Theme 6: Smart Solutions
EXTRA SUPPORT LESSONS FOR

Smart Solutions

Selections
1 Pepita Talks Twice
2 Poppa’s New Pants
3 Ramona Quimby, Age 8
Objective
• read words with the VCCCV pattern

Materials
• Teaching Master ES6-1
• Practice Master ES6-1
• word cards: bundle, castle, further, panther, scribble, tremble
• Anthology: Pepita Talks Twice

Warm-Up/Academic Language
Remind students that the alphabet is made of vowels and consonants. Tell them that the vowels are a, e, i, o, and u, and the consonants are the rest of the alphabet’s letters. Explain to students that vowels and consonants sometimes occur in patterns. Tell them that words with a vowel-consonant-consonant-consonant-vowel pattern often divide into syllables between the first and second consonants.

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

Repeat the procedure for ostrich, juggler, orphan.

Distribute word cards bundle, castle, further, panther, scribble, tremble to students, and have them identify the VCCCV pattern. Ask them to draw a slash to separate the syllables. (bundle, castle, further, panther, scribble, tremble)

Have students share their words and explain how they divided them into syllables.
Guided Practice
Display or distribute Teaching Master ES6-1 to students, and read it with them. Have them raise their hand every time they hear a two-syllable word.

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

Guide students to divide the VCCCV words into syllables using the rule VC/CCV.

Practice/Apply
Distribute Practice Master ES6-1 to students, and go over the directions.
Have them complete the Practice Master independently.
Check students' understanding of the VC/CCV rule as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES
Preview Pepita Talks Twice
Segment 1
Refer to the bottom of page 305 in the Teacher's Edition, and preview with students Segment 1 Pepita Talks Twice (pages 304–315).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 307 and 314.
Problem Solving

Warm-Up/Academic Language

Explain to students that in real life and in stories, people often try to solve a problem by thinking about ways to fix it. Tell them that every possible solution has good points called pros and bad points called cons.

Teach

Read this story. Have students listen for Susan’s problem and how she tries to solve it.

Read Aloud

Susan couldn’t decide on a book to check out of the library. She saw a book about bulldozers. She liked bulldozers, but the book did not have pictures. Then she noticed a horse book. Susan often pretended that she was a horse, but this book had ripped pages. Finally Susan found a bird book with colorful illustrations and interesting information. She quickly checked this book out.

Copy the chart on the board or chart paper.

<table>
<thead>
<tr>
<th>Problem: can’t decide on a book</th>
<th>Solution</th>
<th>Pros (+)</th>
<th>Cons (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>bulldozer book</td>
<td>likes bulldozers</td>
<td>no pictures</td>
<td></td>
</tr>
<tr>
<td>horse book</td>
<td>pretended she was a horse</td>
<td>ripped pages</td>
<td></td>
</tr>
<tr>
<td>bird book</td>
<td>colorful illustrations interesting information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Solution: checks out the bird book
Have students identify the story’s problem. Record it in the Problem row.

Ask students to identify the pros and cons for the bulldozer book solution. Record their answers in the Pros and Cons columns.


Have students identify the story’s solution. Record it in the Solution row.

Guided Practice

Display or distribute Teaching Master ES6-2 to students, and read the story with them.

Ask students to describe the story’s problem.

Have them identify Crow’s attempted solutions, and have them give pros and cons for each solution.

Practice/Apply

Distribute Practice Master ES6-2 to students, and go over the directions.

Have students complete the Practice Master independently.

Check students’ understanding of pros and cons as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Pepita Talks Twice

Segment 2

Refer to the bottom of page 305 in the Teacher’s Edition, and preview with students Segment 2 of Pepita Talks Twice (pages 316–331).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 320, 330, and 333.
VCCCV Pattern

**Teach**

**Write** the word *tremble* on the chalkboard. Under the word, write the letters VCCCV, so the word appears like this:

```
 lament
 V C C C V
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**Tell** students that the letters *-emble* in the word *tremble* are in a vowel-consonant-consonant-consonant-vowel (VCCCV) pattern. Remind them letter patterns can help divide words into syllables. Draw a vertical line between the *m* and *b* in *tremble*. Tell students that when we divide this word into syllables, we divide it between the first two consonants. Say the word *tremble* slowly, clapping each syllable. Explain that words with a VCCCV pattern are usually divided between the first two consonants. Ask, *What vowel sound do you hear in the first syllable of tremble?* (e˘) Ask, *Is this a long or short vowel sound?* (short) Explain that words with a VCCCV pattern often have short vowel sounds.

**Write** the following words on chart paper: *little, English, fumble,* and *simple*. Have the students read the words with you. Explain that all of these words have VCCCV patterns. Point out that these words also have a short vowel sound in the first syllable. Ask a student to draw a line between the first two consonants in the word *little*. Have the students clap the syllables in the word while saying it aloud. Continue through the other three words. Remind students that the VCCCV pattern can help them decode unfamiliar words when they are reading.
**Practice**

Revisit the story *Pepita Talks Twice*. Have students help you find words that have the VCCCV letter pattern. Write each word on chart paper. Some words from the story that follow the VCCCV pattern are listed here: *grumble, mumbled, instead, little, wiggle, and answer*.

Have students use a marker and underline the letters forming the VCCCV pattern. Using a different color marker, have them divide the word into syllables. Repeat the words together, clapping the syllables. Ask students if they hear a short or long vowel sound in the first syllable of each word. Help students to understand that the VCCCV pattern can help them when they read and write words.

**Apply**

Have students continue to look in the story for words with the VCCCV pattern. Have each student make a list of words. Tell students to skip a line between each word. Have students exchange papers and circle the VCCCV combinations. Have students exchange papers again and divide the words into syllables. Discuss words that students find that are not divided before the second consonant, and discuss words that do not have a short vowel sound in the first syllable.

**LITERATURE FOCUS:**

**10–15 MINUTES**

**Review *Pepita Talks Twice***

Guide students through the Comprehension Skill Lesson for Problem Solving on page 337A in the Teacher’s Edition.
Teach

Write the following sentences on the board:

A bird landed on the lawn.
A huge, shiny, green-headed bird landed on the lawn.

Read each sentence aloud. Ask, Which sentence helps you picture what this bird looks like in your imagination? (the second sentence) What words help you to get a clear picture of what the bird looks like? (huge, shiny, green-headed) Point out to students that even the word a tells them about the bird. Explain that words like a and an tell them that there is only one thing being described. Explain that we use words called adjectives to describe objects. Authors use adjectives to help readers imagine the objects or events they are describing.

Give each student an index card with a common noun written on it. Choose nouns the students are familiar with. Tell students to think of two words that they could use to describe the object on their card. Write all the adjectives on the board or on a large sheet of chart paper, and display it where all students can refer to it.

Repeat the activity, using new cards or having students choose two new words from the chart paper to describe the noun they have on their index card.
Practice

Tell the students you are going to talk about adjectives in the story *Pepita Talks Twice*. Reread the story together, adding adjectives to the chart paper as the students identify them. Some examples of adjectives from the story are: little, new, red, old, long, sad.

Invite students to use adjectives to describe characters from the story. If the students use any new adjectives, add them to the list. Characters from the story include: Pepita, Juan, Papa, Mama, Lobo, Miguel, Mr. Hobbs, Mr. Jones, and Miss Garcia.

Ask What does an adjective do? (describes a noun)

Apply

Have students describe an object in the classroom without naming it. Tell them to make a list of adjectives describing the object they have chosen on a sheet of paper. Remind them to describe the object’s size, shape, color, texture, and anything else they can think of. When students are done, have them exchange papers and try to guess the object being described. Allow students to exchange papers several times to read a variety of adjectives.

LITERATURE FOCUS: 10–15 MINUTES

Preview *Tall Tony*

Walk students through *Tall Tony* and discuss the illustrations, using words from the story such as tallest, mural, and basketball.

Have students use the picture clues on pages 14 and 16 to identify some of the pros and cons of being tall.
Objectives
• define a problem in a story
• identify possible solutions to the problem

Materials
• Anthology: Pepita Talks Twice
• Leveled Reader: Tall Tony

Problem Solving

Teach

Begin by telling the students that you have a problem. Say, I want to go to a movie on Saturday, but I also need to clean my house. How can I solve my problem? Call on students to offer solutions to your problem. Write a list of solutions on chart paper. When there are three or four solutions listed, stop and read them aloud. Choose one solution and explain to students why that would be your first choice.

Explain to students that what they helped you do is called problem solving. Tell them there are steps they can identify in the process of solving a problem. Write the following steps on the board:

• Identify the problem.
• Think about some solutions.
• Tell students that characters in a story often have a problem to solve. Many stories are about finding a solution to a problem. Ask students to identify the problem and solution in some fables or stories they are familiar with.

Practice

Have students return to the story Pepita Talks Twice. Ask, What is Pepita’s problem in this story? (She is always asked to talk in both Spanish and English.) Ask, How does Pepita decide to solve her problem? (She decides to stop speaking Spanish.) Ask, Does Pepita’s solution work? (no) Have the students explain why the solution doesn’t work. Make a list of examples on chart paper. Your list might include the following answers:

• Pepita can’t say the names of foods she likes in Spanish.
• The dog doesn’t answer to his name in English.
• Pepita can’t help the new girl in her class.
• Pepita can’t teach the dog tricks.
• She can’t sing songs in Spanish.
• She has to think of a new name for herself.
Ask the students to repeat the three steps for solving a problem. (identify the problem, think of solutions, choose the best solution) Ask, Which step did Pepita not follow in solving her problem? (step 2) Direct students to think of other ways that Pepita might solve her problem. Ask students to offer other solutions to Pepita’s problem. Say, At the end of the story, did Pepita solve her problem? What did she do? (She decided it was okay to talk twice.)

Apply

Have students use problem-solving skills, with an eye to following the steps in the process, in the Leveled Reader selection Tall Tony by Lucy Floyd. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 1.0–15 MINUTES

Revisit Pepita Talks Twice and Tall Tony

Review with students Pepita Talks Twice and Tall Tony, and have them compare and contrast the pros and cons of speaking two languages with the advantages and disadvantages of being tall. Also, help them look for VCCCV words such as little, English, grumble, nuzzled (Pepita Talks Twice, pages 306 and 330).
**Objective**
- read words with the VCV pattern

**Materials**
- Teaching Master ES6-3
- Practice Master ES6-3
- word cards: baker, even, hotel, open, over, paper
- Anthology: Poppa’s New Pants

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**Warm-Up/Academic Language**

Remind students that they can use the pattern of vowels and consonants to help pronounce new words. Explain that words with the VCV pattern are often divided into syllables between the first vowel and consonant, V/CV.

**Teach**

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

*Repeat the procedure for spider, scuba, elect.* (spi/der, scu/ba, e/lect)

*Distribute* word cards baker, even, hotel, open, over, paper to students, and have them identify its VCV pattern. (ba/ker, e/ven, ho/tel, o/pen, o/ver, pa/per) Ask them to draw a slash to separate the syllables.

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

**Display** or **distribute** Teaching Master ES6-3, and read it 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 VCV pattern. **Guide** students to divide the VCV words into syllables using the V/CV rule.

**Practice/Apply**

**Distribute** Practice Master ES6-3 to students, and go over the directions. **Have** students complete the Practice Master independently. **Check** students’ understanding of the V/CV rule as they share their answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Poppa’s New Pants**

**Segment 1**

**Refer** to the bottom of page 343 in the Teacher’s Edition, and preview with students Segment 1 *Poppa’s New Pants* (pages 342–353).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 347, 348, and 352.
**Objective**
- draw conclusions about story characters and events

**Materials**
- Teaching Master ES6-4
- Practice Master ES6-4
- word cards: barks, beak, feathers, paws, snout, wings
- Anthology: Poppa’s New Pants

**Drawing Conclusions**

**Warm-Up/Academic Language**
Explain to students that when readers are drawing conclusions, they put together story clues to figure out ideas that are not directly mentioned. Readers update these conclusions as they learn new story details.

**Teach**
Read this “story beginning” to students, and have them listen for story clues that tell what it describes.

Read Aloud
Jenny swung a heavy bat. Crack! A white ball went sailing out into a grassy field. Robin scooped it up with her glove, and threw it back to the infield.

Copy the following chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Conclusion</th>
<th>Story Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is happening in the story?</td>
<td>playing baseball or softball</td>
<td>swung a heavy bat; a white ball went in the grassy field; scooped up the ball with a glove; threw ball into the infield</td>
</tr>
</tbody>
</table>

Read the question in the first column to students. Ask students to conclude what was happening in the story, and record it in the middle column. Have them identify story clues that helped them draw their conclusions. Record them in the third column.

Distribute word cards barks, beak, feathers, paws, snout, wings to students, and have them find two other students with word cards describing the same animal. (a bird is described by beak, feathers, wings) and (a dog is described by barks, snout, paws)

Have groups of three share their animals, and explain how they used the clues to identify them.
Guided Practice

Display or distribute Teaching Master ES6-4, and read the story to students.

Have them identify story details that show Uncle Phil is dressed strangely.

Guide students to identify the sentence that explains what happened to Uncle Phil’s building.

Ask them to use story details to draw a conclusion as to why Uncle Phil is dressed strangely.

Practice/Apply

Distribute Practice Master ES6-4 to students, and go over the directions.

Tell students to complete the Practice Master independently.

Check students’ understanding of using story details to draw conclusions as they share their drawings and explanations with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Poppa’s New Pants

Segment 2


Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 355, 357, and 360.
**Objective**
- divide words with a vowel-consonant-vowel pattern into syllables

**Materials**
- Anthology: *Poppa’s New Pants*

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**VCV Pattern**

**Teach**

Write the word *began* on the board. Under the word, write the letters VCV, so the word appears like this:

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  b e g a n
  V C V
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Tell the students that the letters -ega in the word *began* are in a vowel-consonant-vowel pattern (VCV). Remind students that we can use the patterns of letters in words to tell how to divide a word into syllables. Draw a vertical line between the e and g in *began*. Tell students that when we divide this word into syllables, we divide it before the consonant. Say the word *began* slowly, clapping each syllable. Explain that words with a VCV pattern are usually divided before the consonant.

Write the following words: *again, alive, ahead, behind, ago*. Have the students read the words with you. Explain that all of these words have VCV patterns. Ask a student to draw a line between the syllables in the word *again*. Have the students clap the syllables in the word while saying it aloud. Continue through the other four words.

Remind students that knowing the VCV pattern can help them decode unfamiliar words when they read.

**Practice**

Revisit the story *Poppa’s New Pants*. Have students help you find words that have the VCV letter pattern. Write each word on chart paper. Some words from the story are listed here: *around, about, against, before, because, awake*.

Have students use a marker to underline the letters forming the VCV pattern. Using a different color marker, have them 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 VCV pattern. Have each student make a list of words. Tell students to skip a line between each word. Have students exchange papers and circle the VCV combinations. Have students exchange papers again and divide the words into syllables.

Literature Focus: 10–15 Minutes

Review Poppa’s New Pants

Guide students through the Comprehension Skill Lesson for Drawing Conclusions on page 342 of the Teacher’s Edition.
Comparing with Adjectives

Teach

Write the following sentences on the board:

A big dog dug up a bone.
A bigger dog sniffed at the bone.
The biggest dog ran away with the bone.

Read each sentence aloud. Underline the words big, bigger, and biggest. Remind the students that we use adjectives in writing to describe things. Explain that often when we write, we need to compare objects and show ways that they are alike and different. One way to do this is by using comparative and superlative forms of adjectives. Tell students that bigger is a comparative form of the adjective big, and biggest is the superlative form of big. Explain that the comparative form compares two people, places, or things, and the superlative form compares three or more people, places, or things.

Copy the chart on the board or chart paper:

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative Adjective</th>
<th>Superlative Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write adjectives in the first column of the chart, such as large, scary, red, sharp, or thin. For each word, call on students to offer the comparative and superlative forms of the word. Continue through several examples.
Practice

Tell the students you are going to talk about comparative and superlative adjectives in the story *Poppa’s New Pants*. Draw a new chart on chart paper. Reread the story together, adding adjectives to the correct columns of the chart as the students identify them. Some examples of adjectives from the story are listed here:

- Page 346 *shiny, soft, fattest*
- Page 348 *sloppy, wet, new, pretty, mighty*
- Page 351 *good, long*

Ask questions, using words from the chart you have created. Some example questions are listed here:

- Who was the oldest person in the story?
- Which character was older than Poppa?
- Who cut the pants to the shortest length?
- Which character do you think was the happiest?

Apply

Have students choose three objects and describe them. Instruct them to write at least three sentences, using comparative and superlative adjectives. You may want to remind them to use only attributes that can be measured, such as size or color.

LITERATURE FOCUS: 10–15 MINUTES

Preview *A Little Bit Hotter Can’t Hurt*

Walk students through *A Little Bit Hotter Can’t Hurt*, and discuss the illustrations, using words from the story such as *chili powder* and *botter*.

Have students use the picture clues on pages 31 and 35 to predict what will happen in the story.
Drawing Conclusions

**Teach**

Read the following to the students:

“As I sat on the couch, I heard the refrigerator open and close. Then I heard the cabinet doors open. There was a cracking sound, and next I heard the whir of the electric mixer. The oven door creaked as it opened, and pretty soon, the smell of chocolate drifted out to the living room.”

Ask, What do you think was happening? (someone was baking a cake or cookies) Ask, What clues in the story help you know someone is cooking? (refrigerator opens and closes, cracking sound of eggs, whir of mixer, oven door) Ask, What do you know about baking that helps you draw your conclusion? (you bake in an oven, you find ingredients in the cabinets and refrigerator, you use a mixer)

Remind students that they can use clues in the story and what they know to help them draw conclusions.

**Practice**

Have students return to the story *Poppa’s New Pants* on pages 344-345. Read aloud this sentence from the story:

“Poppa and I had beaten so many rugs, washed so many windows, and moved around so much furniture that we’d sweated a bucketful.”

Ask, What were Poppa and the speaker doing? (chores, cleaning house) Ask, Does the text say ‘Poppa and I cleaned house’? (no) How do you know that is what is happening? (prior knowledge of cleaning, clues in the picture) Say, You can draw a conclusion about what Poppa and the speaker are doing to clean the house based on what you know about cleaning a house.

Have the students turn to pages 346-347. Read page 346 together. Ask,

“What does the storekeeper in this store sell? (farm equipment, food, pants, candy) How do you know? (from the text and illustration) Ask, Have you ever been in a store that sells all of those things? Lead students in a discussion about how this store is different from stores they know. Ask them what kind of store this might be. (a country store that has many different items for sale)
Apply

Have students draw conclusions, with an eye to using story clues and their own knowledge, in the Leveled Reader selection A Little Bit Hotter Can’t Hurt by Joanna Korba. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Poppa’s New Pants and A Little Bit Hotter Can’t Hurt

Review with students Poppa’s New Pants and A Little Bit Hotter Can’t Hurt, comparing and contrasting the story clues that lead to the conclusion in each story. Also, help them look for VCV words such as mama, cabinet (Poppa’s New Pants, pages 346 and 352), and over (A Little Bit Hotter Can’t Hurt, page 29).
Contractions

Warm-Up/Academic Language

Explain to students that a contraction is a shortened form of two words. Remind them that an apostrophe takes the place of letters removed to make the contraction. Point out that a contraction does not change the sentence’s meaning.

Teach

Copy the chart on the board.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Two words used to form the contraction</th>
</tr>
</thead>
<tbody>
<tr>
<td>He’s late.</td>
<td>he is</td>
</tr>
<tr>
<td>She wasn’t home.</td>
<td>was not</td>
</tr>
<tr>
<td>They’ll be late.</td>
<td>they will</td>
</tr>
<tr>
<td>We’d like to play.</td>
<td>we would</td>
</tr>
</tbody>
</table>

Have a student read the first sentence in the left column. Ask them what letter(s) the apostrophe in he’s represents. In the right column, write the two words used to form the contraction. (he is)

Repeat the procedure for the second, third, and fourth sentences.

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

**Display** or **distribute** Teaching Master ES6-5, and read it with students.

**Have** them circle all of the contractions in the dialogue.

**Guide** students to identify the two words that formed each contraction, and explain which letters the apostrophe represents.

**Practice/Apply**

**Distribute** Practice Master ES6-5 to students, and go over the directions.

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

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

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**LITERATURE FOCUS:**

**PREVIEW**

**Ramona Quimby, Age 8**  
**Segment 1**

**Refer** to the bottom of page 371 in the Teacher’s Edition, and preview with students Segment 1 of *Ramona Quimby, Age 8* (pages 370–381).


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**Practice Master ES 6–5**

**Contractions**

- They had solved the problem.  
  *They'd, The'd*
- I am hungry.  
  *I'm, Im'*
- I would like to eat soon.  
  *I'ld,* I'd*
- She is making stew.  
  *She's, Sh'es*
- I cannot wait!  
  *can't,* can’t*
- We will have to wait.  
  *We'll,* We'ill*
- What is in the pot?  
  *What's, Isn't*
- It isn't soup, but it isn't stew either.  
  *It's,* It is
- Grandpa is coming.  
  *Grandpa is, He's*
- He is coming,  
  *he's,* He has

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**Teaching Master ES 6–5**

**Preview: Ramona Quimby, Age 8**

**Selection 3: Ramona Quimby, Age 8**

**Grade 3 Theme 6: Smart Solutions**

**Practice Master ES 6–5**

**Teaching Master ES 6–5**

**Grade 3 Theme 6: Smart Solutions**
Making Generalizations

Warm-Up/Academic Language

Explain to students that a generalization is a broad statement that is true about most people or things in a group most of the time. Tell them that readers form generalizations by combining personal experiences and story details to think of important ideas.

Teach

Read this story to students, and have them listen for details about children’s snow play.

A foot of new snow blanketed the town. School was cancelled. Children gathered in the park to play. Two girls happily made a snowman. An older boy cheerfully built a giant snow fort. Several children shrieked as they sledded down a hill.

Copy the chart on the board.

<table>
<thead>
<tr>
<th>Story Details about Children’s Snow Play</th>
<th>Generalizations about Children’s Snow Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls happily made a snowman.</td>
<td>Most children have fun playing in the snow.</td>
</tr>
<tr>
<td>A boy cheerfully built a snow fort.</td>
<td>Other generalizations that use story details are possible.</td>
</tr>
<tr>
<td>Children shrieked as they sledded.</td>
<td></td>
</tr>
</tbody>
</table>

Have students identify story details about children’s snow play. Record them in the left column. Ask students to use their personal experiences along with story details to make generalizations about children’s snow play. Record their answers in the right column.
Guided Practice

Display or distribute Teaching Master ES6-6 with students, and discuss the illustrations.

Read the paragraphs with students, and guide them to summarize each paragraph.

Make some valid generalizations such as "Seeds travel in different ways," and have students find information in the text that supports them.

Create some invalid generalizations such as "Animals always carry seeds," and have students find information that does not support them.

Practice/Apply

Distribute Practice Master ES6-6 to students, and go over the directions.

Have students complete the Practice Master independently.

Check students' understanding of generalizing as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview Ramona Quimby, Age 8 Segment 2

Refer to the bottom of page 371 in the Teacher’s Edition, and preview with students Segment 2 of Ramona Quimby, Age 8 (pages 382–393).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 385, 392, and 395.
Constructions

Teach

Write the following on the board:

- I am
- you are
- could not

Hold up an index card with an apostrophe on it, and ask students to identify the punctuation mark. Remind them that they have used an apostrophe to show possession. Tell students that another way to use an apostrophe is in contractions.

Remind students that contractions are a shortened way of writing two words. When students make a contraction, the apostrophe takes the place of one or more of the letters. Have students say each pair of words on the chart and then replace it with a contraction. (I’m, you’re, couldn’t) Record student responses on the board.

Ask students which letter the apostrophe replaces in the word I’m. (a)
Have a student write the replaced letter next to the contraction. Follow the same procedure with the other pairs of words.

Practice

Revisit the story Ramona Quimby, Age 8, and ask students to help you identify the contractions in the story. As students look for words with an apostrophe, decide together whether each word indicates possession or is a contraction. Write the words on the board. Some words with apostrophes found in the story include the following:

- p. 372 haven’t, don’t
- pp. 374-375 hasn’t, I’m, don’t, mother’s, shouldn’t, week’s, you’re
- pp. 376-377 can’t, someone’s, Mary Jane’s, Picky-picky’s

Have students identify the two words that form each contraction.
**Apply**

**Have** students continue to look for contractions and add them to their own list. Next to each contraction, ask them to write the two words that form the contraction.

**Have** students choose several contractions from their charts. Ask them to write a brief dialogue between two people, using the contractions they have chosen.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review *Ramona Quimby, Age 8***

**Guide** students through the Comprehension Skill Lesson for **Making Generalizations** on page 399A in the Teacher's Edition.
Adverbs

**Teach**

Write the following sentences on the chalkboard:

- Tyler walked across the bridge.
- Tyler walked slowly and carefully across the bridge.

**Read** each sentence aloud. Use the following Think-Aloud to begin a discussion.

**Think Aloud**

The first sentence helps me form a picture in my mind of a boy crossing a bridge. The second sentence gives me more information. It changes the picture in my mind. Now I see a boy crossing a river “slowly and carefully,” which makes me think that he is probably on a dangerous bridge.

**Explain** that words like *slowly* and *carefully* modify the word *walked*, which is the verb in this sentence. Explain, too, that words that modify a verb, an adjective, or another adverb are called adverbs, and that adverbs often answer the question *how, when, where,* or *to what extent*. Going back to the initial paragraph, elicit from students that the words *slowly* and *carefully* tell how the boy crossed the bridge. You might also rewrite the sentence to demonstrate that adverbs do not always follow the verb, for example, *Slowly and carefully, Tyler walked across the bridge.*
Practice

Engage students in a game of round robin. Have a stack of index cards with verbs that are familiar to students, for example, run, dance, climb, crawl, stir, eat, and sing. Ask students to choose a word from the pile, use the word in a sentence, and include an adverb that modifies the verb. Guide students so that in fact there is an adverb in the sentence. Then have the next person identify the adverb and tell whether it tells how, when, where, or to what extent. Write all the adverbs on the board so all students can refer to them. When finished, point out that adverbs often end in the letters -ly.

Ask students to find adverbs in the story Ramona Quimby, Age 8. Reread the story together, adding adverbs to chart paper as the students identify them. Here are some examples of adverbs from the story: always, angrily, vaguely, sulkily, silently.

Ask, What does an adverb do? (modifies a verb and tells how, where, when, or to what extent)

Apply

Have students write a paragraph describing an event that contains a lot of action. Suggest ideas to them, such as a dance recital, a football game, a horse race, or an Olympic event. Ask students to use adverbs to modify the actions and events taking place. Direct students to write as if they were reporting the event to someone who was listening but was unable to see the action.

Preview The Dive

Walk students through The Dive, and discuss the illustrations, using words from the story such as diving and pool.

Have students look at the illustration on pages 42 and 43, and make generalizations about the children in the pool.
Making Generalizations

Teach

Display pictures of four to five different kinds of birds. Include one bird that does not fly, such as a penguin or an ostrich. If you are unable to locate pictures, write the names of five or six birds on the chalkboard, for example, pigeon, canary, penguin, wren, ostrich, and blue jay. Then write the following sentence on the board: All birds can fly. Ask, Can all birds fly? (no) Have students identify which bird(s) cannot fly. Cross out the word All and write Most. Point to the new statement and ask, Is this a true statement? (yes)

Tell students that a statement that is true about most of the items in a group-most of the time-is called a generalization. Explain that a generalization should be based on facts, and not on personal beliefs or experiences. Tell students that generalizations often include key words such as most, all, always, generally, often, many, usually, few, or never. Write the key words on the board.

Practice

Point out the picture of Ramona and the chapter title on page 372 of the story Ramona Quimby, Age 8. Have a student read the first sentence of the story aloud. Tell students that the first part of this sentence is a generalization about the weather. Ask students to point out the key word in the first part of the sentence. (always) Write, “Rainy Sunday afternoons in November were always dismal” on the board. Ask students if they agree or disagree with this statement.

Have students think of other generalizations about the weather at different times of the year. Write some more generalizations on the board. Ask students to underline the key word or words in each statement.

Read aloud the last paragraph on page 390. Write the following sentence on the board: The Quimbys are always a nice family. Ask, Is this statement true? (no) Ask, What word can we change to make this a true generalization? (change always to usually)
Apply

**Have** students identify generalizations, with an eye to noting key words, in the Leveled Reader selection *The Dive* by Susan Delaney. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Ramona Quimby, Age 8 and The Dive**

**Review** with students *Ramona Quimby, Age 8* and *The Dive*, and have them make and compare generalizations about Ramona and Christy’s families. Also, help them look for contractions such as *I’ve, isn’t, it’s, let’s, that’s* (*Ramona Quimby, Age 8*, pages 378, 379, 380, and 382), and *she’s, can’t* (*The Dive*, pages 48 and 49).