165).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 161 and 164.
Making Inferences

Warm-Up/Academic Language

Tell students that authors do not explain everything in a story. Readers must combine story clues with their personal experiences to make inferences (reasonable guesses) about characters and events.

Teach

Read this situation.

It was the night before Max’s birthday. He had been waiting three months for his birthday. Max couldn’t sleep. He could only think about riding ponies and opening presents in the morning.

Copy the chart on the board or chart paper.

<table>
<thead>
<tr>
<th>How does Max feel about his birthday?</th>
<th>Story Clues</th>
<th>What I Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max is excited and anxious about his birthday.</td>
<td>night before his birthday; waiting three months for his birthday; couldn’t sleep because he thinks about ponies and presents</td>
<td>Children get excited about birthdays. Children sometimes can’t sleep if they are too excited about something.</td>
</tr>
</tbody>
</table>

Have students identify story clues about Max’s feelings. Record them in the left column. Have students share what they know concerning children’s feelings about birthdays. Record them in the right column.
Ask students to combine story clues with their personal knowledge of children’s birthdays to make inferences about Max’s feelings. Record them in the Inference row.

**Guided Practice**

Display or distribute Teaching Master ES5-2, and discuss the illustration with students.

Read the letter with students, and have them listen for clues about Sonya’s feelings.

Guide students to use story clues and personal experiences to make inferences about Sonya’s feelings.

Help students decide when the letter might have been written.

**Practice/Apply**

Distribute Practice Master ES5-2 to students, and go over the directions.

Tell students to complete the Practice Master independently.

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

**Literature Focus:** 10–15 minutes

**Preview Across the Wide Dark Sea Segment 2**

Refer to the bottom of page 157 in the Teacher’s Edition, and preview with students Segment 2 of *Across the Wide Dark Sea* (pages 166–177).

Objectives
- identify words that contain the suffixes -less and -ness
- define meanings for words containing the suffixes -less and -ness

Materials
- Anthology: Across the Wide Dark Sea

Suffixes -less and -ness

Teach

Remind students that suffixes are word parts that are written after a base word. Give each student two index cards containing the suffixes -less or -ness. Tell students that they are going to use these suffixes to make new words from base words. Direct them to hold up their card (or cards) when they see a base word that their suffix will work with.

Write hope on the chalkboard or chart paper. Ask, What word part can combine with hope to make a new word? Wait for students holding the -less suffix to hold up their cards. Use colored chalk or marker to add the suffix -less to the base word hope. Ask, What is this word? Wait for a choral response.

Continue this procedure using the following words:

- help (helpless)
- end (endless)
- sick (sickness)
- fearful (fearfulness)
- hopeful (hopefulness)

Explain to students that the suffix -less means without, and the suffix -ness means the state of being. Have students define the words above, helping them as necessary.

Remind students that when we add suffixes, we change the meanings of the base words.

Tell students they are going to use what they know to decode words having the suffixes -less and -ness.
**Practice**

**Go back** to the story *Across the Wide Dark Sea*. Reread the list of words on page 166. Have students find an example of when people in the story might have experienced the feeling of *helplessness* *(during the storms)* Continue through the other words in the list, having students locate one or more examples from the story for each word.

**Ask**, *What does the suffix *-less* mean?* *(without)* Say, *Tell me some words containing *-less*. Write the words on chart paper. Repeat the procedure with the meaning for *-ness* *(the state of being)* and words containing that suffix. Return to the words written on the chart paper. Point to a specific word and call on a student to give a definition for that word. Continue until each student has a turn.

**Apply**

**Have** students write sentences using words with *-less* and *-ness*. Direct them to use words from the list you created together. Remind them to think about the meanings of the words as they write them. Have them exchange papers and underline the words with the suffixes *-less* and *-ness*.

**LITERATURE FOCUS:** **10–15 MINUTES**

**Review *Across the Wide Dark Sea***

**Guide** students through the Comprehension Skill Lesson for **Making Inferences** on page 175 of the Teacher’s Edition.
Subject Pronouns

Teach

**Write** the following sentences on the chalkboard:

*The girls play soccer.*

*They play soccer.*

**Read** each sentence aloud. Underline the word *they* in the second sentence. Explain to students that the word *they* is a pronoun that takes the place of the noun subject in the first sentence. Identify for students other pronouns that can be used as subjects, for example, *I, you, she, he, it,* and *we.*

**Have** students work in pairs. Give each pair five index cards on which to write the subject pronouns *she, he, it, they,* and *we.* Tell students that you will say some sentences aloud. Ask them to listen carefully and identify the subject of the sentence. Tell each pair to hold up the index card that has the pronoun that can replace the subject. Read the following sentences aloud, or make up your own.

- The boys rode bikes. *(They)*
- Hope and I watched TV. *(We)*
- The bird caught a worm. *(It)*
- Antonio wrote a poem. *(He)*
- Yolanda ate pizza. *(She)*
- The bug has green wings. *(It)*
Practice

Repeat the activity from the bottom of page 168, using sentences from *Across the Wide Dark Sea*. Have students follow along in the story with you. After each sentence you read, ask student pairs to hold up the index card with the pronoun that can replace the subject of the sentence. Some examples from the story include the following:

Page 159: “My father was waving to friends on shore.” (He) “Our family was luckier than most.” (It)

Page 161: “My mother and brother were seasick down below.” (They)

Page 165: “Could our ship survive another storm?” (It)

Page 166: “Our long journey was over.” (It)

Summarize with students by asking the following questions: *What words are subject pronouns? (I, he, she, they, we, it, you) What does a subject pronoun do?* (replaces the noun subject in a sentence)

Apply

Have students write sentences of their own that contain the subject pronouns I, he, she, we, they, it, and you. When they are done, have students exchange papers. Students can then underline the subject pronouns in their partner’s sentences. Then have them give the papers back so that each partner can check to see if the underlining is correct.

LITERATURE FOCUS: 10–15 MINUTES

Preview *The Golden Land*

Walk students through *The Golden Land*, and discuss the illustrations using words from the story such as travelers and healthy.

Have students use the picture clues on pages 5 and 10 to predict what will happen in the story.
Making Inferences

Teach

Read the following story:

Jake stood on the riverbank. He cast his fishing line into the deep water. He had been trying to catch a fish for many hours. Alexandra and Zachary laughed as they watched Jake throw the line into the water one more time.

Ask, What kind of person is Jake? (patient, hard-working) How do you think Alexandra and Zachary feel about Jake’s efforts to catch a fish? (They think he is wasting his time and will not catch anything.)

Explain that authors don’t tell readers everything. Readers must fill in the information by using word clues and what they already know along with picture clues when they are present. Readers make inferences about the characters and events in the story.

Practice

Ask students, What are the three types of clues you can use to make inferences? (picture clues, word clues, and what we know) Make a chart like the one below on the chalkboard or on chart paper.

<table>
<thead>
<tr>
<th>Picture clues</th>
<th>Word clues</th>
<th>What we know</th>
</tr>
</thead>
</table>

Use the following examples from Across the Wide Dark Sea to fill in the chart.

Picture clue: “Tears streamed down my mother’s face, yet she was smiling.”

Word clue: Land had been sighted. The trip was over. It had been difficult.

What we know: People sometimes cry when they are happy.
**Apply**

**Have** students make inferences, with an eye to using picture clues, word clues and what they know as they read the Leveled Reader selection *The Golden Land* by Lee S. Justice. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:**

**Revisit Across the Wide Dark Sea and The Golden Land**

**Review** with students *Across the Wide Dark Sea* and *The Golden Land*, and have them use story clues such as clothing and transportation methods to guess when each story takes place. Also, help them look for -less and -ness suffixes such as helpless, endless (*Across the Wide Dark Sea*, pages 161 and 165), and sickness (*The Golden Land*, page 10).
Possessives

Warm-Up/Academic Language

Explain to students that an apostrophe can be used to show that something belongs to a person, animal, or thing. Tell them that with most singular nouns, an apostrophe s is used to show ownership. Point out that for plural nouns ending in s, only an apostrophe is added after the s to show possession.

Teach

Hold a pencil, and say “teacher’s pencil.” Write teacher’s pencil on the board, and circle the apostrophe s. Tell students that it is another way of saying “the pencil that belongs to the teacher.”

Point to the classroom, and say “students’ classroom.” Write students’ classroom on the board, and circle the s apostrophe. Tell them that it is another way of saying “the classroom belongs to the students.”

Copy the chart.

<table>
<thead>
<tr>
<th>Possessive Phrase</th>
<th>Meaning of the Phrase</th>
</tr>
</thead>
<tbody>
<tr>
<td>dolphin’s nose</td>
<td>the nose belongs to the dolphin</td>
</tr>
<tr>
<td>bears’ river</td>
<td>the river belongs to the bears</td>
</tr>
<tr>
<td>girl’s home</td>
<td>the home belongs to the girl</td>
</tr>
<tr>
<td>plants’ soil</td>
<td>the soil belongs to the plants</td>
</tr>
</tbody>
</table>

Have a student read the possessive phrase in the left column. Ask students to decide what the phrase means, and record it in the right column.

Repeat the procedure for the second, third, and fourth phrases.
Distribute word cards *cats’ park, children’s school, dog’s ball, fish’s tank, snakes’ desert, turtle’s shell* to students, and have them circle the apostrophe *s* or *es* apostrophe. Ask them to write what their possessive phrase means (*cats’ park: park belongs to the cat, children’s school: school belongs to the children, dog’s ball: ball belongs to the dog, fish’s tank: tank belongs to the fish, snakes’ desert: desert belongs to the snake, turtle’s shell: shell belongs to the turtle*).

**Have** students share the meanings of their possessive phrases with the group.

**Guided Practice**

**Display** or **distribute** Teaching Master ES5-3, and read the signs with students.

**Ask** students to clap every time they see words with apostrophes.

**Have** them underline these words, and decide whether the apostrophe signals ownership (possessive) or missing letters (contraction).

**Have** students explain what the possessive phrases mean.

**Practice/Apply**

**Distribute** Practice Master ES5-3 to students, and go over the directions.

**Instruct** students to complete the Practice Master independently.

**Check** students’ understanding of forming possessives as they share their answers with the group.

**LITERATURE FOCUS: 10–15 MINUTES**

**Preview Yunmi and Halmoni’s Trip Segment 1**

**Refer** to the bottom of page 189 in the Teacher’s Edition, and preview with students Segment 1 of *Yunmi and Halmoni’s Trip* (pages 188–199).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 193, 194, and 198.
**Predicting Outcomes**

**Warm-Up/Academic Language**

Explain to students that figuring out how characters might act in new situations is called predicting outcomes. Tell them that they can use story details and their personal knowledge to predict what will happen in a story.

**Teach**

Read the situation to students, and have them listen for story details that tell what will happen next.

**Read Aloud**

Hannah is so excited because she has been invited to play at Betsy’s house for the first time. When Hannah arrives, she sees Betsy up in a tree house. Betsy shouts to Hannah, “Climb up and play.”

“I am afraid of high places, but I also want Betsy to like me,” Hannah says to herself.

**Copy** the chart on the board or chart paper.

<table>
<thead>
<tr>
<th>Story Detail</th>
<th>Personal Knowledge</th>
<th>Predicted Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannah is excited.</td>
<td>Sample Responses: I climb trees.</td>
<td>Sample Responses: Hannah climbs the tree to please Betsy.</td>
</tr>
<tr>
<td>Betsy says climb up.</td>
<td>I am afraid of high places.</td>
<td>Hannah tells Betsy that she is afraid of high places.</td>
</tr>
<tr>
<td>Hannah is afraid.</td>
<td>I listen to my friends.</td>
<td></td>
</tr>
<tr>
<td>Hannah wants Betsy to like her.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students identify story details that give information about what Hannah will do next. Record them in the left column. Ask students to share personal experiences that relate to Hannah’s decision. Record them in the middle column.

Ask students to combine story details with their personal knowledge to predict the outcome. Record them in the right column.
**Guided Practice**

**Display** or **distribute** Teaching Master ES5-4, and discuss the illustration.

**Read** the story with students, and guide them to identify story details relating to Dad and Lars' decision.

**Have** students use story details and personal knowledge to predict where Dad and Lars will go first.

**Practice/Apply**

**Distribute** Practice Master ES5-4 to students, and go over the directions.

**Tell** students to complete the Practice Master independently.

**Check** students' understanding of predicting outcomes as they share their endings with the group.

---

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Yunmi and Halmoni’s Trip** Segment 2

**Refer** to the bottom of page 189 in the Teacher’s Edition, and preview with students Segment 2 of *Yunmi and Halmoni’s Trip* (pages 200–207).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 203, 206, and 209.
Possessives

**Teach**

Write the following phrases on the board:

One boy's jacket
The students' jackets

Point out the apostrophes in both sentences. Ask, *What does the apostrophe show in these phrases?* (possession, belonging) Read the phrases aloud. Explain to students that we add an apostrophe and the letter *s* to singular nouns to show possession. Explain that since plural nouns usually end in *s* already, we just add the apostrophe.

Write the following:

- dads jacket (*dad's*)
- two girls lunches (*girls'*)
- teachers desk (*teacher's*)
- Glorias pencil (*Gloria's*)
- dogs tail (*dog's*)
- elephants trunks (*elephant's*)

Have students add the apostrophe in each phrase. Help them to see that the apostrophe indicates possession—whether it precedes or follows the *s*. Work with students to help them understand how the apostrophe is used differently with singular and plural nouns.
**Practice**

**Point out** to students the apostrophe in the title of the story *Yunmi and Halmoni’s Trip*. Invite students to explain the use of the apostrophe. Then work with them to find examples of possessives in the story. Write the examples on chart paper. You might want to include some of the following examples:

- p. 191: Grandfather’s birthday celebration, Yunmi’s grandfather
- p. 192: foreigners’ line
- p. 195: Halmoni’s house, Yunmi’s cousins

**Circle** the apostrophe’s or s apostrophe in each example. For each example, ask, *Who is showing possession? Whom does the object belong to?* Encourage students to respond together.

**Use** the examples you have written to help students generate a rule about single nouns and a rule about plural nouns ending in s. Write the rules on chart paper for students to refer to. You may want to include rules similar to the following examples:

- If a noun is singular, add an apostrophe s to the end of the noun.
- If a noun is plural and ends in s, just add an apostrophe.

**Apply**

**Have** students look at the illustrations from the story. For each picture, have students list a possessive phrase about an object they see. For example, on page 195 students could list Halmoni’s house, Yunmi’s cousins, or the house’s steps. When they have completed their list, have students circle the apostrophe in each example.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Yunmi and Halmoni’s Trip**

**Guide** students through the Comprehension Skill Lesson for *Predicting Outcomes* on page 213A of the Teacher’s Edition.
Object Pronouns

Teach

Write the following sentences on the chalkboard:

Mary plays basketball with Lucy and Simon.
Mary plays basketball with them.

Read each sentence aloud. Underline the word them in the second sentence. Explain to students that the word 'them' is a pronoun that replaces the proper nouns Lucy and Simon in the first sentence. Tell students that object pronouns include the following: me, you, us, them, him, her, and it.

Write the object pronouns on the chalkboard. Then give each pair of students five blank index cards. Tell them to write the object pronouns us, them, him, her, and it on their index cards. Explain that these can be used to replace a noun or nouns. Write the following sentences on chart paper with the noted underlines:

I like Carla. (her)
I went inline skating with Luisa and Sheryl. (them)
My mother danced with my friend and me. (us)
I bought the comic book for Jared. (it, him)
Josh loves to play cards with Serena. (her)
My big brother gave his old TV to my sister and me. (it, us)
The children read a story. (it)

Ask students to read the first sentence together. As you reread the sentence, have them hold up and say the object pronoun that can replace the underlined word. Follow the same procedure with each of the other sentences. You can use these sentences or create ones of your own.
**Practice**

**Tell** the students you are going to work together to identify object pronouns in the story *Yunmi and Halmoni’s Trip*. Have the students follow along in the story with you. After you read each sentence, ask, *What noun or nouns did this pronoun replace?* The following are some examples of sentences from the story:

Page 191 She pulled out a thick bundle of photos of Yunmi’s many relatives, and began to tell her about each of them. *(Yunmi, Yunmi’s relatives)*

Page 194 Suddenly a huge crowd of people rushed toward them, waving and bowing. *(Yunmi and Halmoni)*

Page 195 A cat and a dog with a fluffy tail ran behind her. *(Halmoni’s sister)* “Oh, I missed you, too,” she said to him. *(the dog)*

**Review** with students by asking: *What words are object pronouns?* *(them, us, me, you, him, her, it)* *What does an object pronoun do?* *(replaces an object noun in a sentence)*

**Apply**

**Have** students make up sentences containing the object pronouns *them, us, me, you, him, her,* and *it*. When they are finished writing their sentences, ask students to exchange papers and underline the object pronouns. Then have them return the papers and check their partner’s underlining.

**LITERATURE FOCUS:**

**Preview ** *Brothers Are Forever*

**Walk** students through *Brothers Are Forever*, and discuss the illustrations, using words from the story such as *village, accent,* and *football*.

**Have** students use their past experiences and picture clues to predict the relationship between the boys on pages 36 and 37.
Objective

• use details and personal knowledge to predict outcomes

Materials

• Anthology: Yunmi and Halmoni’s Trip
• Leveled Reader: Brothers Are Forever

Predicting Outcomes

Teach

Ask students to think about the fable The Tortoise and the Hare. Ask, *What was the outcome of the story? How did it end?* (The tortoise won the race.) Ask, *Did any clues in the story lead you to think the tortoise would win the race?* (The tortoise kept going, and the hare took a nap.) Ask, *If the hare were to race against the tortoise again, what might happen?* Accept all reasonable suggestions, making sure one of the suggestions involves the hare acting in a way that is different from the original tale.

Use a Think-Aloud to model predicting outcomes:

**Think Aloud**

*I use the details and events from the story and my prior knowledge to predict what will happen next or at the end of the story.*

Explain to students that guessing what will happen next in a story and guessing how the story will end is called predicting outcomes. Tell students they can use story clues and their own knowledge to predict what will happen.

Practice

Ask, *What was the problem in the story Yunmi and Halmoni’s Trip?* (Yunmi was afraid her grandmother would not return to New York.) Say, *What was the outcome of the story? How did it end?* (Halmoni said she would go back with Yunmi.)

Direct students to turn to page 199. Ask a student to read the text aloud. Ask, *How did Yunmi feel?* (worried and scared) Ask, *What was Yunmi worried about?* (She thought Halmoni might not want to leave Korea.) Tell students to look for story clues to help them predict what will happen.
Direct students to turn to page 205 and ask them to read the text. Ask, What does Yunmi find out? (Halmoni will go back to New York with her for another year.) Point out that the word “suddenly” in the last paragraph shows that a change is taking place. Ask, How does Yunmi feel now? (ashamed and selfish) Tell students to turn to pages 206–207. Ask them to look for clues in the text and picture that show how Yunmi’s behavior changed. Call on students to point out clues. (Yunmi is smiling; she is thinking about others instead of herself.)

Apply

Have students predict outcomes, with an eye to using story clues and their own knowledge, in the Leveled Reader selection Brothers Are Forever by Marcy Haber. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Yunmi and Halmoni’s Trip and Brothers Are Forever

Review with students Yunmi and Halmoni’s Trip and Brothers Are Forever, and have them use their personal knowledge and story details to predict what Ben and Yunmi might say to each other if they met. Also, help them look for possessives such as grandmother’s hand, Yunmi’s turn, Halmoni’s house, Grandfather’s name (Yunmi and Halmoni’s Trip, pages 191, 192, 195, and 201), and Max’s parents (Brothers Are Forever, page 28).
Warm-Up/Academic Language

Tell students that they can use vowel/consonant patterns to decode new words. Remind them that a, e, i, o, and u are vowels and that the remaining letters are consonants. Tell students that words with a VCCV pattern often break into syllables between the consonants, VC/CV.

Teach

Write falcon on the board. Guide students to identify, underline, and label its VCCV pattern as shown below. Have a student draw a slash separating its syllables.

falcon
vccv

Repeat the procedure for doctor, narrow, survive.

Distribute word cards finger, hunger, logger, margin, panda, practice to students, and have them identify the VCCV pattern. Ask them to draw a slash to separate the syllables. (fin/her, hun/her, log/her, mar/gin, pan/da, prac/tice)

Have students share their words with the group and explain how they divided them into syllables.
**Guided Practice**

Display or distribute Teaching Master ES5-5, and read the haikus with students.

Have them clap every time they hear a two-syllable word.

Have students underline these words, read them, and identify whether they have a VCCV pattern.

Guide them to divide the VCCV words into syllables using the VC/CV rule.

**Practice/Apply**

Distribute Practice Master ES5-5 to students, and go over the directions.

Have students complete the Practice Master independently.

Check students’ understanding of the VC/CV rule as they share their answers with the group.

**Preview *Trapped by the Ice!***

Segment 1

Refer to the bottom of page 217 in the Teacher’s Edition, and preview with students Segment 1 of *Trapped by the Ice!* (pages 217–229).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 221 and 228.
Objectives

- identify where specific text features are located in a selection
- identify the function of each text feature

Materials

- Teaching Master ES5-6
- Practice Master ES5-6
- word cards: bold type, illustrated caption, underlined text
- Anthology: Trapped by the Ice!

Text Organization

Warm-Up/Academic Language

Tell students that text is the story’s words. Explain that authors organize text so that readers can learn new information quickly.

Tell students that text features such as headings, captions, and display fonts make the information easier to read. Explain that headings are titles that go at the beginning of a paragraph or chapter. Display fonts such as bold type make the text appear different. Captions are text that describe illustrations.

Teach

Copy this trip advertisement on the board.

COLORADO ADVENTURE

Join us for two days filled with rafting, fishing, and hiking!

Trip Summary

Day 1
Climb to the top of scenic Square Top Mountain!

Day 2
Raft down the Colorado River and fish for wild trout!

Read the advertisement to students. Have a student circle the headings. (COLORADO ADVENTURE, Trip Summary, Day 1, Day 2) Ask a student to put boxes around the underlined text. (Trip Summary, Day 1, Day 2) Have a student put a star next to words in bold type. (COLORADO ADVENTURE)

Discuss with students how the text features make the advertisement easier to read.

Distribute word cards bold type, illustrated caption, underlined text to pairs of students, and have them apply the text feature to the title Splash Mountain.

Have pairs of students share their text features with the group.
Guided Practice

Display or distribute Teaching Master ES5-6, and read it with students.

Guide students to identify the title, illustration, caption, and introduction.

Point out the bold type used for questions, and the plain type used for answers.

Practice/Apply

Distribute Practice Master ES5-6 to students, and go over the directions.

Have students complete the Practice Master independently.

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

LITERATURE FOCUS: 10–15 MINUTES

Preview *Trapped by the Ice!*

Segment 2

Refer to the bottom of page 217 in the Teacher’s Edition, and preview with students Segment 2 of *Trapped by the Ice!* (pages 230–245).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 234, 243, 244, and 247.
**Objectives**
- decode words with a vowel-consonant-consonant-vowel pattern
- divide words with a vowel-consonant-consonant-vowel pattern into syllables

**Materials**
- Anthology: *Trapped by the Ice!*

**Teach**

**Write** the word *happen* on the chalkboard or on chart paper. Under the word, write the letters VCCV, so the word appears like this:

```
h a p / p e n
  V C / C V
```

**Point out** to students that the letters *appe* in the word *happen* are in a vowel-consonant-consonant-vowel pattern (VCCV). Explain to students that we can use the patterns of letters in words to tell us several things. Tell them letter patterns can help us to know how to pronounce the word, how to divide the word into syllables, and how to spell the word.

**Draw** a vertical line between the two *p*’s in *happen*. Tell students that when we divide this word into syllables, we divide it between the two consonants.

**Say** the word *happen* slowly, clapping each syllable. Explain that words with a VCCV pattern are usually divided between the two consonants. Ask, *What vowel sound do you hear in the beginning of happen?* (a)

**Ask,** *Is this a long or short vowel sound?* (short) *What vowel sound do you hear in the second syllable of happen?* (e)

**Ask,** *Is this a short or long vowel sound?* (short) Explain that words with a VCCV pattern often have short vowel sounds because the vowel is followed by a consonant.

**Display** the following words: *summer, winter, suffix, basket, market, target.* Have the students read the words with you. Explain that all of these words have VCCV patterns. Ask a student to draw a line between the consonants in the word *summer*. Have students clap the syllables in the word while saying it aloud. Continue through the other five words with other students.
Remind students that knowing about and identifying the VCCV pattern can help us decode and pronounce unfamiliar words while we read. Finally, demonstrate for students that in most instances, we put the accent on the first syllable for words that contain a VCCV pattern.

**Practice**

Go back to the story *Trapped by the Ice!* Have students help you find words that have the VCCV letter pattern. Write each word on chart paper. Some words from the story are listed here: *person, lumber, skipper, possible, current, concern, hunters, danger, after.*

Have students use a marker to underline the letters forming the VCCV pattern. Using a different color marker, call on students to divide the word into syllables. Repeat the words together, clapping the syllables.

**Apply**

Have students continue to look in the story for words with the VCCV pattern. Have each student make a list of words. Have students swap papers and circle the VCCV combinations in each other’s lists. Have students exchange papers again and divide the words into syllables. When finished, ask each student to read the list of words, helping the student to see how understanding the VCCV pattern can help decode and pronounce words.

**LITERATURE FOCUS:**

10–15 MINUTES

**Review *Trapped by the Ice!***

Possessive Pronouns

Teach

Write the following sentences on the board:

Jamal took out Jamal’s notebook.
Jamal took out his notebook.

Read each sentence aloud. Underline the word his in the second sentence. Explain to students that the word his is a pronoun that shows possession. Suggest to students other pronouns that can be used to show possession, for example, my, your, his, her, our, their, and its. Explain that by using possessive pronouns, we avoid repeating the subject in the sentence, which sounds awkward.

Give each student an index card with a possessive pronoun written on it, excluding my and your. Tell students that you will be saying some sentences aloud. Ask them to listen carefully to each sentence. Tell them that if they are holding a card with the pronoun that can replace the possessive noun, they should hold it up. Then have all students read the sentences together, using the possessive pronouns. Read the following sentences aloud, or make up your own.

Gina brought Gina’s ball for the soccer game. (her)
Stan brings Stan’s lunch every day. (his)
You and I should take your coat and my coat off. (our coats)
Jeff and Chantal forgot Jeff and Chantal’s homework. (their)
The cat licked the cat’s paw. (its)
**Practice**

**Tell** the students you are going to work together to identify possessive pronouns in the story *Trapped by the Ice!* After each sentence you read, ask students to tell how the sentence would read if a possessive pronoun were not used. You can use the following examples from the story:

Page 218 “Giant blocks of ice were slowly crushing her sides.” *(the ship’s)*

“Now his only concern was for his men.” *(Shackleton’s)*

“The Endurance was a sad sight now, a useless hulk lying on its side.” *(Endurance’s or hulk’s)*

Page 220 “Turning toward the ship’s wreckage, they saw her stern rise slowly in the air, tremble, and slip quickly beneath the ice.” *(the ship’s)*

Page 222 “Executing their plan would be difficult.” *(the men’s)*

Page 226 “During their five and a half months on the ice they hadn’t had a bath.” *(the men’s)*

**Ask:** *What words are possessive pronouns?* *(my, your, his, her, our, their, its)*

*What does a possessive pronoun do?* *(replaces a possessive noun in a sentence)*

**Apply**

**Have** students write sentences of their own that contain the possessive pronouns *my, your, his, her, our, their, and its.* When they are done, have students exchange papers and underline the possessive pronouns. Then ask them to give the papers back and check their partner’s underlining.

---

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Iceberg Rescue**

**Walk** students through *Iceberg Rescue,* and discuss the illustrations using words from the story such as *crew* and *overboard.*

**Discuss** with students how the headings in bold type such as *World of Ice* and *No Way Out* help organize the text.
Objective
- identify how text is organized in a book or story

Materials
- Anthology: Trapped by the Ice!
- Leveled Reader: Iceberg Rescue

Text Organization

Teach

Have chapter books on hand, including one that has numbers as chapter heads and one that has chapter titles. Have a newspaper on hand as well. Show students the chapter book that is separated into sections by numbers. Explain that dividing a book into chapters is one way of organizing the text in the story. Show them the chapter book with chapter titles. Explain that another way of organizing text is to label each chapter with a short title that tells something about that chapter.

Show students the newspaper. Ask, How is the text organized in the newspaper? (by subject) Ask, What sections is this newspaper organized into? (Answers will vary but may include world news, local news, sports, classifieds, and life or variety.)

Hold up the first section of the newspaper. Ask, What kind of stories would you expect to find in this section? (major news, world news) Repeat this procedure with the other sections of the newspaper. Explain that text organization can help us to locate specific information in a newspaper. Inform students that authors organize text to make information clear. Text headings help readers make sense of the information in a story.

Practice

Direct students back to page 218 of the story Trapped by the Ice! Ask students to identify how the text is organized on this page. (by date) List the date heading on the board. (October 27, 1915) Page through the story and locate some of the headings. List them on the board.

Discuss what is important about each heading. Ask students to tell how the headings help them understand what they read. Explain that text can be organized by dates, events, or main ideas.
Apply

Have students note how text is organized, with an eye to identifying chapters, heads, dates, and events in the Leveled Reader selection *Iceberg Rescue* by Sarah Amada. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Trapped by the Ice!* and *Iceberg Rescue*

Review with students *Trapped by the Ice!* and *Iceberg Rescue*, and have them compare and contrast the way headings are used in each story. Also, help them look for VCCV words such as *attempt*, *terrible*, *summit*, *ragged*, *under* (*Trapped by the Ice!,* pages 239, 242, and 244), and *pictures* (*Iceberg Rescue, page 41*).