EXTRA SUPPORT LESSONS FOR

American Stories

Selections

1. Tomás and the Library Lady
2. Tanya’s Reunion
3. Boss of the Plains
4. A Very Important Day
Contractions

Warm-Up/Academic Language

Inform students that two words can sometimes be shortened by removing one or more letters and replacing the missing letters with an apostrophe. Next, the two words are joined together to form one word—a contraction.

Teach

Ask students “Are we sixth graders?” Respond by writing this sentence on the board: We are not. Then suggest another way of answering the question that has the same meaning but uses a contraction. Write We aren’t on the board. Explain that aren’t is a contraction, which is really two words that together form one word meaning the same thing.

Model how the contraction aren’t is formed by crossing out the o in not in the first sentence. Next, close up the space between the two words and underline aren’t in the second sentence. Guide students to see that the apostrophe replaced the missing letter o. Circle the apostrophe.

Ask “Is today Saturday?” Write two responses on the board, one on top of the other: No, today is not Saturday. No, today isn’t Saturday. Underline it is and isn’t, and read the Think Aloud.

Think Aloud

I can see that the two words is and not were combined into one word. I also see that new word has an apostrophe. The apostrophe is where the o in not was removed. The word isn’t must be a contraction. Since isn’t and is not mean the same thing, these two sentences have exactly the same meaning.

Write the following phrases on the board: “he is,” “I am,” and “have not.” Guide students through the process of changing “he is” to “he’s.” Have students tell you which letter to omit and where to place the apostrophe. Write he’s on the board. Repeat the process for the subsequent phrases.

Explain that certain words can be shortened to form contractions. On the board, list some common examples in a chart like the following one.
Ask students to use each example word in a sentence in the contraction and non-contraction forms. Write sentences on the board. Point out that numbers five and six are special examples because two letters (wi, ha) are removed instead of one.

**Guided Practice**

**Display or distribute** Teaching Master ES2-1 and discuss the pictures.

**Have** students read the first five sentence pairs.

**Have** students explain each step needed to form the contraction.

**Help** students to write the contraction forms for the remaining sentences.

**Practice/Apply**

**Distribute** Practice Master ES2-1 to students and go over the directions.

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

**Check** students’ responses to be sure they can form contractions.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Tomás and the Library Lady** Segment 1

**Refer** to the bottom of page 159 in the Teacher’s Edition and preview with students Segment 1 of *Tomás and the Library Lady* (pages 159–169).

**Sequence of Events**

**Warm-Up / Academic Language**

**Explain** that stories contain a **series of events** that the author presents in a **certain order**, or **sequence**. Point out that authors often use particular words, known as **signal words**, to help readers understand the order of events.

**Teach**

**Tell** students that you are going to act out a sequence of events. Instruct them to pay close attention to what you do. Tell them that later, they will have to retell these events in sequence, or order.

**Act out** the following steps:

• Walk over to a corner and stand facing it for a few seconds.

• Go to the board and write the word **boom**.

• Turn to the class and say **boom** in a normal voice as you throw your hands up.

• Cover your ears.

**Ask** students to tell you the events in order. Then have them write the sequence of events, numbering each event. Check to make sure their final lists reflect the actual events. Their lists should roughly resemble the one shown below.

1. Our teacher walked to the corner and stood there for a while.
2. She went to the board and wrote **boom**.
3. She said **boom** and raised her hands.
4. She covered up her ears.

**Explain** that rather than using numbers to show the order of each event, students can use signal words to tell when each event occurred.

**Write** these words on the board: **before**, **first**, **second**, **finally**, **then**, **next**, **while**, **as**, **after**.

**Have** students cross out the numbers on their papers and use some of the listed words instead.
**Guided Practice**

**Display** or **distribute** Teaching Master ES2-2.

**Read** the category titles and the signal words in the box with students.

**Guide** students to sort each word in the box as a **before**, **during**, or **after** word.

**Have** students use the signal words in sentences.

**Practice/Apply**

**Distribute** Practice Master ES2-2 and go over the directions with students before they begin.

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

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

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**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Tomás and the Library Lady Segment 2**

**Refer** to the bottom of page 159 in the Teacher’s Edition and preview with students Segment 2 of *Tomás and the Library Lady* (pages 170–175).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition page 174.

**Sequence of Events**

Below are a group of signal words. Insert the correct ones in the sentences below.

1. **in the summer, Carlos and his best friend Brian had decided to start a club.**
2. **they could start the club, they had to do some planning.**
3. **we need to decide what our club will be about,“ said Carlos.**
4. **we’ll need to choose a place to meet,“ said Brian.**
5. **the boys began to work, word about the club spread around the neighborhood.**
6. **that month, Carlos and Brian held their first meeting.**
7. **the two boys said they couldn’t believe how many people came to join.**
8. **“We’re finally a real club!” said Brian.**
Contractions

Teach

Review that a contraction is a shortened form of two words and that an apostrophe shows where one or more letters have been left out.

Display the following sentences:

Tomás could not move.

Tomás couldn’t move.

Have students identify the word(s) in each sentence that are different. (could not and couldn’t) Then review these concepts:

1. Couldn’t is a contraction. It is a combination of two words, could and not.
2. The apostrophe (‘) takes the place of one or more letters.
3. A contraction has the same meaning as the two words that were combined.

Display the following chart. Walk students through the structure of each contraction, showing how each word is two words that are combined. Read each row aloud together and use the words in a sentence.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Two Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td>I am</td>
</tr>
<tr>
<td>you’re</td>
<td>you are</td>
</tr>
<tr>
<td>it’s</td>
<td>it is</td>
</tr>
<tr>
<td>I’ve</td>
<td>I have</td>
</tr>
<tr>
<td>he’d</td>
<td>he would</td>
</tr>
<tr>
<td>you’ve</td>
<td>you have</td>
</tr>
</tbody>
</table>

Practice

Write these contractions on the board: we’re, she’ll, don’t, doesn’t. Have volunteers name the two words used to form each contraction. Have each volunteer use the contraction in a sentence.
Apply

Write these sentences on the board and ask students to underline the contractions. Then have students rewrite the sentences using the two words which formed each contraction.

• *It’s* a hot day.
• *What’s* your name?
• *I can’t* read this word.
• *I’m* going out for a walk.
• *Jackie* couldn’t hear the whistle.
• *Mona* and *I* aren’t speaking.
• *The* day just isn’t long enough.

LITERATURE FOCUS: 10–15 MINUTES

Review *Tomás and the Library Lady*

Guide students through the Comprehension Skill Lesson for *Sequence of Events* on page 167 in the Teacher’s Edition.
Proper Nouns

**Teach**

**Review** with students that common nouns name any person (*teacher*), place (*school*), or thing (*car*).

**Ask** volunteers to write their name, name of their town, and name of this day on the board. Explain that the words they wrote are *proper nouns*. Each proper noun names a particular person, place, or thing and begins with a capital letter. Use the chart to further distinguish common nouns from proper nouns.

<table>
<thead>
<tr>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Persons</strong></td>
<td></td>
</tr>
<tr>
<td>girl</td>
<td>Maria</td>
</tr>
<tr>
<td>uncle</td>
<td>Uncle Edward</td>
</tr>
<tr>
<td>queen</td>
<td>Queen Elizabeth</td>
</tr>
<tr>
<td><strong>Places</strong></td>
<td></td>
</tr>
<tr>
<td>state</td>
<td>Arizona</td>
</tr>
<tr>
<td>country</td>
<td>Canada</td>
</tr>
<tr>
<td>bay</td>
<td>Bay of Fundy</td>
</tr>
<tr>
<td>park</td>
<td>Glacier National Park</td>
</tr>
<tr>
<td><strong>Things</strong></td>
<td></td>
</tr>
<tr>
<td>pet</td>
<td>Patches</td>
</tr>
<tr>
<td>day</td>
<td>Saturday</td>
</tr>
<tr>
<td>holiday</td>
<td>Fourth of July</td>
</tr>
</tbody>
</table>

**Explain** to students that the first letter of each important word in a proper noun must be capitalized. Ask volunteers to point out which proper nouns in the chart are more than one word. Ask others to tell which two proper nouns demonstrate that only the important words should be capitalized. (*Bay of Fundy, Fourth of July*)
Practice

Write these sentences on the board:

The family is in _____ in the winter. (Texas)
They go to _____ in the summer. (Iowa)
The boys listen to _____ tell stories. (Papá Grande)
The library lady speaks to _____ (Tomás)
He teaches her some words in _____. (Spanish)

Have students find proper nouns in the story to fill in the blanks. Ask students to write the proper nouns in the blanks. Work together to check for capitalization. You may want to ask students to identify the common nouns in these sentences, as practice in distinguishing common nouns from proper. (family, winter, summer, boys, stories, lady, words)

Apply

Have students work in pairs to find other proper nouns from the story. Have students categorize them into groups of names of people and places or any other categories that fit. Be sure to have them check on each other’s capitalization.

Preview The Math Bee

Walk students through The Math Bee. Discuss illustrations using words such as controllers, bee, teammates and chemistry.

Ask students to preview the sequence of story events by scanning through the illustrations.
Sequence of Events

Teach

Write the following list of time-order words on the chalkboard.

<table>
<thead>
<tr>
<th>first</th>
<th>second</th>
<th>next</th>
<th>then</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>after</td>
<td>finally</td>
<td></td>
</tr>
</tbody>
</table>

Have volunteers use these words to tell what they did this morning from the time they woke up to when they arrived at school. You might want to start things off by recounting your morning. Have a volunteer point to each word as it is used.

Explain that authors sometimes use these words to help readers follow the events in a story in the proper order, or sequence. Explain also that these words aren’t always in a story, in which case readers have to be even more alert to the correct sequence.

Use the following sentences from the story to model figuring out the sequence of events:

"¡Qué tigre tan grande!" Tomás said first in Spanish and then in English, 'What a big tiger!'"

Think Aloud

The author uses the words first and then to show that Tomás read in Spanish before he read in English. This helps me understand that Papá Grande’s first language is Spanish and that he is learning English.
Practice

Write the following events from the story on index cards: Tomás walked around the library. Tomás peeked in the front door. Tomás climbed the steps. Tomás walked downtown. Then have students put the events in order. Students can then use time-order words such as the ones listed on the board to retell these events in a summary.

Apply

Have students keep track of the sequence of events, with an eye to identifying time-order words in the Leveled Reader selection The Math Bee by Delores Lowe Friedman. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Tomás and the Library Lady and The Math Bee

Review with students the sequence of events in Tomás and the Library Lady and The Math Bee. Also, help them to look for contractions such as couldn’t, what’s, (Tomás and the Library Lady, pages 165 and 166) they’re, and I’m (The Math Bee, pages 10 and 13).
Word Roots *sign* and *spect*

**Warm-Up / Academic Language**

Explain to students that they will learn about *spect* and *sign* — two word roots. Explain that word roots have meaning but that they need to have a prefix or suffix added to them to make a word. Explain that being able to recognize these roots may help them to read unfamiliar words.

**Teach**

Draw a tree on the board that includes a root system. Draw six branches—three on one side and three on the other.

Write *inspect*, *spectacle*, and *spectator* on the left branches. Tell students that all these words share the same five letters, which spell out a word root. Have students study the three words. Ask them what each of the words has in common. *(spect)*

Write *spect* in the left portion of the root system of the tree, and underline *spect* in each of the three words in the tree branches. Explain that *spect* means “to look.” Write this meaning under *spect*.

Repeat the same procedure for *sign* (meaning “a mark or pattern”), labeling the branches and roots on the right side of the tree. Use the words *sign*, *signature*, and *design* on the three branches.

Explain to students that knowing the meaning of word roots can often help them read unfamiliar words.

Copy the following chart onto the board. Fill in the first two columns only, leaving column 3 blank.
Complete column 3 for the word *inspect*. Guide students to help you to fill in the remainder of column 3. You may wish to have students look up the words in a dictionary to compare the dictionary definitions with their own.

**Guided Practice**

**Display** or **distribute** Teaching Master ES2-3 and review the meanings of *sign* and *spect*.

**Read** the story with students and have them underline and sort *spect* and *sign* words under the correct heading.

**Practice/Apply**

**Distribute** Practice Master ES2-3 and read the instructions with students.

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

**Check** students’ understanding of the word roots *sign* and *spect* by having them read their answers aloud.

**LITERATURE FOCUS**: 10–15 MINUTES

**Preview Tanya’s Reunion**

**Segment 1**

**Refer** to the bottom of page 187 in the Teacher’s Edition and preview with students Segment 1 of *Tanya’s Reunion* (pages 187–195).

**Note** the suggestion in the Extra Support boxes on Teacher’s Edition pages 191 and 194.
Objective

- Use evidence from the story and life experiences to make inferences about characters and their feelings.

Materials

- Teaching Master ES2-4
- Practice Master ES2-4
- Anthology: *Tanya’s Reunion*

**Making Inferences**

**Warm-Up / Academic Language**

*Explain* that when authors write stories, they often give the reader clues about characters and their feelings. Sometimes authors leave information out, so readers use these clues and their own experiences to figure some things out for themselves. This is called making inferences.

**Teach**

**Read Aloud**

I was working on my science project after school when my friend Leanne called. She wanted me to go see an early movie with her. It was this great movie we’d both been wanting to see for weeks. "Hmmm. I’d like to go, but I can’t," I told her. “My project is due in three days. Sorry.”

“Three whole days?” she said. “So just work on it tomorrow.”

“Can we go this weekend instead?” I asked. “I want to do the project right and not at the last minute. I’m working on a cool model of the solar system.”

“OK, Laura,” said Leanne. “Good luck with your project.”

**Model** how to make inferences about Laura’s feelings by using the Think Aloud.

**Think Aloud**

*I can tell that Laura really wants to see the movie, but she says no. I know it can be hard to say no to having fun sometimes. I once had to skip a birthday party because I had to look after my sister for a while. I think that Laura feels responsible and serious about her schoolwork. It’s also easy to see that she enjoys science because she’s so excited about her model.*
Guided Practice

Display or distribute Teaching Master ES2-4 and preview the headings of the chart with students.

Read the first story event with students and model making inferences using the entries in columns 2 and 3.

Ask students to respond to your inference. Does it make sense to them? Do they have anything they want to add?

Have students read the second story event in the chart. Have them work in pairs to generate responses for columns 2 and 3. Discuss responses as a group.

Practice /Apply

Distribute Practice Master ES2-4 to students.

Preview the format, noting that students are expected to fill in two responses in each block of the second and third columns. Have students complete the Practice Master independently.

Check all students’ understanding of making inferences by discussing individual responses.

LITERATURE FOCUS: 10–15 MINUTES

Preview Tanya’s Reunion

Segment 2

Refer to the bottom of page 187 in the Teacher’s Edition and preview with students Segment 2 of Tanya’s Reunion (pages 196–211).

**Word Roots: sign and spect**

**Teach**

**Remind** students what a word root is. (a word part that has meaning and can not stand alone) Tell students that many English words contain word roots from the ancient Latin language.

**Write** these two sentences on the board and underline the two words as shown:

The *signal* at the train crossing was flashing.
Eleanor helped her mother *inspect* the quilts for holes.

**Read** the sentences out loud and ask volunteers to give the meanings of each underlined word. Circle the roots *sign* and *spect* and review that these are root words from the Latin. Write each root separately on the board with its meaning next to it: *sign* = “a sign or a mark” and *spect* = “to look at.”

**Use** the following Think Aloud to model decoding the word *inspect* in the sentence: *Eleanor helped her mother inspect the quilts for holes.*

First I look for a root. I draw a line between *in* and *spect* because I know *spect* is a root that means “look at.” When I blend sounds, I get *in SPEKT*. I try this word in the sentence, and it sort of makes sense. I know the meaning of the root and I know what *in* means. Together, they seem to mean “to look at in or in at,” but that doesn’t seem quite right. In this sentence, it must mean “to look at carefully.” That would make sense. I’ll look up the meaning in the dictionary just to be sure.
**Practice**

**Write** these sentences on the board, leaving blank spaces as shown:

- A letter needs a ____ from the person who writes it. *(signature)*
- We’re planning Maria’s surprise party, and she does not ____ a thing. *(suspect)*
- Felix knows how to ____ t-shirts. *(design)*
- Even if you don’t play a sport, you can still enjoy being a ____ at a sports event. *(spectator)*

**Write** the following roots and words:

<table>
<thead>
<tr>
<th>sign</th>
<th>spect</th>
</tr>
</thead>
<tbody>
<tr>
<td>design</td>
<td>spectator</td>
</tr>
<tr>
<td>signature</td>
<td>suspect</td>
</tr>
</tbody>
</table>

**Discuss** what each word means and have volunteers identify and underline the roots. Invite volunteers to write the correct words in the blanks in the sentences. Discuss how the meaning of each word relates to the meaning of each root and how it makes sense in the sentence.

**Apply**

**Have** students use the Practice words in sentences of their own.

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**LITERATURE FOCUS:** 10–15 MINUTES

**Review Tanya’s Reunion**

**Guide** students through the Comprehension Skill Lesson for **Making Inferences** on page 191 in the Teacher’s Edition.
Singular and Plural Nouns

Teach

Write grandmother, farm, and bus on the board. Have a volunteer tell what kind of words they are. (nouns) Elicit from students that each of these nouns names just one person, place, or thing. Explain that a noun that names one person, place, or thing is called a singular noun. Ask them for more examples, and list their suggestions.

Explain to students that a noun that names more than one person, place, or thing is called a plural noun. Use the following chart to illustrate which plurals are formed by simply adding s and which plurals are formed by adding es.

Materials

- Leveled Reader: A Breath of Fresh Air

Objectives

- identify singular and plural nouns
- form the plural of most nouns by adding s
- form the plural of nouns that end in s, x, ch, or sh, adding es
- distinguish between singular and plural nouns

How to Form Plurals

<table>
<thead>
<tr>
<th>Rules</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add s to most singular nouns.</td>
<td>one boy</td>
<td>two boys</td>
</tr>
<tr>
<td></td>
<td>one puddle</td>
<td>both puddles</td>
</tr>
<tr>
<td></td>
<td>a rose</td>
<td>ten roses</td>
</tr>
<tr>
<td>Add es to a singular noun that ends with s, x, or sh.</td>
<td>one bus</td>
<td>three buses</td>
</tr>
<tr>
<td></td>
<td>this box</td>
<td>some boxes</td>
</tr>
<tr>
<td></td>
<td>one bunch</td>
<td>six bunches</td>
</tr>
<tr>
<td></td>
<td>a wish</td>
<td>many wishes</td>
</tr>
</tbody>
</table>
Practice

Write grandmothers, farms, and buses on the board near the singular nouns grandmother, farm, and bus. Invite a volunteer to give the definition of a plural noun. (A plural noun is a noun that names more than one person, place, or thing.)

Ask students to identify the three plural nouns. Have them tell which plural nouns were formed by adding s (grandmothers, farms) and by adding es (buses).

Have students add the words to the chart. Invite pairs of students to work together to look for singular nouns in the story. Tell students also to write the nouns in their plural form.

Apply

Have students write the plural nouns they find on page 196 of the story and then write their singular forms.

Ask students to write the plural forms of the following singular nouns: brush, prize, circus, fox, inch, and tax.

Preview A Breath of Fresh Air

Walk students through A Breath of Fresh Air. Discuss illustrations using words such as program, several, scowled, and accepted.

Ask students to infer how Javi may be feeling throughout the story by scanning through the illustrations.
Making Inferences

Teach

**Instruct** a volunteer to come to the front of the room and smile. Explain that this student has just won a new bicycle. Ask students to tell how the volunteer is feeling and why. (happy he or she has won a bicycle)

Point out that they used what they knew about getting something new and the expression on the volunteer’s face to make an inference.

**Explain** that good readers use details along with their own personal knowledge to make inferences.

**Write** the following sentences from the story on the board and use the Think Aloud to model making inferences: "A trip with Grandma! Just the two of them. Tanya couldn’t believe her ears."

Think Aloud

The author tells me Tanya’s thoughts and uses an exclamation mark which I know can show excitement. I know “couldn’t believe her ears” shows surprise. Tanya must love her Grandma and want to be with her—I know that’s how I feel about some of my friends and relatives. I can infer that Tanya feels excited, surprised, and happy.

Practice

**Work** with students as they use details on page 207 and personal knowledge to infer how Grandma feels about the farm. Have students complete a web for each inference.
**Apply**

*Have* students make inferences with an eye to using story clues and their own experiences in the Leveled Reader selection *A Breath of Fresh Air* by Rhonda Rodriguez. Ask students to complete the activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit Tanya’s Reunion and A Breath of Fresh Air**

*Review* with students inferences about the main characters’ feelings in *Tanya’s Reunion* and *A Breath of Fresh Air*. Also, help them look for words using the roots *sign* and *spect* such as *suspect*, and *designs* (*Tanya’s Reunion*, pages 190 and 200).
Objectives
- read words with the suffixes -er, -or, and -ist
- use the Phonics/Decoding strategy to read longer words

Materials
- Teaching Master ES2-5
- Practice Masters ES2-5
- Anthology: Boss of the Plains

Suffixes -er, -or, and -ist

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. Explain that students will learn about three endings, or suffixes: -er, -or, and -ist. List them on the board, and explain that these suffixes mean “someone who.” Explain that these endings are added to a base word to show what a person does.

Teach
Write these sentences on the board, circling the -ist, -er, and -or words:

A performer is someone who _______.
A visitor is someone who _______.
A violinist is someone who _______.

Tell students that if they don’t know what the three circled words mean, they should start by finding a base word they recognize. Explain that this will give them an important clue about each word’s meaning. Remind them that each of the suffixes means someone who.

Ask a volunteer to come to the board and underline the base word in performer. Explain that the definition of performer will have something to do with the base word perform. Explain that an s will need to be added to the base word so that it agrees with the verb in the sentence. Guide the student to write performs in the blank.

Repeat the procedure for visitor (visits) and violinist (plays the violin).

List these professions on the board: actor, dancer, singer, sculptor, guitarist, painter, conductor, writer, drummer. Under the word list, write this sentence pair:

I want to be a(n) _______. I want to be someone who _______.

Demonstrate how to fill in the blanks, using actor. (actor), (acts) Next, have students go to the board and erase actor and acts. Instruct them to fill in the blanks for the next word on the list.

Repeat this procedure until all words have been addressed.
Explain that when a suffix is added to a base word, the spelling of the base word may change.

List these words on the board: dancer, drummer, flutist, rapper.

Ask students to name the base word for each of the words. List them on the board. For each word, discuss how the base words changed by applying these rules:

- Drop the final e of a base word before adding -er, -or, -ist (dancer, flutist)
- If a one-syllable base word ends in a short vowel and a consonant, double the consonant before adding -er, -or, -ist (drummer, rapper).

**Guided Practice**

**Display** or **distribute** Teaching Master ES2-5 and review the meaning of -er, -or, and -ist.

**Read** the first five sentences with students and demonstrate the relationship between the two underlined words in each sentence pair.

**Help** students to fill in the missing words for the remaining sentence pairs and to identify the base words that needed spelling changes when the suffix was added. (survivor, writer, scientist, and operator)

**Practice/Apply**

**Distribute** Practice Master ES2-5 to students and have them complete it independently.

**Check** students’ understanding of -er, -or, and -ist by having them read and explain their answers.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Boss of the Plains**

**Segment 1**

Refer to the bottom of page 219 in the Teacher’s Edition and preview with students Segment 1 of *Boss of the Plains* (pages 219–231).

Note the suggestion in the Extra Support boxes on Teacher’s Edition pages 221, 228, and 230.
Making Generalizations

Warm-Up / Academic Language

Explain to students that sometimes people make statements that are true most, but not all, of the time. Explain that these statements are called generalizations. Point out that when people make generalizations, they often include words such as all, most, usually, often, many, few, never, always, and some.

Teach

Tell students that they are going to use some facts to make a generalization about baseball. Write these three sentences on the board and read them with students:

- Baseball is known as our “national pastime.” (Explain that “pastime” is a hobby or fun activity.)
- The number of teams in the American and National Leagues has grown over the years.
- Millions of Americans (but not all) watch the World Series on TV.

Model making a generalization based on these facts.

Think Aloud

If baseball is known as our “national pastime,” people must like it. If there are more and more teams added, then there must be lots of people going to see baseball games. The fact that millions of Americans watch the World Series also tells me that lots of people like baseball. So I can generalize by saying this: Many Americans love baseball.

Discuss why this is a “fair” generalization that fits the facts. Explain that students need to be careful not to create unfair generalizations.

Write these sentences on the board: Ed’s cat is mean. All cats are mean.
Tell students that the second sentence is a generalization but it is unfair. Explain that just because one cat is mean, that doesn’t prove all cats are mean. Stress that a generalization must be supported by facts.

**Guided Practice**

**Display** or **distribute** Teaching Master ES2-6. Read the introduction.

**Model** scanning the passage to look for details that will help students to make a generalization. Point to these details as you mention them.

**Think Aloud**

The first sentence says rain forests get lots of rain. The second sentence is still about rain, so it’s important. The next two sentences tell how warm rain forests are, so I’ll include warm. It says rain forests are always green and that tall trees block out light. Finally, I see there are many kinds of plants and animals in rain forests. These details all describe what most rain forests are like.

**Help** students to complete the chart.

**Practice/Apply**

**Distribute** Practice Master ES2-6 to students. Have them read the passage.

**Go over** the directions with students and have them complete the Practice Master independently.

**Check** students’ responses to be sure they can make generalizations.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Boss of the Plains**

**Segment 2**

Refer to the bottom of page 219 in the Teacher’s Edition and preview with students Segment 2 of *Boss of the Plains* (pages 232–239).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 233, 235, and 238.
Suffixes er, or, ist

Teach

Display the following word equations and sentences.

travel + er = ?

sail + or = ?

biolog + ist = ?

Other miners teased John about his funny hat.

There was only one sailor on the ship.

Call on a volunteer to complete each equation with the words traveler, sailor, and biologist. Underline -er in traveler and explain that in this word, -er is a suffix, or a word part added to the end of a base word. Have students read aloud the base word, suffix, and new word. Continue this process for the other two word equations.

Use the Think Aloud to model decoding the word miners in the sentence:

Other miners teased John about his funny hat.

First I take away the ending -s. Then I see the suffix -er. I don’t think min is the base word, but I know sometimes e is dropped from a base word before a suffix is added. I think the base word is mine. Mine + er = miner, and miners makes sense in the sentence.
Practice

Encourage students to decode words with the suffixes -or and -ist:

*John was a visitor in the town of St. Joseph. John was a specialist in making bats.*

Apply

Have students find, decode, and define seven words with suffixes in the story. Ask students to check their definitions in a dictionary.

LITERATURE FOCUS: 10–15 MINUTES

Review *Boss of the Plains*

More Plural Nouns

Teach

Remind students that a *plural noun* is a noun that names more than one person, place, or thing.

Write *caps* and *boxes* on the board, and have volunteers tell how these plural nouns are formed. *(Add *s*; add *es.*) Explain to students that the plurals of some nouns are not always formed by simply adding *s* or *es.* Tell them that nouns that end in *y* follow special rules for forming the plural.

<table>
<thead>
<tr>
<th>How to Form Plurals for Nouns Ending in <em>y</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rules</strong></td>
</tr>
<tr>
<td>If the noun ends with a vowel and <em>y</em>, add <em>s</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>If the noun ends with a consonant and <em>y</em>, change the <em>y</em> to <em>i</em> and add <em>es</em></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Elicit from students the changes that occurred to form the plural *families.* *(Change the final *y* to *i*. Add *es.*)

Explain that other nouns have special plural forms too. They are words that do not follow a specific spelling pattern or rule. The chart will help students remember some of them.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>one child</td>
<td>two children</td>
<td>each tooth</td>
<td>five teeth</td>
</tr>
<tr>
<td>a man</td>
<td>many men</td>
<td>one goose</td>
<td>both geese</td>
</tr>
<tr>
<td>this woman</td>
<td>three women</td>
<td>an ox</td>
<td>nine oxen</td>
</tr>
<tr>
<td>that foot</td>
<td>these feet</td>
<td>a mouse</td>
<td>some mice</td>
</tr>
</tbody>
</table>
**Familiarize** the class with the nouns in the chart by reading, speaking, and dissecting the contents systematically together. Tell students that still other nouns are the same in both the singular and the plural forms.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>One deer nibbled the bark.</td>
<td>Several deer ate quietly.</td>
</tr>
<tr>
<td>Did you see a moose?</td>
<td>Two moose crossed a stream.</td>
</tr>
<tr>
<td>I have a pet sheep.</td>
<td>These sheep have soft wool.</td>
</tr>
</tbody>
</table>

**Practice**

Have students write the plural forms of these nouns: cowboy, day, decoy, derby, buckeleberry, chimney, sheep, sky, supply, moose.

**Apply**

Have students write sentences for each of the plural nouns found in the Practice activity.

**LITERATURE FOCUS:**

**Preview Two Cold Ears**

Walk students through Two Cold Ears. Discuss illustrations using words such as acbed, mufflers, tbробbing, and protectors.

Ask students to make some generalizations about the story setting by previewing the illustrations.
Objectives
• use story details to recognize generalizations
• use information from the story to make generalizations

Materials
• Anthology: Boss of the Plains
• Leveled Reader: Two Cold Ears

Making Generalizations

Teach
Have several students tell the kind of shoes they’re wearing. Ask if this statement is true: Most fourth-grade students wear sneakers. Explain this is a generalization—a statement that is true about most of the items or people in a group most of the time. Generalizations are based on facts and usually contain signal words: all, few, generally, many, most, usually.

Use the following Think Aloud to model making a generalization about the hat in the story Boss of the Plains.

Think Aloud
I read that Westerners liked John’s hat. They said “you can smell it across a room” and “you just can’t wear it out.” I can make this generalization: Westerners wore John’s hat almost all the time.

Practice
Help students use story facts to form generalizations.

<table>
<thead>
<tr>
<th>Story Fact</th>
<th>Generalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dampness and steam of the hat shop caused John to become sick with tuberculosis.</td>
<td>All workers in the hat shop got tuberculosis.</td>
</tr>
<tr>
<td>John made a felt tent.</td>
<td>All tents are made of felt.</td>
</tr>
</tbody>
</table>
Apply

Have students make generalizations with an eye to identifying signal words, in the Leveled Reader selection *Two Cold Ears* by Kitty Colton. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Boss of the Plains* and *Two Cold Ears*

Review with students the process of making generalizations about the settings of *Boss of the Plains* and *Two Cold Ears*. Also, help them look for words with suffixes -er, -or, and -ist such as explorers, hatmakers, (Boss of the Plains, page 222), and inventor (Two Cold Ears, page 18).
Possessives

Warm-Up / Academic Language

Explain that a possessive noun shows that a person owns something. Tell students that an apostrophe s is usually added to a person’s and/or people’s names to show that something belongs to them.

Teach

Write this formula on the board: ‘s = belongs to.

Point to a student’s desk and say, “This desk belongs to the student. This is the student’s desk.”

Write these sentences on the board, underlining belongs to the student and student’s. Identify the apostrophe and tell students that adding ‘s to a singular noun is the same as saying “belongs to.” Guide students to understand that each sentence has the same meaning.

Write the following sentences on the board:

The pencil that belongs to Ian broke.
Molly borrowed the CD that belongs to Erin.

Direct students to come to the board to rewrite each sentence, using the possessive form. (Ian’s pencil broke; Molly borrowed Erin’s CD.)

Point to several of the students’ chairs and say “These chairs belong to the students. These are the students’ chairs.” Write these sentences on the board, underlining belong to and students’.

Discuss how the possessive form of most plural nouns is made by adding an apostrophe after the plural. (The Cohens’ home is next door.)

Write the following question and phrases on the board, leaving out the (’) or (‘s) for each. Read each phrase aloud.
Ask volunteers to insert the *apostrophe* or *apostrophe s* in its correct place for each phrase.

**Guided Practice**

Display or distribute Teaching Master ES2-7.

Discuss the concept of a lost-and-found department. Explain that the paragraphs are the words said by three different people who are talking about something each has lost.

Read the passage with students.

Help students to underline the possessive and to tell you who owns each item. For example, ask, “Who owns the hat?” (the woman’s sister) Ask students to tell you if each possessive is plural or singular.

**Practice/Apply**

Distribute Practice Master ES2-7 to students. Read the instructions as students follow along.

Have students complete the Practice Master independently.

Check student responses to be sure they understand the forms of the possessive.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview A Very Important Day**

**Segment 1**

Refer to the bottom of page 249 in the Teacher’s Edition and preview with students Segment 1 of *A Very Important Day* (pages 249–259).

Note the suggestion in the Extra Support box on Teacher’s Edition page 257.
Categorize and Classify

Warm-Up / Academic Language

Explain that a category is a name given to a group of related items.
Explain that when students arrange items into a group, they are classifying, or sorting. Tell students that this is a helpful way of organizing information so that it is easier to understand.

Teach

List these categories on the board: Sports, Foods, Colors. Have students volunteer items that would fit in each of these categories.

List these animal names on the board: snake, bear, crow, fish, lizard, owl, dog, seagull, cat. Read aloud each item. Model how to begin to categorize and classify these animals.

Think Aloud

I’ve looked through all the items, and I think I have a way to classify them into categories. The first item is a snake. I know that a snake is covered with scales. Are there any other animals like that listed? A fish and a lizard are also covered with scales. So my first category is Animals Covered with Scales.

Write this category on the board and list snake, fish, and lizard, crossing them off the list of animals.

Help students to create two similar categories for the remaining six animals, listing the appropriate animals beneath each heading.

<table>
<thead>
<tr>
<th>ANIMALS WITH:</th>
<th>SCALES</th>
<th>FUR</th>
<th>FEATHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>snake</td>
<td></td>
<td>bear</td>
<td>crow</td>
</tr>
<tr>
<td>fish</td>
<td></td>
<td>dog</td>
<td>owl</td>
</tr>
<tr>
<td>lizard</td>
<td></td>
<td>cat</td>
<td>robin</td>
</tr>
</tbody>
</table>
Guided Practice

Display or distribute Teaching Master ES2-8

Read the passage with students and discuss the illustration.

Have students look at the circle labeled “Florida Cousins,” connecting the names in the circle (Robbie, Ricky) to the passage. Identify Florida Cousins as the category and note that Robbie and Ricky are classified here because they live in Florida.

Discuss the next two circles with students.

Help students fill out the remaining entries for the last two circles.

Practice/Apply

Distribute Practice Master ES2-8 to students.

Read aloud the directions and make sure students understand that the list contains what Cheryl does each day of the week. Point out that each numbered item is a category. Students should review Cheryl’s weekly schedule to see which activities can be classified in each category.

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

Check all students’ ability to categorize and classify.

LITERATURE FOCUS:

Preview A Very Important Day

Segment 2

Refer to the bottom of page 249 in the Teacher’s Edition and preview with students Segment 2 of A Very Important Day (pages 260–269).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 262, 263, 267, and 268.
Possessives

Teach

Display the following sentence:

These books belong to the student.

Ask volunteers if they can say the same thing in a different way, using a possessive noun. (These are the student’s books.) Write the answer on the board. Ask students to explain how these two sentences are different. Point out that by adding an apostrophe and s to a noun, it turns the noun into a possessive form. Review that possessive nouns show that someone or something owns or has something.

Display a different version of the sentence:

These are the students’ books.

Ask a volunteer to explain how the meaning of the sentence has changed. Point out that in this sentence, the apostrophe in the word students’ has come after the s, which means it is a possessive plural.

Have a volunteer underline each possessive noun and circle the apostrophes in each sentence.

Review the ways possessives are formed:

• Add ’s to a singular noun.
• Add ’ to most plural nouns.
• Add ’s to plural nouns not ending in s.

Display this sentence: These are the children’s books. Use the Think Aloud to model decoding the possessive noun children’s.

Think Aloud

I see an apostrophe in this word, so I know the word is probably a possessive noun. I know the word children, so this is the possessive form of children. I try children’s and find that this possessive noun makes sense: the books belong to the children.
**Practice**

Work with students to identify the possessives on pages 234–235 of the story. Have volunteers tell whether or not the possessive is singular or plural, and how they know this. Then, ask students to write out the sentences in which the possessives appear and to rewrite them to make plural possessives singular and singular possessives plural.

**Apply**

Encourage students to identify other possessives in the Anthology selection.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review A Very Important Day**

Singular and Plural Possessive Nouns

Teach

Remind students that a possessive noun shows that someone or something owns or has something.

Write daughter, neighbors, and grandchildren on the board, and have volunteers tell whether the nouns are singular or plural. Explain the rules for forming possessives of singular nouns, using the graphic below.

Elicit from students that to form the possessive of a singular noun, you add an apostrophe and s (’s). Then explain the rules for forming possessives of plural nouns. Tell students to use plural possessive nouns when you want to show ownership by more than one person or thing.

Present these two rules:

1. When a plural noun ends with s, add an apostrophe (’).

   pumpkins owned by the boys → the boys’ pumpkins
   eyes of the puppies → the puppies’ eyes

2. When a plural noun does not end with s, add an apostrophe and s (’s).

   antlers of both deer → both deer’s antlers
   reports by these men → these men’s reports
Practice

Have students write the possessive forms of these nouns: driver, people, Eugenia, waitress, Leonovs, parents.

Provide students with the sentences below. Ask them to identify all the possessive nouns. Ask them to tell if each is a singular or plural possessive noun.

1. Nelia is the head of the radio station’s disk jockeys. (singular possessive)
2. The Zengs’ trip to town was slow. (plural possessive)
3. The children’s friends were happy. (plural possessive)

Apply

Ask students to work in pairs to search through the story for possessive nouns. If they are unable to find enough examples, ask them to take nouns from the story and create the missing possessive forms.

LITERATURE FOCUS: 10–15 MINUTES

Preview Two Star Day

Walk students through Two Star Day. Discuss illustrations using words such as citizen, ceremony, oath, and jury.

Guide students in categorizing and classifying the subjects of the illustrations throughout the selection. (objects vs. people, historical figures vs. present day people)
Objectives
- identify similarities among a group of objects
- categorize and classify similar objects by their common attributes

Materials
- Anthology: A Very Important Day
- Leveled Reader: Two Star Day
- pencil, catalog, marker, newspaper, book, pen, chalk, magazine, crayon, workbook

Categorize and Classify

Teach
Write the following on the chalkboard:

- Things you write with.
- Things you read.

Explain that these two phrases are titles of categories. Point out that there are certain things in the classroom that can be grouped, or classified, in each of these categories.

Ask volunteers to name examples of things from each category.

Display these objects: a pencil, a catalog, a felt marker, a newspaper, a book, a pen, a piece of chalk, a magazine, a crayon, a workbook. Ask volunteers to come up and place each object in one of the two categories. Tell students that by putting these similar items into a like group, they are classifying them into these two groups, or categories: things you write with and things you read.

Use the Think Aloud to model classifying the characters in the story into two categories: male and female.

Think Aloud
I’m going to classify the people into two categories: “females” and “males.” I will reread parts of the story to help me sort some names.

Practice
Have partners list all the names of the characters in the story. Then, have them classify each character into one of two categories: U.S. citizen and Soon to be a citizen.
Apply

Have students categorize and classify the characters in the Leveled Reader selection *Two Star Day* by Veronica Freeman Ellis. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *A Very Important Day* and *Two Star Day*

Help students to categorize and classify elements from *A Very Important Day* and *Two Star Day*. Also, help them look for possessives such as Nelia’s, Jorge’s, (A Very Important Day, pages 250 and 256) Tonieh’s, and Citizen’s (Two Star Day pages 4 and 13).