Theme 1: Journeys
EXTRA SUPPORT LESSONS FOR

Journeys

Selections
1 Akiak
2 Grandfather’s Journey
3 Finding the Titanic
4 By the Shores of Silver Lake
Objective

• read base words with inflectional endings -er and -est

Materials

• Teaching Master ES1-1
• Practice Master ES1-1
• Letter Cards a,d,d,e, e,f,g,l,n,n,r,r,s,t,u,y
• Anthology: Akiak

Technology

Get Set for Reading
CD-ROM
Akiak

Education Place
www.eduplace.com
Akiak

Audio CD
Akiak
Audio CD for Journeys

Lexia Phonics
CD-ROM
Intermediate Intervention

Base Words and Endings
-er and -est

Warm-Up/Academic Language

Remind students that a base word is a word that can have its meaning changed by adding different beginnings and endings. Tell students that they will learn about adding the endings -er and -est to base words. Explain that -er can be added to many adjectives to compare two things and that -est can be added to many adjectives to compare three or more things.

Teach

Draw a tall building on the board. Have all students draw pictures of a tall building on a piece of paper. Now draw a picture of a building that is taller than the first one. Have students follow your example on their papers. Repeat the exercise for the tallest building.

Write the word tall under the first building and these equations under the second and third buildings: tall + er = taller, tall + est = tallest. Have students label their buildings and then circle the base words.

Repeat the drawing exercise, this time asking students to make drawings with labels for small, smaller, smallest and fast, faster, fastest.

Explain that there are some base words that require spelling changes when the -er and -est endings are added to them.

• If a word ends with e, drop e before adding -er and -est.
• If a word ends with y, change y to i before adding -er and -est.
• If a one-syllable base word ends in a short vowel and a consonant, the consonant must be doubled before adding -er and -est.

<table>
<thead>
<tr>
<th>Drop Silent e</th>
<th>Change final y to i</th>
<th>Double final consonant</th>
</tr>
</thead>
<tbody>
<tr>
<td>wid</td>
<td>heav + i</td>
<td>hot+t</td>
</tr>
<tr>
<td>wid+er = wider</td>
<td>heavi+er = heavier</td>
<td>hot+t+er = hotter</td>
</tr>
<tr>
<td>wid+est = widest</td>
<td>heavi+est = heaviest</td>
<td>hot+t+est = hottest</td>
</tr>
</tbody>
</table>
Give students individual letter cards that spell the base word *large*. Next, hand out letter cards that spell each of the endings -er and -est.

Instruct the students with the cards *l, a, r, g, e* to stand up and arrange themselves to spell out their word. Then have students with *e* and *r* cards join the group and arrange to spell the word *larger*. Note that the student holding silent *e* will need to sit down. Follow the same procedure with the word *largest*.

Repeat this exercise for the words *funny* and *red*. Note that for *funny* the student holding *y* will need to sit down and be replaced by the student holding *i*. For *red*, you will need to hand out a second *d*.

Guided Practice

Display or distribute Teaching Master ES1-1. Read the title and discuss the illustration with students.

Tell children to use what they know about the endings -er and -est to read the story independently.

Help students to underline -er and -est words as they read the story aloud. Have students read the underlined word aloud, say the meaning, and identify the base word within.

Practice/Apply

Distribute Practice Master ES1-1 to students.

Have students complete the Practice Master independently.

Ask selected students to share their sentences with the class.

Check students’ papers to be sure they know which form of comparative to use.

LITERATURE FOCUS: 10–15 MINUTES

Preview Akiak Segment 1

Refer to the bottom of page 29 in the Teacher’s Edition and preview with students Segment 1 of Akiak (pages 29–41).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 30, 38, and 40.
Story Structure

Warm-Up/Academic Language

Explain that stories are alike in some ways. Almost all stories have **characters** (who is in a story), a **setting** (where and when a story takes place), and a **plot** (what happens in a story – the **problem**, the attempts to solve the problem, and finally, the **solution**).

Teach

Read this story with students. Then reread it, asking two volunteers to act out the parts of Brad and Brenna.

Read Aloud

The singing of birds awakened Brad. He looked at his alarm clock and scratched his head. “My alarm never went off. It’s eight o’clock, and I’m going to be late for school!”

Brad leaped out of bed, pulled on his clothes wildly, and raced to the kitchen. He was gulping orange juice when his twin sister, Brenna, walked in. She looked sleepy and was still wearing her pajamas.

“Hurry up! We’re going to be late for school,” Brad said.

Brenna laughed and pointed to the calendar on the wall. “Today is Saturday, Brad. There’s no school today.” Then she rolled her eyes and walked away.

Draw the following chart on the board:

<table>
<thead>
<tr>
<th>Characters</th>
<th>Setting</th>
<th>Plot</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad, Brenna</td>
<td>Brad’s house, Saturday morning</td>
<td>Problem: Brad thinks he’s late for school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Solution: It’s Saturday</td>
</tr>
</tbody>
</table>
Have students fill in the chart. Assist students as needed.

Guided Practice

Display or distribute Teaching Master ES1-2. Students may read the story independently, or if needed, follow along as you read it aloud.

Point out the names of the characters in the story and where the story is set. (a Florida yard on a Saturday)

Summarize the plot by thinking aloud about the problem, events, and solution:

Think Aloud

The problem is that Harry wants to help a dog that seems to be hurt, but he can’t take it home or to a vet. When he gives the dog water, it drinks and then walks away. The problem is solved.

Lead students through the story arc, helping them to identify the characters, the events, the problem, and the solution.

Practice/Apply

Distribute Practice Master ES1-2 to students.

Have them read the story independently, and label the characters’ names and the setting.

Ask them to fill in the story arc by writing story events in the circles.

Check students’ work to ensure that they understand the elements of story structure.

LITERATURE FOCUS: 10-15 MINUTES

Preview Akiak Segment 2

Refer to the bottom of page 29 in the Teacher’s Edition and preview with students Segment 2 of Akiak (pages 42-51).

Note the suggestion in the Extra Support box on Teacher’s Edition pages 45, 47, and 50.
Base Words and Endings
-er and -est

Teach

Write the words long, longer, and longest on the board. Display a paper clip, pen, and ruler, and ask, Which is longer, the paper clip or pen? Then ask, Which is the longest, the paper clip, the pen, or the ruler?

Use long, longer, longest to review the concepts of base word and ending. Underline the base word (long) and circle the endings in each of the words. (-er, -est)

Display the following sentence: Even when trails were confusing, Akiak found the fastest way. Model decoding the word fastest.

Think Aloud

When I look at the letters in this word, I see it has the -est ending. So, next I'll look for the base word. I see a word I know: fast. Now I'll put the parts together and blend the sounds. I get the word /fast est/. I'll check to see if it makes sense in the sentence. It does.

Explain that the -er and -est endings are used to compare things. The letters -er show that two things are being compared; the letters -est show that three or more things are being compared.
Practice
Help students practice reading words ending in -er and -est. Display the following sets of words:

<table>
<thead>
<tr>
<th>cool</th>
<th>cooler</th>
<th>coolest</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep</td>
<td>deeper</td>
<td>deepest</td>
</tr>
<tr>
<td>warm</td>
<td>warmer</td>
<td>warmest</td>
</tr>
<tr>
<td>short</td>
<td>shorter</td>
<td>shortest</td>
</tr>
</tbody>
</table>

Read each set aloud with students. Have students use each word in a sentence.

Apply
Write cards with familiar base words and the ending -er or -est. For example write, louder, loudest; softer, softest; bigger, biggest. Have students work in pairs and take turns choosing a card, decoding the word, and using it in a sentence.

LITERATURE FOCUS: 10-15 MINUTES

Review Akiak
Objectives
• identify four types of sentences: statements, commands, questions, and exclamations
• punctuate the four types of sentences correctly
• write four types of sentences

Materials
• Anthology: *Akiak*
• Leveled Reader: *Sky*
• index cards

Kinds of Sentences

Teach

Write the following sentences about the story *Akiak* on the chalkboard:

1. The men tried to catch Akiak.
2. Why is Akiak running away?
4. There she is!

Point to each sentence type as you describe it.

Point out the appropriate end marks.

1. A statement tells something.
2. A question asks something.
3. A command gives an order.
4. An exclamation shows strong feeling.

Have students read the four sample sentences aloud. Discuss how their voices change when they read different kinds of sentences. For example, a high tone of voice usually ends a question, while a lower tone and higher volume usually indicate an exclamation.
Practice

Have students write the words *statement, question, command,* and *exclamation* on separate index cards. Read page 49 aloud to students. Pause after each sentence, and ask students to raise the index card that names the type of sentence you have just read.

Apply

Have students revisit page 49. Encourage students to work in pairs to locate an example of each sentence type. 

Ask students to write an example of each sentence type and label it.

LITERATURE FOCUS: 10-15 MINUTES

Preview *Sky*

Walk students through *Sky*, and discuss illustrations, using words such as *roundup, mare,* and *reins.*

Have students predict what the story’s setting and plot will be, based on a quick scan of the illustrations. Students may also predict who the characters will be.
Objectives
- identify story characters, setting, and plot
- recognize a story’s structure

Materials
- Anthology: *Akiak*
- Leveled Reader: *Sky*

**Teach**

**Write** the following story map on the chalkboard. Use the prompts to review and discuss the parts of a familiar story, such as *Cinderella*.

**Story Structure**

<table>
<thead>
<tr>
<th>Who is in the story?</th>
<th>characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does it take place?</td>
<td>setting</td>
</tr>
<tr>
<td>When?</td>
<td></td>
</tr>
<tr>
<td>What is the problem the character(s) is trying to solve?</td>
<td>problem</td>
</tr>
<tr>
<td>What happens?</td>
<td>action</td>
</tr>
<tr>
<td>How does the story end? How is the problem solved?</td>
<td>outcome</td>
</tr>
</tbody>
</table>

**Explain** that most stories have the basic elements of characters, setting, a problem, action, and a solution, or outcome.
**Practice**

**Have** students use the story map to determine the story structure of *Akiak*. Ask students to revisit page 30 of the story. Help them identify the setting. Have a student write it on the story map. Continue in this way until all the elements are identified.

**Apply**

**Have** students keep track of story structure with an eye to identifying characters, setting, problem, and outcome in *Sky* by Julia Hanna in the Leveled Reader. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS: 10-15 MINUTES**

**Revisit Akiak and Sky**

**Guide** students through *Akiak* and *Sky*, helping them to identify base words with endings -er and -est such as *safest, fastest* (*Akiak*, page 33) *faster*, and *hotter* (*Sky*, pages 7, 18). Also, briefly review the story structures for *Akiak* and *Sky*, comparing and contrasting when possible.
Suffixes -ly and -y

Warm-Up/Academic Language

Remind students that a base word can have its meaning changed by adding different beginnings and endings. Tell students that today they will learn about adding the endings -y and -ly. Tell students that -y and -ly words are used for describing things.

Teach

Ask students to demonstrate the word quiet by whispering in a quiet way. Write the base word quiet on the board and read the word aloud. Write + ly = beside quiet on the board. Call on a volunteer to complete the equation. Next, have the student use the new word in a sentence that describes the way in which students whispered.

(We whispered quietly.)

Explain that quietly is the base word quiet with the suffix -ly. Tell students that this suffix changes the meaning of quiet to “in a way that is” quiet.

Repeat the above steps for the words loud, quick, rain, and wind.

Explain to students that -ly doesn’t always fit with every base word. Explain that the suffix -y has the same meaning as -ly.

Write out these equations for the words rain and wind: rain + y = rainy, wind + y = windy.

Tell students that some base words need spelling changes when adding the -ly and -y suffixes.

• When adding the suffix -ly to a word ending in y, the y becomes an i. (angrily, happily)

• When adding the suffix -y to many words ending in a short vowel and a consonant, the consonant is doubled before adding the ending. (baggy, funny)

Write luck, lucky, and luckily on the board. Guide students to observe that an -ly suffix was added to the base word lucky to form luckily. Point out that the y changed to i when the suffix was added.

Distribute the letter cards l, u, c, k, and y to five students. Have them come to the front and spell out lucky. Give three students the letter cards i, l, and y. Have them work with the first group to spell out luckily. Note that the first y student will need to sit down.
Repeat the procedure with the words sleep, rude, fog, and easy.

Guided Practice

Display or distribute Teaching Master ES1-3, and read the story with students.

Reread the story, pausing at the end of each sentence to review each boldfaced word.

Help students to cross out each bolded word and write the -ly or -y form above it to make a new word that means “in the manner of.”

Practice/Apply

Distribute Practice Master ES1-3 to students and go over the directions.

Instruct students to complete the worksheet independently.

Check students’ understanding of -ly and -y by calling on them to read their answers.

LITERATURE FOCUS: 10-15 MINUTES

Preview Grandfather’s Journey

Segment 1

Refer to the bottom of page 63 in the Teacher’s Edition and preview with students Segment 1 of Grandfather’s Journey (pages 62-69).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 64 and 68.
**Objective**
- make inferences from story clues to identify an author’s feelings, attitude, and purpose

**Materials**
- Teaching Master ES1-4
- Practice Master ES1-4
- Anthology: *Grandfather’s Journey*

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**Author’s Viewpoint**

**Warm-Up/Academic Language**

**Explain** that a writer may show his or her attitude or feelings on a topic by giving readers important clues. Among these clues are an author’s word choices, opinions, focus and purpose for writing. Any combination of these clues can help to show an author’s viewpoint.

**Teach**

**Read** the story aloud. Then reread it and have three volunteers act out the parts of Mom, Tim, and Chen.

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**Read Aloud**

Mom gave me a pep talk on the first day of school.

“Relax, Tim,” she said. “Just be yourself.”

Mom said that fourth grade would be a new beginning. I hoped so. In third grade, I didn’t have many friends.

Fourth grade got off to a bad start. No one sat beside me on the bus. But things got better during lunch. A boy from my neighborhood sat down beside me. He showed me a cardinal feather that he found at summer camp. Chen said he always carried the feather with him for good luck.

“I could use a lucky feather, too!” I exclaimed.

Chen suggested that we go out looking for my lucky feather that very day, right after school.

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**Guide** students to identify the author’s viewpoint in this story by using the following Think Aloud:

*Think Aloud*

*Tim is nervous about making friends. The author doesn’t give many details about the school, but focuses on the idea of friendship. She uses words such as “new beginning.” Maybe the author wrote the story to help kids who don’t easily make friends.*
Copy the word web below on the board. Have students record their inferences on it.

Guided Practice
Display or distribute Teaching Master ES1-4, and read the story with students.
Discuss the story and ask questions such as How does the author feel about Heidi? and What clues in the story tell you that?
Guide students to interpret the author’s viewpoint. Complete the graphic organizer together.

Practice/Apply
Distribute Practice Master ES1-4 to students.
Instruct students to read the story and complete the Practice Master.
Prompt students to compare and contrast the author’s feelings in the two stories.
Sum up the Author’s Viewpoint based on student responses.
Check that students understand the various elements used to determine Author’s Viewpoint.

LITERATURE FOCUS: 10-15 MINUTES

Preview Grandfather’s Journey
Segment 2
Refer to the bottom of page 63 in the Teacher’s Edition and preview with students Segment 2 of Grandfather’s Journey (pages 70-75).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 72, 73, and 74.
Suffixes -ly and -y

Teach
Display these sentences:

We have had a week of cold and rainy nights.
It was three weeks before land finally appeared.

Review the concepts base word and suffix, and underline final and wind; circle -ly and -y. Explain that in these words, -ly and -y are suffixes, or word parts added to the end of a base word. Remind students that the following tips can help them decode words with the suffixes -y and -ly:

• A suffix always appears after the base word.
• A suffix is usually a syllable.
• A suffix has the same pronunciation in different words.

Practice
Help students identify the base words and suffixes in the following words:

quickly
weekly
rainy
bumpy

THEME 1/ SELECTION 2: Grandfather’s Journey

Objectives
• recognize when words have the suffix -ly or -y
• decode words with suffixes -ly and -y

Materials
• Anthology: Grandfather’s Journey

SKILL FOCUS: STRUCTURAL ANALYSIS 25-30 MINUTES
Apply

Write these words on the board: speedy, bravely, muddy. Have students identify the base word and suffix in each word. Ask students to use each word in a sentence.

LITERATURE FOCUS: 10-15 MINUTES

Review Grandfather’s Journey

Guide students through the Comprehension Skill Lesson for Author’s Viewpoint on page 65 of the Teacher’s Edition.
Subjects and Predicates

Teach

Write the following on the board:

The family traveled far.

<table>
<thead>
<tr>
<th>What or whom is the sentence about?</th>
<th>Which words tell what the subject does or is?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[subject]</td>
<td>[predicate]</td>
</tr>
</tbody>
</table>

Ask students the first question. Help students understand that *The family* is the complete subject; it tells whom this sentence is about. Underline *The family*.

Ask the next question. Help students understand that *traveled far* is the complete predicate of this sentence. It tells what the subject did. Draw a double line under *traveled far*.

Remind students that a sentence needs both a subject and a predicate to express a complete thought.

Explain that the main word in a complete subject is the *simple subject*. It tells exactly what or whom the sentence is about. Ask students for a one-word answer to the question, *What or whom is this sentence about?* (*family*) Ask students for a one-word answer to the question, *Which word tells what the subject does or is?* (*traveled*) Explain that the main word in a complete predicate is the simple predicate. It tells exactly what the subject does or is.

Practice

Display this sentence: *My grandfather bought a house in a large city.*

Ask students to identify the complete subject (*My grandfather*), the complete predicate (*bought a house in a large city*), the simple subject (*grandfather*), and the simple predicate (*bought*)
Apply

**Have** students fold a piece of paper lengthwise, and mark the left column *complete subject*, the right column *complete predicate*.

**Direct** students to write a subject or a predicate and pass the paper left. The receiver completes the sentence and passes the paper left. Repeat the process.

**Have** students take turns reading a favorite sentence when enough of them are written. Choose one sentence, display it on the board, and ask volunteers to identify the simple subject and the simple predicate.

**LITERATURE FOCUS:** 10-15 MINUTES

**Preview** *Elena in America*

**Walk** students through *Elena in America* and discuss the illustrations, using words from the story such as *Russian, village, and stranger*.

**Ask** students to predict the author’s viewpoint relating to Elena’s experiences in America. Is it positive or negative? Have students give reasons to support their responses.
**Objective**
- use story words to infer author’s viewpoint
- explain author’s viewpoint

**Materials**
- Anthology: *Grandfather’s Journey*
- Leveled Reader: *Elena in America*

**Author’s Viewpoint**

**Teach**

**Encourage** students to recall the first time they went to a new place. Ask them to write two sentences to describe their feelings.

**Read** one student’s sentences to the class. Ask students whether or not the writer has a positive attitude toward the place, and what makes them think so. Repeat this process several times.

**Explain** that by taking a closer look at the words an author uses, students will often be able to tell how the author feels about the topic she or he is writing about.

**Have** students reread pages 64–66 of *Grandfather’s Journey* silently. Then model how to identify an author’s viewpoint.

**Think Aloud**

*As I read these pages, I see that Allen Say used lively words and phrases such as amazed, excited, marveled, longed to see new places, never thought of returning home. I know that the author is talking about his grandfather’s experiences. But if I add up all those lively words, I begin to see that Allen Say’s own feelings and attitudes about America are probably also positive. Otherwise, he might not have used such lively, positive words to describe America.*

**Practice**

**Have** students read page 68 and identify words and phrases that describe either the character’s feelings or the character’s actions. Have students record their findings on a graphic organizer such as the one shown. It will help students decide how the author feels about America and Japan by the end of the story.
Apply

Have students keep track of the author's viewpoint with an eye to the author's choice of words as they read *Elena in America*, by Robin Bloksberg, in the Leveled Reader. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10-15 MINUTES

Revisit *Grandfather’s Journey* and *Elena in America*

Guide students through *Grandfather’s Journey* and *Elena in America*, helping them look for words using suffixes -ly and -y such as *finally, funny,* (Grandfather’s Journey, pages 63 and 74) and *lonely* (*Elena in America*, page 30). Also review the author’s viewpoint in each of these selections.
Syllabication

Warm-Up/Academic Language

Explain that longer words can be divided into parts called syllables. Tell students that a syllable is a word or word part that has a single vowel sound.

Teach

Write the word **cat** on the board and underline the vowel that stands for /a/. Then write **catnip** and underline the vowels that stand for the sounds /a/ and /i/. Explain that **cat** has one vowel sound and one syllable and that **catnip** has two.

Write the word **boating** on the board. Say the word, pausing between the two syllables. Show how to tap out the two syllables. Then write the word in syllables: **boat / ing**. Have students count the syllables as you say them aloud. Point out the vowel sounds in each syllable. (/o/, /i/)

Repeat the procedure using the words **shipwreck** and **explorer**.

Write the following on the board and lead students in tapping out the syllables: **port, porthole, survivor,** and **unbreakable**. Read the words aloud.

Write **enormous** on the board, read it aloud, and model decoding:

I know that every syllable has a vowel sound. When I look at the word **enormous**, I recognize the word parts and **ous**. Each one has a vowel sound, so they may be syllables. Let me try **en/or/mous**. That’s almost right. The first vowel may stand alone: e/nor/mous. I’ll check the dictionary.

Explain that there are some general guidelines to help students syllabicate words. Display the chart below and review it with students.

Guide students to pronounce the individual syllables of the example words in the chart.
GUIDELINES

Examples

VC/CV: Divide between two consonants most of the time.

bot/tom, won/der

• VC/V: Often, when a consonant is between two vowels, you can divide after the first vowel sound, making it short.

hov/er, mod/ern

• V/CV: You can try dividing before the consonant, making the first vowel sound long.

fe/ver, na/ture

Divide between the two words that form a compound word.

life/boat, ice/berg

Divide between the prefix and the base word.

un/like, pre/view

Divide between the base word and the suffix.

friend/ly, sink/ing

Guided Practice

Display or distribute Teaching Master ES1-5 to students, and read the first word with them.

Reread it as students tap out the syllable(s). Remind them to use the number of taps and the number of vowel sounds to help them to identify the number of syllables. Follow the same procedure for sailing.

Have students help you to complete entries for the remaining words.

Practice/Apply

Distribute Practice Master ES1-5 to students and go over the directions.

Direct students to complete the Practice Master independently.

Check to ensure students understand syllabication guidelines as they share their answers with the group.

Literature Focus: 

10–15 minutes

Preview Finding the Titanic

Segment 1

Refer to the bottom of page 83 in the Teacher’s Edition and preview with students Segment 1 of Finding the Titanic (pages 82–91). Note suggestions in the Extra Support boxes on Teacher’s Edition pages 84, 85, and 90.
**Objectives**
- identify the purpose of various text features
- use text organization to understand a selection

**Materials**
- Teaching Master ES1-6
- Practice Master ES1-6
- Anthology: Finding the Titanic

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**Text Organization**

**Warm-Up/Academic Language**

*Explain* that authors *organize* their writing in many ways. They use features such as *titles, text, headings, pictures, labels,* and *captions* to help readers understand information.

**Teach**

*Refer* students to the Get Set to Read on Anthology pages 80–81 and have them scan the information. Point out these text features—title, text, caption, illustration, sidebar, and labels.

*Guide* students to observe the purpose of each of these features.

- **Titles** tell what the text will be about.
- **Text** gives most of the information, usually by presenting main ideas and supporting details. (Explain that in this example, important ideas are in boldface type.)
- **Illustrations** show the most important or interesting parts of the text.
- **Labels** tell about parts of the illustration using one or two words.
- **Captions** tell about the illustration using one or two sentences or phrases.
- **Sidebars** give interesting, related information, in a box to the side.

*Ask* selected students to point to where in the Get Set to Read each of these elements is given. Have each student come up to the front of the room for his or her example.

**Guided Practice**

*Display* or *distribute* Teaching Master ES1-6.

*Read* aloud to students the first description of the various text features in the second column.

*Ask* all students to help you to complete column one by giving the name of the special feature that fits.

*Repeat* the same procedure for the remaining features.
**Practice/Apply**

**Distribute** Practice Master ES1-6 to students.

**Instruct** them to read the text and complete the Practice Master independently.

**Review** the answers with the whole class. Have students read their journal entries aloud and share their artwork.

**Check** that students can define the main elements of Text Organization.

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**LITERATURE FOCUS:** 10-15 MINUTES

**Preview Finding the Titanic**

**Segment 2**

**Refer** to the bottom of page 83 in the Teacher’s Edition and preview with students Segment 2 of *Finding the Titanic* (pages 92–101).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 93, 95, and 100.

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**Practice Master ES 1-6**

**Text Organization**

<table>
<thead>
<tr>
<th>Special Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Titles</strong></td>
<td>Tell what the text is about</td>
</tr>
<tr>
<td><strong>Text</strong></td>
<td>A set of main ideas and supporting details</td>
</tr>
<tr>
<td><strong>Headings</strong></td>
<td>Tell you what each section is about by breaking the text up into smaller parts</td>
</tr>
<tr>
<td><strong>Photos and Illustrations</strong></td>
<td>Present information from the text in a visual way</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>Describe an illustration with one or two words</td>
</tr>
<tr>
<td><strong>Captions</strong></td>
<td>A longer description of a photo or illustration; may be one or more sentences</td>
</tr>
<tr>
<td><strong>Sidebars</strong></td>
<td>Present extra, interesting information about the text; are often on the side of the main text</td>
</tr>
</tbody>
</table>

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**Teaching Master ES 1-6**

**Text Organization**

Read the text below and then write a short journal entry for the next day of the boat trip. Use a heading, text, an illustration, and a caption.

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**My Sailing Journal**

*Friday: And we’re off!*

My friend Sasha's dad has his own sailboat. Today we’re all leaving for a three-day sailing trip. I’ve never slept on a boat before. There’s not much room but it’s cozy on the boat. The radio says that we can expect great weather. I can’t wait to do some star-gazing later tonight.

---

*Saturday: Rough seas!*

The weather report was wrong! Today we sailed through a scary storm. Sasha's dad told us to put our life jackets on and stay in the cabin. I was worried I'd get sick quickly. My stomach seemed to be fine. By the time we returned upstairs, the sun was out and there was a big rainbow.
Reteach Syllabication

**Teach**

Remind students that long words can be divided into smaller parts called “syllables.” Each syllable has one vowel sound. Breaking words into syllables is another strategy for figuring out a long or unfamiliar word.

Discuss the following generalizations for syllabication.

**Breaking Words Into Syllables**

1. You can divide between two consonants most of the time.
   - bottom swimming
2. When a consonant is between two vowels, you can usually divide after the first vowel.
   - later
3. When a syllable ends in a vowel, the vowel sound is usually long.
   - shiny hotel
4. When a syllable ends in a consonant, the vowel sound is usually short.
   - visits
5. Consonant blends and consonant digraphs are not divided.
   - wreckage finishing
6. A prefix or suffix is also a syllable.
   - disappeared beautiful
**Practice**

Help students break the following story words into syllables:

- scattered (scat/tered)
- survivors (sur/vi/vors)
- elevator (el/e/va/tor)
- video (vid/e/o)
- museum (mu/se/um)

**Encourage** students to refer to the Phonics/Decoding Strategy poster to help them as they break these words into syllables.

**Apply**

Have students break the following story words into syllables: mudslide, passengers, signals, robot. (mud / slide, pas / sen / gers, sig / nals, ro / bot) Then have pairs of students write sentences with each word.

**LITERATURE FOCUS:**

10-15 MINUTES

**Review Finding the Titanic**

Guide students through the Comprehension Skill Lesson for Text Organization on page 89 of the Teacher’s Edition.
**Objectives**

- identify compound sentences
- write compound sentences
- identify the short, related sentences that form a compound sentence
- identify the connecting word that joins the two parts of a compound sentence

**Materials**

- Leveled Reader: *Tommy Thompson’s Ship of Gold*

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**Compound Sentences**

**Teach**

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

*The Argo took moving pictures, and we watched the pictures on our video screen. We looked for the hole in the ship, but it was covered by mud.*

**Ask** the class to read the sentences aloud with you. Point out that both sentences are *compound*. A compound sentence is made up of two short sentences that are related.

**Work** together to identify each short sentence within the compound sentences. Emphasize that each sentence has a subject and predicate and could stand on its own. Elicit from students that the two sentences are related because they are very closely connected in meaning.

**Draw** a single line under each short sentence. Discuss the connecting words *and* and *but*. They link or join the two sentences together. Have a student volunteer point to the connecting words in the two models. Ask students what punctuation is needed before the connecting word in a compound sentence. *(a comma)*
Practice

Write these sentences from *Finding the Titanic* on the chalkboard. Help students identify the parts of each compound sentence: its two short sentences, its comma, and its connecting word.

Most of the lifeboats had come in, but there was no sign of her family.

We searched the bottom for days, but nothing appeared on the screen.

Ruth found an open cabin door, and she peeked inside.

Apply

Have students work in pairs to examine a current draft of their writing and to locate compound sentences. Ask them to check that those sentences have a comma and a connecting word. Alternatively, ask pairs of students to write some compound sentences together.

Preview *Tommy Thompson’s Ship of Gold*

Walk students through *Tommy Thompson’s Ship of Gold* and discuss the illustrations with them, using words from the story such as bail, valuable, and uncover.

Ask students to flip through the selection and name the various elements of text organization they encounter. Keep a running list on the board.
Objective
- identify text organization
- use text organization to understand a selection

Materials
- Anthology: Finding the Titanic
- Leveled Reader: Tommy Thompson’s Ship of Gold

Reteaching Text Organization

Teach
Have students imagine that one of their textbooks had no chapters, no titles, no pictures or captions. How would they feel? Why? List students’ responses on the board.

Explain that the selection Finding the Titanic is organized to help readers learn new information, keep track of it, and understand important ideas. Have students look at the pages as you discuss them.

Model using text organization in the selection, using the following:

Think Aloud
By flipping through pages, I see the material is arranged by chapters. Each chapter title is a date. This helps me understand when events are happening. Some are in 1985; some are in 1912; the last happens in 1986. There is an unnumbered section at the very end, the Epilogue, where the author talks to his readers. I see lots of pictures with captions. I have never seen a shipwreck, so I think pictures and captions will help me understand better what is happening.
**Practice**

**Draw** the following on the chalkboard:

<table>
<thead>
<tr>
<th>Chapter Number/Title</th>
<th>Date</th>
<th>Special Features</th>
<th>What the Chapter Talks About</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Skim** the selection with students and help them complete the chart. Then encourage them to share with the class what features were most helpful and why.

**Apply**

**Have** students keep track of text organization by looking for chapters, titles, and other features in the Leveled Reader selection *Tommy Thompson’s Ship of Gold* by Anne Sibley O’Brien. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10-15 MINUTES

**Revisit Finding the Titanic and Tommy Thompson’s Ship of Gold**

**Guide** students through *Finding the Titanic* and *Tommy Thompson’s Ship of Gold*, helping them look for multi-syllabic words such as passengers, Carpathia (*Finding the Titanic*, pages 85 and 94) Discoverer, operated (*Tommy Thompson’s Ship of Gold*, pages 49 and 51). Also compare and contrast the text organization for the two selections.
**Objectives**

- form new words with the roots tele and rupt
- use the Phonics/Decoding strategy to decode longer words

**Materials**

- Teaching Master ES1-7
- Practice Master ES1-7
- Anthology: *By the Shores of Silver Lake*

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**Word Roots tele and rupt**

**Warm-Up/Academic Language**

Explain to students that today they will be learning about **tele** and **rupt**. Tell students that these are two roots, or word parts, that have meaning but need a prefix or suffix to make a word. Explain that being able to recognize these roots may help them to **decode unfamiliar words**.

**Teach**

**Write** tele on the board and read it. Tell students that tele means “over a distance.” Next, write telephone and read it with students. Have a volunteer come to the board and underline the root. Ask the group if anyone knows the meaning of the word. If needed, explain that a telephone carries people’s voices over a distance.

**Write** rupt on the board and read it. Tell students that rupt means “break.” Next, write disrupt on the board and read it with students. Have a volunteer come to the board and underline the root. Ask the group if anyone knows the meaning of the word. If needed, explain that to disrupt means to cause a disturbance or a “break” in the order of things.

**Write** the words television and telescope on the board. Have volunteers come up to circle the tele root.

**Guide** students to use their knowledge of the root’s meaning to define the words.

**Ask** students to offer sentences using each word. Write selected sentences on the board.

**Repeat** the procedure for rupt, using interrupt and erupt.
**Guided Practice**

Display or distribute Teaching Master ES1-7 to students.

Review how to decode *telephone* using the illustration, the definition of the root, and the definition of the whole word.

Guide students to write the meanings of the remaining words using picture clues and what they have learned about the roots.

**Practice/Apply**

Distribute Practice Master ES1-7 to students, and review the directions.

Instruct students to complete the practice master independently.

Check student understanding of *rupt* and *tele* by having them read their answers aloud.

**LITERATURE FOCUS:**

**Preview By the Shores of Silver Lake Segment 1**

Refer to the bottom of page 111 in the Teacher’s Edition and preview with students Segment 1 of *By the Shores of Silver Lake* (pages 110–117).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 112 and 116.

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*Word Roots tele and rupt*  

**tele** = “over a distance”  
**rupt** = “break”

1. *telephone* = a machine that carries sound from far away
2. *television* = a machine that receives visual signals
3. *telescope* = a tool for seeing very far away
4. *interrupt* = to break in when another person is speaking
5. *erupt* = to break out or to burst out of

*Teaching Master ES 1-7*  

*Preview By the Shores of Silver Lake*

Refer to the bottom of page 111 in the Teacher’s Edition and preview with students Segment 1 of *By the Shores of Silver Lake* (pages 110–117).

**Practice Master ES 1-7**  

Word Roots tele and rupt

Below is a list of tele and rupt words. Choose the word which makes the most sense and write it in the blank spaces provided.

- television
- telephone
- interrupt
- disrupt
- erupt
- telescope

1. Even though my friend Alex moved far away, we still talk on the _______.
2. An astronomer uses a _______ to view the stars that are millions of miles away.
3. Watching the volcano _______ was like seeing it top explode.
4. My sister complains that I always _______ her when she speaks.
5. I won’t throw the paper airplane because it will _______ the class.
6. The thing I like best about watching television is that I can see what is happening in far away places.
Comprehension: Noting Details

Warm-Up/Academic Language

Inform students that authors use details for many purposes. A detail may explain ideas, give key information, or convey feelings. These kinds of details are more important than details that only help to give background information.

Teach

Guide students to choose the three or four most important details.

Read Aloud

Hi, I’m José. Last weekend I played a soccer game. It was a very hot day. I wore a red sweatband that matched my team’s colors. The game was fun, but we lost. The other team’s goal won them the game at the very last minute. I felt badly about losing. After the game I ate a candy bar.

Ask students to name details from the story. Then copy their answers on the board until you have the following list:

- played soccer
- wore a red sweatband
- lost the game
- it was hot
- other team won at the last minute
- felt badly about losing
- ate candy bar

Use the Think Aloud to model detail selection. Guide students to choose the most important details.

Think Aloud

José played soccer and lost. He described how he felt about losing. These are important details because they tell what game José played, the outcome, and how he felt about it. The other details, the hot day, the sweatband, and the candy bar, help describe the day, and how José looked during the game and what he ate afterwards. They do not add to the main idea of the story, so they are less important.
Display a chart like the one shown below on the board, leaving the entries for the 2nd and 3rd columns blank. Call on students to give you the answers.

**Guided Practice**

Display or distribute Teaching Master ES1-8 and read the introduction with students.

Ask them to follow along as you read the details aloud.

Help students to complete the chart.

**Practice/Apply**

Distribute Practice Master ES1-8, and discuss the illustration.

Have students read the story and fill out the charts independently.

Check that they are able to differentiate between important and less important details as they share their answers with the class.

**LITERATURE FOCUS:**

**Preview By the Shores of Silver Lake Segment 2**

Refer to page 111 in the Teacher’s Edition and preview with students Segment 2 of By the Shores of Silver Lake (pages 118–127).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 119, 124, and 126.
Word Roots tele and rupt

Teach

Explain that a word root is a word part that has meaning. When it is put together with another word part it makes a whole word.

Write the following on chart paper:

- tele + phone = telephone
- inter + rupt = interrupt

Explain that the root tele means “over a long distance.” Ask students why this would make sense knowing what they know about a telephone. (The telephone lets people talk to each other over long distances.) Next, point to rupt in interrupt and explain that it means “break.” Point to inter and explain that it means “between.” Tell students that interrupt means “to break into the middle of someone’s conversation.” Now ask two volunteers to act out the word interrupt.

Practice

Write the roots tele and rupt on separate index cards. Then write each of the following word parts on separate index cards: dis, bank, inter, phone, scope, vision, cast. Work with students to create words by putting the word parts together. Have volunteers tell what the word is and what it means.
**Apply**

*Ask* students to write sentences using words from the Practice section.

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**LITERATURE FOCUS:** 10-15 MINUTES

**Review *By the Shores of Silver Lake***

*Guide* students through the Comprehension Skill Lesson **Noting Details** on page 121 of the Teacher’s Edition.
Objective
- identify common nouns

Materials
- Anthology: By the Shores of Silver Lake
- Leveled Reader: Race of the River Runner

Common Nouns

Teach
Write the following common nouns on the chalkboard:

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>child</td>
<td>school</td>
<td>bicycle</td>
</tr>
</tbody>
</table>

Remind students that *child, school, and bicycle* are called nouns. Since these nouns don’t name a particular person, place, or thing, they are called common nouns.

Direct students to find common nouns in the last paragraph on page 121 of the story. Have students explain why the nouns they selected are common. Then add the common nouns to the chart.

Practice
Have pairs of students create their own charts and list common nouns found on one of the following story pages: 115, 119, or 124. Remind students to select carefully so that they record only words that name any person, place, or thing.
Apply

Ask students to choose five common nouns from their charts. Have them write some sentences for a story using these common nouns. You may want students to exchange stories and underline the common nouns.

LITERATURE FOCUS: 10-15 MINUTES

Preview Race of the River Runner

Walk students through Race of the River Runner and discuss the illustrations, using words from the story, such as steamboat and engine.

Ask students to flip through the illustrations and list details they notice that tell about story. Keep a running list on the board.
Noting Details

Teach

Write this sentence on the board: *Grace sat still in her little starched white lawn dress and bonnet, her feet in small new shoes sticking straight out.*

Discuss how important details help readers picture characters, setting, and actions in their minds.

Use the following to model noting details in the main selection.

Think Aloud

*From the writer’s details about Grace on page 111 of the selection from *By the Shores of Silver Lake*, I can “see” her in my mind, without looking at the illustration on the next page. Grace is wearing a white dress, bonnet, and new shoes. From the details “little… dress,” “small… shoes,” “feet… sticking straight out,” I know she’s a very young child. Also the detail that Laura kept an eye on Grace leads me to think that she was very young and in need of supervision.*

Help students put together a set of tips for noting details. For example:

To find important details I could ask myself:

1. What do I think this person/place/thing is like?
2. What details gave me this idea?
3. Do these details “add up”?
**Practice**

**Have** students work in groups to locate important story details that support the following statements:

- The train seemed like a huge, scary monster. (Skim p. 115 to the top of p. 116.)
- Laura thinks the car is wonderful. (Skim from the middle of p. 121 to the top of p. 124.)

**Apply**

**Have** students keep track of details in the Leveled Reader selection *Race of the River Runner* by Geoff Smith. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS: 10-15 MINUTES**

**Revisit By the Shores of Silver Lake and Race of the River Runner**

**Have** students turn to page 119 of *By the Shores of Silver Lake* and look for the word with a *tele* root. (*telegaph, first paragraph*) Write the word on the board and circle the root, explaining that a telegraph is an old machine that sent written messages over a distance. Also have students note several important details in each selection.