Theme 2

Give It All You’ve Got!
EXTRA SUPPORT LESSONS FOR

Give It All You’ve Got!

Selections

1. Michelle Kwan: Heart of a Champion
2. La Bamba
3. The Fear Place
4. Mae Jemison: Space Scientist
Compound Words

Warm-Up/Academic Language

Explain that in order to make a compound word, you put together smaller words. For example, to create the compound word chalkboard, put together the words chalk and board.

Teach.

Write the following words on the board. Have students write each word on a separate card.

Help students pair words so that they form the compound words handbag, baseball, and sunshine.

Explain that it is often possible to figure out what a compound word means by combining the meanings of the two smaller words. Point out that chalkboard means “a board for writing on with chalk.” Ask students to figure out the meanings of handbag, baseball, and sunshine by combining the meanings of the smaller words.
Guided Practice

Display or distribute Teaching Master ES2-1.

Read the first item aloud, and point to the picture of the raincoat.

Explain that by putting together the underlined words rain and coat, students can make the compound word raincoat. Write raincoat on the line next to its picture.

Repeat this exercise with the remaining items. Ask students to use picture clues and what they have learned about compound words to write each answer and discuss its meaning.

Practice/Apply

Distribute Practice Master ES2-1 to students.

Review the directions with students.

Ask students to complete the Practice Master independently.

Check students’ responses to make sure they understand how to read compound words.

LITERATURE FOCUS: 10–15 MINUTES

Preview Michelle Kwan: Heart of a Champion Segment 1

Refer to the bottom of page 139 in the Teacher’s Edition and preview with students Segment 1 of Michelle Kwan: Heart of a Champion (pages 138–143).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 140 and 143.
Fact and Opinion

Warm-Up/Academic Language

Explain that a **fact** is a statement that **can be proven to be true or false**. It is possible to check whether a fact is true or false using a reference source such as a dictionary or encyclopedia. Explain that an **opinion** is a statement that **tells what someone thinks, feels, or believes**. It is possible to agree or disagree with an opinion, but not to prove it either true or false.

Teach

Say these sentences: *A spider has eight legs. Spiders are beautiful.*

Model how to analyze the first sentence: *A spider has eight legs.*

**Think Aloud**

*I think the first statement is a fact, so I’ll try to find it in a reference book. I’ll look up the word spider in my dictionary. Here it is—it says that a spider has eight legs and a body that is divided into two parts. This proves that the first statement is a fact.*

Repeat this procedure with the second sentence: *Spiders are beautiful.* Ask students if they think the second sentence is a fact or an opinion. Explain that it’s possible to either agree or disagree with this sentence. Some people think that spiders are beautiful, and others might not. Because the second sentence states a thought or belief, it is an opinion and not a fact.

Write the following sentences on the board:

*I think this spider is prettier than that one.*

*You should like spiders. They are the best!*
Point out the words think, prettier, should, and best. Tell students that words such as believe, think, should, feel, and best are clues that a statement could be an opinion.

Guided Practice

Display or distribute Teaching Master ES2-2. Point out that the text shows a conversation between two children.

 Invite students to take turns reading aloud the statements in the speech balloons. Ask for a second reading of the text.

 Ask students to identify each sentence as a fact or an opinion, and to explain how they know that the sentence is a fact or an opinion.

 Have students summarize the differences between facts and opinions.

Practice/Apply

Distribute Practice Master ES2-2 to students.

 Review the directions so students understand that they need to write both a fact and an opinion about each pictured item.

 Have students complete the Practice Master independently.

 Check students’ responses to make sure that they understand how to distinguish facts and opinions.

LITERATURE FOCUS: 10–15 MINUTES

Preview Michelle Kwan: Heart of a Champion Segment 2

Refer to the bottom of page 139 in the Teacher’s Edition and preview with students Segment 2 of Michelle Kwan: Heart of a Champion (pages 144–150).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 147 and 150.
**Objective:**
- identify the two words that make up a compound word
- read compound words and recognize their meanings
- use the Phonics/Decoding Strategy to decode longer words

**Materials:**
- index cards
- Anthology: Michelle Kwan: Heart of a Champion

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**Compound Words**

**Teach**

**Write** the following on the board:

Michelle did not carry a heavy backpack to school.

**Ask** students to identify what is unusual about the underlined word. Explain that two base words have been combined to form a new word, called a compound word. Draw a line between the two base words so students can see its parts. Remind students that identifying two base words in a compound word can help them decode it more quickly.

**Take** students through the process using this sentence:

I still have homework to finish, so I'll eat breakfast later.

**Model** how to decode homework with this Think Aloud:

When I read I still have _____, I can’t read this word right away, so I’ll look at it carefully for a part I know, such as a base word, and cover the rest of the word. I know home.

Now I’m going to look at the other part of this word. I know the base word work. I can read home and I can read work. When I read the parts together, I get the word homework.
**Continue** modeling with the word *breakfast*. Then, help students develop a strategy for decoding compound words. For example:

1. Find the two small words.
2. Think about the meaning of each small word.
3. Put the two small words together.

**Practice**

Help students practice identifying visual patterns of compound words.

<table>
<thead>
<tr>
<th>newspaper</th>
<th>popcorn</th>
<th>lifeguard</th>
</tr>
</thead>
<tbody>
<tr>
<td>wastebasket</td>
<td>downstairs</td>
<td>weekend</td>
</tr>
<tr>
<td>sidewalk</td>
<td>sweatshirt</td>
<td>haircut</td>
</tr>
</tbody>
</table>

**Discuss** the meaning of each word. Explain that sometimes the meanings of the smaller words help to define the whole word. Ask students to come to the board and draw a line between the two base words, say each one, then say the whole word and use it in a sentence.

**Apply**

Write these words on index cards:

- basketball
- airplane
- postcard
- pancake
- notebook
- rainbow
- ripoff
- watermelon
- understand

Cut the cards into two parts. Have students match parts and write sentences using the compound words.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review Michelle Kwan: Heart of a Champion**

Guide students through the Comprehension Skill Lesson for **Fact and Opinion** on page 141 in the Teacher’s Edition.
Objective
- identify common and proper nouns

Materials
- index cards

Common and Proper Nouns

Teach

Develop a chart with these headings: “People,” “Places,” and “Things.”
Encourage students to supply words for each category. Remind students that the people, places, and things are not specific, for example uncle, not Uncle Pat. Help students understand that since these nouns don’t name a particular person, place, or thing, they are called common nouns.

Remind the students that nouns are naming words, and a common noun names a person, place, or thing, such as coach, skater, and weekday.

Write the following sentences on the board:

I think my coach is the best in the country.
Michelle wanted the challenge of getting into the 1994 Olympics.

Point out that the nouns in the first sentence do not name any particular coach or country. Coach and country are general names.

Reread the second sentence and note that the nouns name a particular skater, Michelle, and a particular event, the 1994 Olympics. Explain that a noun that names a particular person, place, or thing is a proper noun, and that proper nouns begin with capital letters.

Practice

Have each student write the words common and proper on index cards.
As students take turns reading aloud paragraphs on page 146 sentence by sentence, have their classmates raise the card that identifies each noun they hear. You may wish to write the nouns in the correct category on the chalkboard as students respond.

Stop periodically and ask students to explain their decisions. Have them explain the difference between a common and a proper noun.

Apply

Instruct students to work in pairs as they look for at least ten examples of common and proper nouns in Michelle Kwan: Heart of a Champion. Ask students to create a chart to record their findings.
Singular and Plural Possessive Nouns

Teach

Review with students that a noun can be singular or plural. List these nouns: coach, judges, ice rink, women. Ask students which nouns are singular and which are plural. Tell students that all these nouns are able to show ownership or possession.

Write these examples on the board:

- coach’s training plan
- judges’ decision
- ice rink’s manager
- women’s skating

Point to coach’s, ice rink’s, judges’, and women’s. Explain that they are possessive nouns. Explain that an apostrophe and s added to a singular noun turns it into a possessive noun—a noun that shows ownership.

Explain that the judges’ decision is a short way of saying the decision of the judges. Explain that since judges is a plural noun ending in s, only an apostrophe is added to make it possessive. A plural noun like women that does not end in s forms the plural with an apostrophe and s.

Practice

Have students write a singular noun on one index card and a plural noun on another. Have a student hold up a noun card. Ask a volunteer to spell the possessive form of the noun and use it in a sentence. Repeat the procedure with the remaining nouns.

Apply

Have students list ten singular and plural possessive nouns.

Objectives

- identify singular possessive nouns
- identify plural possessive nouns

Materials

- index cards
- Leveled Reader: Meet Yo-Yo Ma

Preview Meet Yo-Yo Ma

Walk students through Meet Yo-Yo Ma. Discuss the illustrations using words such as musician and cello. Have students make statements of fact and opinion using the illustrations.
Fact and Opinion

Objectives
• explain what a fact is
• explain what an opinion is
• distinguish between fact and opinion

Materials
• Anthology: Michelle Kwan: Heart of a Champion
• Leveled Reader: Meet Yo-Yo Ma

Teach
Display this graphic organizer:

<table>
<thead>
<tr>
<th>FACT</th>
<th>OPINION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a statement that can be proven true or false</td>
<td>a judgment that often contains clue words such as I believe, I think, best, should, seem, or probably</td>
</tr>
</tbody>
</table>

Review with students that a fact is a statement that can be proven true or false. It often includes numbers, years, or figures. Ask students to name some facts about sports. List the facts on a chart.

Review with students that an opinion cannot be proven true or false and often contains clue words such as I believe, I think, best, should, seem, or probably. Ask students for opinions—theirs or someone else’s—about sports. List the opinions on the chart.

Invite students to follow along as you read the last paragraph on page 139 aloud. Model how to distinguish between a fact and an opinion.

Think Aloud

On page 139 of Michelle Kwan: Heart of a Champion, I read Michelle’s own words: “I had this burning desire to compete in the big time.” Thinking about this sentence, I decide it is a fact because it contains Michelle’s own words about herself. Reading more, I see that Michelle names Olympic champions she wants to compete against. She comments that she knows herself and her skating. I think that’s an opinion. From personal experience, I know that sometimes we really don’t know ourselves.
Practice

Discuss the following statements, based on pages 139 and 140 of the selection. Ask students to decide whether they are facts or opinions, and to give their reasons.

1. (p. 139) Michelle has a sister, Karen, and they practice skating at Ice Castles. (F)

2. (p. 140) If we worked hard all year, I’d have a good chance of winning the Junior Nationals in 1993. (O)

3. (p. 140) I took the Senior test. (F)

4. (p. 140) I felt like I knew me better than anyone else. (O)

5. (p. 140) Frank is one of the greatest coaches in the world. (O)

6. (p. 140) I passed, no problem. (O)

Apply

Have students keep track of fact and opinion, with an eye to distinguishing between the two, in the Leveled Reader selection Meet Yo-Yo Ma by Meish Goldish. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Michelle Kwan: Heart of a Champion and Meet Yo-Yo Ma

Guide students through Michelle Kwan: Heart of a Champion and Meet Yo-Yo Ma, helping them to identify statements of fact and opinion. Also, help them to look for compound words. As examples, you may wish to point out words such as homework on page 150 of Michelle Kwan: Heart of a Champion, and the words everywhere and superstar on pages 3 and 22 of Meet Yo-Yo Ma.
**Objectives**
- read words with spec/t and opt
- use the Phonics/Decoding Strategy to decode longer words

**Materials**
- Teaching Master ES2-3
- Practice Master ES2-3
- Anthology: La Bamba

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**Warm-Up/Academic Language**

Write the words **inspect** and **optometrist** on the board. Read each word aloud, emphasizing the word roots **spec** and **opt**. Circle **spec** in **inspect**. Tell students that **spec** or **spect** means “to look.” Circle **opt** in **optometrist**. Tell students that **opt** means “eye.” Point out that recognizing word roots can help students read and understand longer words.

**Teach**

Explain that **inspect** means “to look in, or at, something very closely.” Tell students that **optometrist** means “a person who examines eyes.”

Read these sentences: The **optometrist** thinks glasses will help me see better. Now I can **inspect** objects I couldn’t look closely at before.

Point to **inspect** and remind students that knowing what the word root **spec** or **spect** means helps them understand that the word has to do with looking or seeing. Then point to **optometrist** and remind students that knowing what the word root **opt** means helps them understand that the word has to do with the eyes or eyesight.

Write the following chart on the board:

<table>
<thead>
<tr>
<th>Sample Word</th>
<th>Word Root</th>
<th>Meaning of Root</th>
<th>Meaning of Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>spectator</td>
<td>spec or</td>
<td>“to look”</td>
<td>a person who</td>
</tr>
<tr>
<td></td>
<td>spect</td>
<td></td>
<td>looks at, or</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>watches, an</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>event</td>
</tr>
<tr>
<td>optician</td>
<td>opt</td>
<td>“eye”</td>
<td>a person who</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>makes or sells</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>eyeglasses</td>
</tr>
</tbody>
</table>

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**Technology**

Get Set for Reading CD-ROM
La Bamba

Education Place
www.eduplace.com
La Bamba

Audio CD
La Bamba
Audio CD for Give It All You’ve Got!

Lexia Phonics CD-ROM
Intermediate Intervention
Model how to figure out the meaning of spectator using this sentence:

_The spectator sat on the bleachers while the tennis match took place._

Think Aloud

I see the root spec or spect in the word spectator, so I know it must have something to do with “looking.” The sentence is about someone who doesn’t take part in an event, so I think a spectator is someone who looks at or watches it instead.

Repeat this procedure with optician, and the sentence: _When I went to buy eyeglasses, the optician showed me all around her store._

**Guided Practice**

Display or distribute Teaching Master ES2-3. Read it with students.

Have students raise their hands each time they hear a word that contains spec/t or opt. When students identify suspect, optometrist, and respect, write them in the chart. Ask students what they think each word means. Write each definition in the correct column.

**Practice/Apply**

Distribute Practice Master ES2-3 to students.

Encourage students to use context clues, as well as what they have learned about the meanings of spec/t and opt, to choose the best word to complete each sentence.

Have students complete the Practice Master independently.

Check students’ responses to make sure that they understand how to read words with spec/t and opt.

**LITERATURE FOCUS:**

10–15 MINUTES

Preview _La Bamba_ Segment 1

Refer to the bottom of page 163 in the Teacher’s Edition and preview with students Segment 1 of _La Bamba_ (pages 163–171).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 164, 169, and 170.
**Story Structure**

**Warm-Up/Academic Language**

Explain that every story has certain features, or *story elements*. These include a story’s characters, setting, and plot. Explain that characters are whom the story is about. The setting is where the story takes place. The plot is what happens during the story. Mention that the plot often includes a problem and solution.

**Teach**

**Read** aloud the following story:

Olivia woke up to the sound of the telephone ringing. She picked up the phone. “Hello?” she said sleepily.

“Good morning!” said her friend Jake. “Isn’t it a great day?”

“A great day?” Olivia asked, groaning. “We have to present our report today. I wish we’d had more time to practice!”

Jake burst out laughing. “You haven’t looked out your window yet, have you? Take a look,” he said.

Olivia lifted the shade and looked out. “There must be a foot of snow out there,” she said happily. “I guess I slept through a snowstorm last night.”

Jake laughed, “That’s right! And now school’s cancelled, so we have one more day after all!”

**Write** the following on the board without the answers:

- Olivia and Jake (Characters)
- Olivia’s room on a snowy morning (Setting)
- Olivia wishes for an extra day to practice. (Plot: problem)
- A snowstorm cancels school. (Plot: event)
- Olivia and Jake get an extra day to practice. (Plot: solution)
Read the text on the board aloud. Then read each item separately, and have students identify each item as characters, setting, or plot. For items that are part of the plot, ask students to identify whether it is a problem, event, or solution.

Label the text on the board with its correct element.

Guided Practice

Display or distribute Teaching Master ES2-4.

Read the story with students.

Guide students in identifying the characters, setting, and plot elements within the story.

Write the answers in the appropriate columns of the chart.

Practice/Apply

Distribute Practice Master ES2-4 to students.

Explain the directions and discuss the sample answer so that students understand what they are to do.

Have students complete the Practice Master independently.

Check students’ responses to make sure that they understand how to identify setting, character, and plot elements.

LITERATURE FOCUS: 10–15 MINUTES

Preview La Bamba Segment 2

Refer to the bottom of page 163 in the Teacher’s Edition and preview with students Segment 2 of La Bamba (pages 172–175).

Note the suggestions in the Extra Support box on Teacher’s Edition page 174.
Objectives
• identify the roots spec/t and opt in words
• use the roots spec/t and opt as an aid to decoding for meaning

Materials
• Anthology: La Bamba

Teach
Write the following list of words on the board: respect, spectacle, suspect, inspect, spectator, spectacular. Ask students if they can see anything alike in all of the words. Underline the root spec/t in each word.

Tell students that the word part spec/t is called a word root. The root spec/t means “to see.” Explain that recognizing this root in unfamiliar words can help students decode new words. Also point out that most words with this word root have a similar meaning. They are related, like members of the same family. Use a Think Aloud to model the process of figuring out the meaning of the root spec/t.

Think Aloud

When I read about a sports event, I often read about “spectators” watching the game or about the “spectacle” of a player scoring a hard-won goal. Spectators must be the people who watch the game; spectacle means “something that is seen,” or “a sight.”

It looks like both words have something to do with seeing. I think the root spec/t means “to see.” Next time I see an unfamiliar word with this root, I will use what I know about it to help myself figure out the word.

Use a process similar to that above to discuss the root opt with the following list of words: optical, optician, optimist, option. Help students to recognize that the words all have something to do with “eye.”
**Practice**

**Have** students copy the following sentences:

1. *I asked an optician to fix my broken eyeglasses.*
2. *Manuel inspected the record after he dropped it.*
3. *When the principal walked into the room, everyone stood to show respect.*
4. *Next year Manuel has the option of volunteering for the talent show or not raising his hand.*
5. *The audience thought Manuel’s act was spectacular.*

**Ask** them to underline words with the root *spec/t* or *opt*, and discuss the meanings of the words in context.

**Apply**

**Instruct** students to write a paragraph in which they include three words with the root *opt* or *spec/t*. Have students underline the root in each word. Invite students to read their paragraphs aloud in small groups.

**LITERATURE FOCUS:**

**Review La Bamba**

**Guide** students through the Comprehension Skill Lesson for *Story Structure* on page 173 in the Teacher’s Edition.
Objective

- identify verbs
- identify action verbs
- use action verbs

**Objectives**

- identify verbs
- identify action verbs
- use action verbs

**Action Verbs**

**Teach**

Have students look through the story illustrations in *La Bamba*, and dictate simple sentences that describe what they see, such as *Manuel drops the record*. Write their responses on the board.

Explain that an *action verb* tells that something is happening or has happened. It helps make readers feel as if they are at the scene of an event. Ask students to identify the verb in each sentence on the board. You might want students to act out the action named by some of the action verbs students used in their sentences.

Help students identify some of the action verbs that appear on page 167 of the story, such as *walked, raised, waited, inhaled, blew*. Then ask students to read the sentences in which those verbs appear.

**Practice**

Work with students to identify some more action verbs from page 168 of the story, such as *prayed, wired, told, practiced, pressed*. Write these words on the board. Ask students to read the sentences in which those verbs appear.

Invite volunteers to come up and mime other action verbs for their classmates to identify. Add those action verbs to the list. Have students use each verb in a sentence.

**Apply**

Provide students with a list of ten action words from the selection. (*kicked, muttered, twirled, discovered, raced, commanded, shivered, maneuvered, clapped, jumped*) Have them write their own sentences using each of the words. Ask students to share their sentences with the group.
Direct Objects

Teach

Say this sentence: Manuel pantomimed the song.

Explain that a noun often comes after an action verb in a sentence. The noun is needed to tell what or who receives the action of the verb. Explain that this noun is called the direct object. A direct object completes the meaning of a sentence. The direct object is song.

Write the following sentences on the board:

1. That night, Manuel washed the dishes.
2. He pressed the wire to the battery.
3. Mr. Roybal ripped the needle across the record.

Point to the first sentence and ask: What did Manuel wash? Explain that dishes is the direct object of the verb washed; it receives the action of washing. Draw an arrow from the verb to the direct object. Repeat the process with the second and third sentences.

Practice

Have two different colors of chalk available. Write five sentences from the selection that contain direct objects on the board.

Ask students to read the sentences, identify the action verb, and underline it. Then have them find the direct object, circle it in the second color of chalk, and draw an arrow from the action verb to the direct object.

Apply

Have students find five more sentences in the selection that contain direct objects and repeat the procedure above.

Literature Focus: Victor Sews

Walk students through Victor Sews. Discuss the illustrations, using words such as sewing and tailor. Have students predict story structure elements using the illustrations. They can predict what will happen using terms such as characters, setting, plot, problem, and solution.

Objective

- identify nouns used as direct objects

Materials

- Leveled Reader: Victor Sews
Story Structure

Teach

Display the following text without the answers.

Who’s in the story? (characters)
Where does it take place? When? (settings)
What happens? (plot, including a problem and solution)
How does it end? (outcome)

Ask students to discuss a story they all know and record the main characters, setting, and story events. Use student responses to model identifying story structure: We know that this story takes place in _____. (Write the setting on the board.) This is the setting. Continue until all the elements have been mentioned.

Use clues to review the concepts. For example, say: The plot, including the problem and solution, tells what happens. Explain that most stories have a plot, characters, and settings.

Practice

Have students determine the story structure of La Bamba.

1. Who is the story about? (Manuel, Benny, his father, other students)
2. Where does it take place? (home, school cafeteria)
3. What is the problem? (Manuel is worried about doing well as he pantomimes the song “La Bamba” for the talent show.)
4. What happens? (Manuel is ready, but at the concert the record sticks, and he has to repeat his movements over and over. Everyone laughs and Manuel is embarrassed.)
5. How is the problem solved? (Manuel realizes that no one thought it was a mistake, and he is a big hit.)
Apply

**Have** students keep track of story structure, with an eye to identifying different story elements, in the Leveled Reader selection *Victor Sews* by Lee S. Justice. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit *La Bamba and Victor Sews***

**Guide** students through *La Bamba* and *Victor Sews*, helping them identify story structure elements in both stories. Students can use story element terms such as *characters, setting, plot, problem,* and *solution.* Also, help students look for words with the roots *spec/t and opt.* As an example, you may wish to point out the word *optics* on page 175 of *La Bamba.*
Suffixes -ward and -ous

Warm-Up/Academic Language

Explain that suffixes are word parts that can be added to the ends of base words to make new words. The suffix -ward means “in a certain direction.” The suffix -ous means “full of.”

Teach

Write the following words on the chalkboard: downward, skyward.

Circle the suffix -ward in the first word. Remind students that -ward means “in a certain direction.” Give the card with an arrow to a volunteer. Ask the student to hold the card so that the arrow points in a downward direction. Repeat the exercise using the word skyward.

Write the following words on the chalkboard: dangerous, joyous.

Circle the suffix -ous in the first word. Remind students that -ous means “full of.” Read each word aloud and ask students to raise their hands when you read the word that means “full of danger.” Repeat the exercise using the definition “full of joy” for the word joyous.

Model how to figure out the meaning of upward.

I know that the suffix -ward means “in a certain direction.” When I add this suffix to the base word up, it forms a new word that must mean “in the direction of up.”
Create the following chart on the board and have students give the meanings of -ward and -ous. Guide students in decoding the meanings of the words in the chart. Ask students to provide other words that end in -ward and -ous, and add them and their definitions to the chart.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning of Suffix</th>
<th>Sample Words</th>
<th>Word Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ward</td>
<td>“in a certain direction”</td>
<td>upward, backward</td>
<td>“in the direction of up” “in the direction of back”</td>
</tr>
<tr>
<td>-ous</td>
<td>“full of”</td>
<td>courageous, envious</td>
<td>“full of courage” “full of envy”</td>
</tr>
</tbody>
</table>

**Guided Practice**

**Display** or distribute Teaching Master ES2-5.
**Read** the story with students. Tell them to use picture and context clues to help them choose the correct word for each -ward and -ous sentence blank.
**Help** students to write each correct answer in the appropriate blank.

**Practice/Apply**

Distribute Practice Master ES2-5 to students.
**Explain** the directions, making sure that students understand what they are to do.
**Have** students complete the Practice Master independently.
**Check** students’ responses to make sure they understand how to read words with -ward and -ous.

**LITERATURE FOCUS:** 10-15 MINUTES

**Preview The Fear Place**

**Segment 1**

Refer to the bottom of page 185 in the Teacher’s Edition and preview with students Segment 1 of *The Fear Place* (pages 185-194).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 186, 188, 189, 193, and 194.
Predicting Outcomes

Warm-Up/Academic Language

Write the word prediction on the board and read it aloud. Explain that a prediction is a guess about what might happen next. Explain that predicting outcomes while reading means guessing what might happen next in the story. Students should predict outcomes by adding together what they know from story details and their own personal knowledge.

Teach

Write the following chart on the board. Do not copy the answers yet.

<table>
<thead>
<tr>
<th>Selection details</th>
<th>+ Personal knowledge</th>
<th>= Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When he doesn’t pay attention, Jim often spills or knocks things over.</td>
<td>I know that people who aren’t paying attention are more likely to spill or knock something over.</td>
<td>Jim knocks over or spills the water.</td>
</tr>
<tr>
<td>2. Jim reaches for the glass without looking up from his book.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Read the following paragraph aloud:

When Jim doesn’t pay attention to what he’s doing, he often spills or knocks things over. Today, Jim has a glass of water on his desk while he’s reading. Without looking up from his book, he reaches toward the glass of water.

Invite students to listen closely to story details as you read the paragraph aloud a second time. Ask students to think about what might happen next. Guide students in filling out each column on the chart above.
Guided Practice

Display or distribute Teaching Master ES2-6.

Read the story with students.

Encourage students to think about story details and their own personal knowledge to make good predictions about what will happen next.

Model how to predict a story outcome. Complete the first chart as you read the Think Aloud.

Practice/Apply

Distribute Practice Master ES2-6 to students.

Explain the directions to make sure that students understand what they are to do.

Tell students to complete the Practice Master independently.

Check students’ responses to be sure they can predict outcomes.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Fear Place

Segment 2

Refer to the bottom of page 185 in the Teacher’s Edition and preview with students Segment 2 of The Fear Place (pages 194–201).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 194, 196, and 200.
Suffixes -ward and -ous

**Teach**

Write these sentences on the board:

*When you are on a short ledge, lean inward, away from the edge.*

*Charlie gave Doug a monstrous scare.*

Review the concepts base word and suffix. In the sentences above, underline the words *inward* and *monstrous*. In each word, circle -ward and -ous. Explain that in these words, -ward and -ous are suffixes, or word parts added to the end of a base word. The suffix -ward refers to “direction.” The suffix -ous means “full of.” Write the suffixes and their meanings on the board.

Remind students that knowing when words have suffixes can help them decode those words more quickly. Using the first sentence, model decoding words with suffixes with the following Think Aloud:

**Think Aloud**

*As I read, “When you are on a short ledge, lean _____,” I can’t read this word right away, so I’ll look at it carefully for a part I know, like a base word, and cover the rest of the word. I know the word in.*

*Now I’m going to look at the other part of this word. I know the suffix -ward. It refers to direction. I can read in and I can read -ward. When I blend the parts together, I get the word inward. I check and it makes sense in the sentence.*
Remind students that knowing the following tips can help them decode words with the suffixes -ward and -ous.

- 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 practice identifying visual patterns of words with suffixes.

Display the following word pairs:

- in inward
- monster
- monstrous
- up upward
- vary
- various
- to toward
- danger
- dangerous

Read each pair of words aloud with students.

Repeat the process with student-supplied words ending in the suffixes -ward and -ous.

Apply
Write sentences with these words on the board: toward, monstrous, downward, and dangerous. Have students decode the words with suffixes and define each word.

LITERATURE FOCUS: 10–15 MINUTES

Review The Fear Place

Guide students through the Comprehension Skill Lesson for Predicting Outcomes on page 193 in the Teacher's Edition.
Main Verbs and Helping Verbs

Teach

Write the following sentences on the board:

Charlie scares Doug. Charlie has scared Doug.

Ask students to compare the two sets of underlined words. (One is in the present, the other in the past; one verb has one word, the other has two words.)

Review these concepts with students:

• When a verb has more than one word, the main verb shows the action.

• A helping verb works with the main verb. The verbs am, is, and are help other verbs show action happening now. Write these examples:
  Doug is going to look for his brother. The clouds are growing darker.

• The verbs was, were, have, has, and had help other verbs show action that happened in the past. Write these examples:
  They have reached the top of the mountain. Charlie has stayed near Doug.

Practice

Help students underline main verbs twice and helping verbs once:

Higher on the mountain, Charlie is clinging to a scrubby bush.

I have looked over the cliff several times.

Invite students to supply some original, story-based sentences, using main and helping verbs.

Apply

Have students suggest ten action verbs that act as main verbs. Have students work in small groups to create original sentences, using the main verbs and helping verbs.
Linking Verbs

**Teach**

Display the following sentences: Charlie is a cougar. I am happy now.

Explain that the underlined words are linking verbs. A linking verb connects a predicate noun or predicate adjective to the subject. In the sentences above, draw a connecting line from the predicate noun or predicate adjective back to the subject as you review these rules:

- The noun that follows a linking verb tells what the subject is.
- The adjective that follows a linking verb tells what the subject is like.

List these common linking verbs: am, is, are, was, were, will be, look, feel, taste, smell, seem, appear.

**Practice**

Help students underline the linking verbs in these examples and draw a line from the predicate noun or predicate adjective to the subject.

1. Doug’s brother was missing.
2. Charlie will be helpful during this climb.
3. Doug’s troop seems happy today.
4. At the beginning, Doug feels terrified.

**Apply**

Have students copy the last two paragraphs on page 192 of the selection on a sheet of paper. Tell them to underline each linking verb in the sentences and circle the predicate noun or predicate adjective.

**LITERATURE FOCUS:**

**Preview Falling Off a Log**

Walk students through Falling Off a Log and discuss the illustrations, using words from the story such as fearless and allergic.

Ask students to predict outcomes in the story based on personal knowledge and selection details from illustrations on pages 8–22.
Objectives
• use story details combined with personal knowledge and thinking to make predictions
• confirm and/or revise predictions

Materials
• Anthology: The Fear Place
• Leveled Reader: Falling Off a Log

Predicting Outcomes

Teach
Walk over to the chalkboard and pick up a piece of chalk. Ask students to predict, or make a guess about, what you will do next. Then, actually write on the chalkboard.

Point out to students that they used the details they saw and their own personal experience and knowledge to predict what you would do. Tell students that making predictions about characters in stories is done in the same way as in real life. Explain the process:
1. Look at the details the author gives.
2. Think about your own knowledge and life experiences.
3. Put details and experience together to predict an outcome.

Direct students' attention to the first two paragraphs on page 199. Use a Think Aloud to model the process of predicting an outcome.

Think Aloud
Doug has been thinking about all the dangers of the trail. On this page I learn that he doesn't have much self-confidence. He isn't Teddy or Frank, two of the guys in his troop who are accomplished climbers.

Putting what the author has told me about Doug together with my own knowledge at this point in the story, I would predict that unless Doug gets help or finds Gordie around the next bend, I'll be reading more about Doug's growing fear. When I read on, I will be able to confirm my prediction—see if I am correct—or see what else happens and then revise—change—my prediction after I get more information.

Ask students if your prediction makes sense.
Practice

Display this chart:

<table>
<thead>
<tr>
<th>Story Details</th>
<th>My Knowledge and Experience</th>
<th>Prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have partners first read the last three paragraphs on page 199 and confirm or revise the original prediction. Then, have partners make a prediction about how Doug will act on his next encounter with danger on this trail. Next, ask students to think about whether they think Doug will lose this fear. Have them discuss what he accomplished by the end of the story and whether this surprised them. Suggest that they use a chart like the one above to make their predictions.

Review students’ predictions, asking them to describe the process they used to make them. Ask how predictions might change if a detail is omitted or changed.

Apply

Have students keep track of story details, with an eye to making predictions, in the Leveled Reader selection Falling off a Log by Anne Miranda. Ask students to complete the questions and activity on the Responding page.

Literature Focus: 10–15 Minutes

Revisit The Fear Place and Falling Off a Log

Guide students through The Fear Place and Falling Off a Log, helping them to predict outcomes. Also, help them look for words with the suffix -ward or -ous. As examples, you may wish to point out words such as monstrous, downward, and upward on pages 192 and 194 of The Fear Place.
Suffixes -ive and -ic

Warm-Up/Academic Language

Remind students that suffixes are word parts that can be added to the ends of base words to make new words. Explain that the suffix -ive means “full of, or tending towards.” The suffix -ic means “having the qualities of.”

Teach

Write the following words on the chalkboard: active, inventive.

Cover the suffix -ive in active. Tell students that act means “to do,” and adding the suffix -ive turns the verb act into an adjective that means “busy, or full of energy.”

Model how to figure out the word inventive.

Think Aloud

I know that the base word invent is a verb that means “to make or think of something new.” When I see the suffix -ive at the end of invent, I know the word becomes an adjective, or describing word. So inventive probably describes someone who can think of new things.

Write the following words on the board: artistic, futuristic.

Cover the suffix -ic in artistic. Remind students that an artist is “a person who practices an art such as painting or sculpture.” Explain that adding the -ic to artist turns it into an adjective that means “having the talents of an artist.”

Repeat the exercise with futuristic and the definition “of the future.”

Explain that recognizing suffixes can help students find the base words in unfamiliar words they come across in their reading.

Write these sentences on the board, underlining the words as shown:

1. His supportive friends always cheered him on.
2. The discovery of the Pacific Ocean was a historic event.
Cover the suffix -ive in the first sentence to find the base word support.
Explain that support is a verb that means “to help or strengthen,” and that adding the suffix -ive turns the verb into an adjective. Define the new word as “helpful.” Repeat the process using historic. Explain that history means “important events of the past,” and that adding the suffix -ic turns the noun into an adjective. Define historic as “important in history.”

Have students use the Phonics/Decoding Strategy to decode energetic, creative, photographic, and sensitive.

Guided Practice
Display or distribute Teaching Master ES2-7.
Read the passage with students.
Guide students in finding all words containing the suffix -ive or -ic.
Discuss and analyze each word with -ive or -ic. Work with students to identify the word, define its base word, and figure out the meaning of the adjective.

Practice/Apply
Distribute Practice Master ES2-7 to students.
Review the directions with students to make sure they understand what they are to do.
Instruct students to complete the Practice Master independently.
Check students’ responses to make sure that they understand how to read words with the suffixes -ive and -ic.

LITERATURE FOCUS: 1.0–1.5 MINUTES

Preview Mae Jemison: Space Scientist Segment 1
Refer to the bottom of page 211 in the Teacher’s Edition and preview with students Segment 1 of Mae Jemison: Space Scientist (pages 210–215).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 212 and 214.
Topic, Main Idea, and Supporting Details

Warm-Up/Academic Language

Tell students that well-organized writing includes a topic, main ideas, and supporting details. Explain that the topic is the subject of the selection, or what most of the selection is about. Main ideas are the most important ideas about the topic, and supporting details give information and examples that support the main ideas.

Teach

Read aloud the following passage, having students listen for the topic:

Scientists needed to solve many problems before the first person could walk on the moon. They needed to figure out how astronauts could survive the journey to and from the moon in the weightless environment of space. They needed to figure out how astronauts could repair the outside of the spacecraft in case something needed to be fixed. Scientists also needed to figure out how to make sure the spacecraft had enough power to return to earth again.

Write the following text on the board:

- how to become an astronaut
- how to build and repair space ships
- problems scientists faced before the first person could walk on the moon

Ask students to identify the topic of the passage from the items listed on the board. Have a volunteer circle the correct topic. (problems scientists faced before the first person could walk on the moon)

Guide students in identifying the main idea, or most important idea about the topic. (Scientists needed to solve many problems before the first person could walk on the moon.)
Reread the passage, having students raise their hands when they hear a detail that supports the main idea. (They needed to figure out how astronauts could survive the journey to and from the moon in the weightless environment of space. They needed to figure out how astronauts could repair the outside of the spacecraft in case something needed to be fixed. Scientists also needed to figure out how to make sure the spacecraft had enough power to return to earth again.)

Guided Practice
Display or distribute Teaching Master ES2-8.
Read the passage with students.
Guide students as they identify the topic, main idea, and supporting details. Work with them to complete the chart as shown.

Practice/Apply
Distribute Practice Master ES2-8 to students.
Explain the directions to make sure that students understand both parts of the task.
Have students complete the Practice Master independently.
Check students’ responses to make sure that they are able to identify the topic, main idea, and supporting details in their paragraphs.

Preview Mae Jemison: Space Scientist
Segment 2
Refer to the bottom of page 211 in the Teacher’s Edition and preview with students Segment 2 of Mae Jemison: Space Scientist (pages 216–222).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 218, 221, and 222.
Suffixes -ive and -ic

Teach

Display these sentences to review the concepts base word and suffix:

The space shuttle looked massive compared to the astronauts.

Mae’s childhood interests were both artistic and scientific.

Underline massive, artistic, and scientific. Circle -ive and -ic. Explain that in these words -ive and -ic are suffixes, or word parts added to the end of a base word.

Remind students that knowing when words have suffixes can help them decode those words more quickly. Using the first sentence, model decoding words with suffixes with this Think Aloud:

As I read, “The space shuttle looked _____,” I can’t read this word right away, so I’ll look at it carefully for a part I know, like a base word, and cover the rest of the word. I know the word mass.

Now I’m going to look at the other part of this word. I know the suffix -ive. I can read mass, and I can read -ive. When I read the parts together, I get the word massive. I check, and it makes sense in the sentence.

Have students apply this decoding strategy to the words artistic and scientific in the second sentence.

Practice

Remind students that knowing the following tips can help them decode words with the suffixes -ive or -ic.

• A suffix always appears after the base word.

• A suffix is usually a syllable.

• A suffix has the same pronunciation in different words.
Help students practice identifying visual patterns of words with the suffixes -ive or -ic. Display the following word pairs:

<table>
<thead>
<tr>
<th>act</th>
<th>active</th>
<th>adapt</th>
<th>adaptive</th>
</tr>
</thead>
<tbody>
<tr>
<td>investigate</td>
<td>investigative</td>
<td>act</td>
<td>active</td>
</tr>
<tr>
<td>history</td>
<td>historic</td>
<td>support</td>
<td>supportive</td>
</tr>
</tbody>
</table>

Read each pair of words aloud with students. Repeat the process with student-supplied words ending in the suffixes -ive or -ic.

Apply
Display sentences with the Practice words. Have students decode the words with suffixes and define each word. Ask them to use each in a sentence. Encourage them to come up with other words ending in the suffix -ive or -ic.

LITERATURE FOCUS: 10–15 MINUTES

Review Mae Jemison: Space Scientist
Guide students through the Comprehension Skill Lesson for Topic, Main Idea, and Supporting Details on page 221 in the Teacher’s Edition.
Verb Tenses

Teach

Write the following sentences on the board:

*Mae loves science and art.*

*Mae loved science and art.*

Remind students that the tense of a verb tells when something happens.

• *Present tense* shows something that is happening now.
• *Past tense* shows something that has already happened.

Discuss the examples, and review with students that if the subject is singular, they add -s or -es to form the present tense of most verbs. Students should not add -s or -es if the subject is plural or *I* or *you*. To form the past tense, they add -ed to most verbs.

Write the following sentences:

1. *After Mae graduated from high school in 1973, she enters Stanford University.*

2. *Now Mae traveled around the country giving speeches.*

Ask students to identify what is wrong in each sentence.

Practice

Write a number of sentences in past and present tense on the board. Invite students to identify the tenses.

Write the following words on the board: *continue, decide, perform, happen, improve, want*. Invite students to change each of these verbs into the past tense.

Apply

Give students some more story-related sentences written in the present or past tense, and have them identify the tense.

Ask students to write some original, story-related sentences, using verbs in the present and past tense.
More About Verb Tenses

Teach

Display these sentences:

*Mae receives her degree from Stanford University.*

*Mae decided to become a doctor.*

*Mae will join the Peace Corps.*

Ask students when the action occurs in each sentence. Review that the present tense shows action that is happening now, and the past tense shows action that has already happened.

Explain that the future tense shows action that is going to happen. Remind students that to form the future tense, they use the helping verb *will* or *shall* with the main verb, as in the last sentence above.

Write other story-related sentences on the board, using a mixture of tenses, and ask students to identify the verbs in the future tense.

Practice

Ask students to write sentences using the future tense of *complete*, *dance*, *work*, *live*, and *earn*.

Apply

Have students write their own story-related sentences in which they use verbs in the future tense. Tell them to exchange their sentences with a partner and have the partner underline each future tense verb. Volunteers can share their sentences with the group.

Preview *Buck Leonard: Baseball’s Greatest Gentleman*

Walk students through *Buck Leonard: Baseball’s Greatest Gentleman* and discuss the illustrations, using words from the story such as *baseball*, *league*, and *gentleman*.

Ask students to predict the topic, main idea, and supporting details based on the illustrations.
Objectives
- identify the topic of a selection
- identify the main idea of a paragraph
- identify the main ideas in a selection

Materials
- index cards
- Anthology: Mae Jemison: Space Scientist
- Leveled Reader: Buck Leonard: Baseball’s Greatest Gentleman

You can identify the main ideas by looking at titles and headings. Tell students that every selection has the following:

- a topic, or the one thing that the selection is about. It is usually expressed in one word or a short phrase.
- the main ideas, or the most important ideas or information about the topic. Sometimes they are directly stated; other times readers must use details to figure them out.
- supporting details, or pieces of information—facts and examples that explain or support each main idea.

Explain that identifying topics and main ideas can help a reader to organize, summarize, and remember what they have read. Reading carefully and taking notes can help.

Have students follow on pages 212–213 as you model the process for identifying the topic, main idea, and supporting details.

Think Aloud

**The story title** Mae Jemison: Space Scientist **tells me the topic of this selection.** Not every title will do this. Page 212 offers these important ideas: Mae had to work a long time to make her dream come true. Her parents encouraged all her interests in science, dance, and art.

If I skim each paragraph on page 213 and look for an important idea in each, I learn that other people didn’t offer Mae encouragement. Nonetheless, she kept up her love of dancing, music, and science. After she graduated from college, she went to a top medical school and became a doctor.

There are other interesting details, but they do not support the main idea that she would not let people’s limited imaginations keep her from becoming an astronaut.
Practice

Have students reread the selection through page 216 and take notes on index cards, using one card for each detail or main idea. Come together as a group periodically to discuss what students have learned about Mae Jemison. Discuss the main ideas and how they are developed by details.

Apply

Have students keep track of topic, main idea, and details, with an eye to identifying them, in the Leveled Reader selection Buck Leonard: Baseball's Greatest Gentleman by Tyrone Washington. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Mae Jemison: Space Scientist and Buck Leonard: Baseball’s Greatest Gentleman

Guide students through Mae Jemison: Space Scientist and Buck Leonard: Baseball’s Greatest Gentleman, helping them to identify topics, main ideas, and supporting details. Also, help them look for words with the suffixes -ive and -ic. As examples, you may wish to point out words such as supportive, intensive, and scientific on pages 212, 216, and 218 of Mae Jemison: Space Scientist.