Theme 4: Person to Person
EXTRA SUPPORT LESSONS FOR

Person to Person

Selections
1 Mariah Keeps Cool
2 Mom’s Best Friend
3 Yang the Second and Her Secret Admirers
4 Dear Mr. Henshaw
Syllabication: VCCCV Pattern

Warm-Up/Academic Language

Tell students that words that have the VCCCV (Vowel-Consonant-Consonant-Consonant-Vowel) pattern are divided into syllables between the first and second consonants, as in the word approach. The sounds of the second and third consonants are blended together.

Teach

Write the word complete on the board. Have students hold up their V and C cards to identify these letters as vowels or consonants. Illustrate how to divide complete into syllables by putting a slash mark between the m and p. Write VC/CCV beneath the letters om/ple on the board.

Use the following sentence to model how to decode the word complete: Be sure to complete your homework before you go to bed.

Think Aloud

I see that the letters o-m-p-l-e form the VCCCV pattern. I know that I can divide words with the VCCCV pattern into syllables after the first consonant, in this case the letter m: c-o-m and p-l-e-t-e. If I put the syllables together, I get a word that sounds like kuhm PLEET. Complete means "to finish." That's a word I know, and it makes sense in the sentence.

Write the word constant on the board and underline o-n-s-t-a.

Objectives

• read words that have a VCCCV pattern
• use the Phonics/Decoding Strategy to decode longer words

Materials

• Teaching Master ES4-1
• Practice Master ES4-1
• 2 V Letter Cards for each student
• 3 C Letter Cards for each student
• Anthology: Mariah Keeps Cool

Technology

Get Set for Reading CD-ROM
Mariah Keeps Cool

Education Place
www.eduplace.com
Mariah Keeps Cool

Audio CD
Mariah Keeps Cool
Audio CD for Person to Person

Lexia Phonics
CD-ROM
Intermediate Intervention
**Have** students hold up their V and C cards and say *vowel or consonant* to identify the VCCCV pattern in *constant*. Write the pattern below the appropriate letters, and guide students in decoding *constant*.

```
constant
V C C C V
```

**Repeat** the procedure using the words *exclude, inspire, and misplace*.

**Guided Practice**

**Display** or **distribute** Teaching Master ES4-1.

**Read** the first sentence with students, and have them identify the VCCCV pattern in *surprise*. Have students hold up their V and C cards to identify the letters *u-r-p-i* as vowels or consonants. Write VCCCV under the appropriate letters.

**Repeat** the procedure with the remaining sentences.

**Practice/Apply**

**Distribute** Practice Master ES4-1 to students, and review the directions with them.

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

**Check** students’ responses to make sure that they understand how to divide and decode words with the VCCCV syllable pattern.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Mariah Keeps Cool**

**Segment 1**

**Refer** to the bottom of page 345 in the Teacher’s Edition and preview with students Segment 1 of *Mariah Keeps Cool* (pages 345–351).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 348 and 350.
Objectives
- solve a problem along with a story character
- use the steps to problem solving
- generate a list of possible solutions

Materials
- Teaching Master ES4-2
- Practice Master ES4-2
- Anthology: Mariah Keeps Cool

PRETEACH

SKILL FOCUS: COMPREHENSION

Problem Solving and Decision Making

Warm-Up/Academic Language

Explain to students that there are steps to solving a problem. The first step is to define the problem. The second step is to consider possible solutions. The third step is to decide which one works best. The fourth step is to choose the best solution. The fifth and last step is to carry out the solution. Point out that decision making is part of problem solving.

Teach

Write the following problem-solving steps on the board.

1. Define the problem.
2. Think about the possible solutions.
3. Look at each solution, and decide which one works best.
4. Choose the best solution.
5. Carry out the solution.

Discuss the steps with students to make sure they understand each step.

Show students a pencil with a broken point. Ask students to define your problem. (Your pencil point is broken.) Invite students to suggest possible solutions. (Throw out the pencil. Sharpen the pencil. Buy a new pencil.) Model how to evaluate possible solutions to the problem.

Think Aloud

I've broken the point on my pencil. How can I solve this problem? I could throw it away, sharpen it, or buy a new pencil. If I throw it away, I still won’t have anything to write with. I could buy a new pencil, but that would cost money. The best solution may be to sharpen the pencil. That’s what I’ll do.
Read aloud the following story.

On Saturday morning, Darla called her friend Karin and asked, "Do you want to sleep over tonight?" "I’d love to!" said Karin. Then she remembered that they were celebrating her uncle’s birthday that night. Karin’s father was making a birthday dinner, and Karin had promised to help. "Oh no!" she cried. "What should I do?"

Ask students to define Karin’s problem. (Karin has agreed to be two places at one time.) Have students suggest possible solutions. (Tell Darla that she can’t sleep over after all; tell her father that she can’t help with the dinner; or go to Darla’s house after the birthday dinner.)

Guide students in evaluating and choosing the best solution. (If Karin tells Darla that she can’t sleep over, both she and Darla will be disappointed. If Karin doesn’t help with the birthday dinner, her father and uncle may be disappointed. If she attends both the dinner and the sleepover, no one will be disappointed. The third solution seems to be the best solution.)

Guided Practice

Display or distribute Teaching Master ES4-2.

Read each paragraph with students. Help them identify the problem-solving step that is used. Label each paragraph with the correct step.

Practice/Apply

Distribute Practice Master ES4-2. Review the directions with students. Tell them to complete the Practice Master independently.

Check students’ responses to make sure that they understand how to use the steps to problem solving to generate reasonable solutions.

LITERATURE FOCUS: 10–15 MINUTES

Preview Mariah Keeps Cool

Segment 2

Refer to the bottom of page 345 in the Teacher’s Edition and preview with students Segment 2 of Mariah Keeps Cool (pages 352–357).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 353, 355, and 356.
**Teach**

**Display** the following words without the slash marks. Have students read the words aloud with you: although, partner, dolphin, function, constant, handsome, hungry, mischief, illness, empty.

**Remind** students that long words can be divided into smaller parts called *syllables*. Breaking words into syllables is another strategy for figuring out a long or unfamiliar word.

**Explain** that most of the time, a word can be divided between two consonants. But in many words, three consonants appear together. Point out the VCCCV pattern in each of the words and underline the three consonants.

**Display** the words empty and constant. Model the process of decoding words with the VCCCV pattern:

**Think Aloud**

I know that some words have two consonants that make one sound, such as the ph in dolphin and the ch in mischief. Other words have two consonants that form a blend such as the st in constant and the mp in empty. When I find a long word with the VCCCV pattern, I have to think about the rules: Divide after the first two consonants when they are part of the first syllable. Empty fits that rule. I will divide after the mp. Divide before the two consonants when those letters are part of the second syllable. Constant fits this rule. I will divide after the n.

**Help** students break two or three of the story words on the list above into syllables. Display two columns and ask students to write the word in the appropriate VC/CCV or VCC/CV column. Encourage students to share their thinking.
Practice

Help students continue through the remaining words on the list in the same manner.

Refer students to the Phonics/Decoding Strategy Poster for more tips.

Apply

Have students break the following story words into syllables using the technique in the Practice: improve, monster, orchard, explain.

Literature Focus: 10–15 minutes

Review Mariah Keeps Cool

Comparing with Adjectives

Teach

Display the following:

Planning the party was hard work.

Keeping it a surprise was even harder.

Getting ready for the swim meet was the hardest work of all.

Ask: Why did I add the -er to hard in the second sentence? (It compares two kinds of work.) Then ask: Why did I add -est to hard in the third sentence? (It compares all three kinds of work.)

Summarize the rules for making comparisons:

• Add -er to the adjective to compare two people, places, or things.
• Add -est to compare three or more.

Display these sentences:

Brandon was helpful to Mariah.

Denise was more helpful than Brandon.

Mama was the most helpful of all.

Ask: What did I add to helpful when I wanted to compare two people? (more) Ask: What did I add to compare three people? (most)

Summarize the rule for using more and most in comparisons.

Practice

Have students choose the correct comparative form for each sentence.

1. Lynn is (older, oldest) than Mariah.

2. Lynn is the (older, oldest) of the three sisters.

3. Denise’s flowers were (colorfuler, more colorful) than Mariah’s.

Apply

Have students edit a current draft of their writing, checking for correct comparisons with adjectives.
Comparing with Good and Bad

Teach

Write the following sentences on the board:

Cynthia’s flowers are good.

Mariah’s flowers are better.

Denise’s flowers are the best of all.

Ask students what is being compared in the sentences. Help students recognize which form is used when comparing two, and when comparing more than two, people, places, things, or events.

Discuss comparisons with bad, worse, and worst.

Cynthia had a bad feeling that Lynn suspected something.

Denise felt worse than Cynthia did.

Mariah felt the worst of all.

Practice

Have students choose the correct forms for the following sentences.

1. Lynn had a (good, better, more better) time than she had expected.

2. Mariah had the (better, bestest, best) time of all.

3. It was bad when Lynn showed up at Brandon’s house. It was even (worst, worse, worser) when she decided to stay in bed.

Apply

Display three drawings or photographs. Have students compare all three using comparing forms of good or bad in their sentences.

Literature Focus:

Preview Something for Everyone

Walk students through Something for Everyone and discuss the illustrations, using words such as neighborhood and nationalities.

Ask students to predict a problem the characters in the story must solve based on the illustrations on pages 10, 12, 13, 14, and 15.
Problem Solving and Decision Making

Teach

Have students meet in small groups, and give each group the following problem to solve: *You and your mother are having a surprise party for your sister this afternoon, but you can’t get your sister out of the house. What should you do?*

Give students five minutes to come up with a solution. Bring the groups together to share their problem-solving processes and solutions.

Use the discussion to help students review the five steps of the problem-solving process described on page 122.

Model the problem-solving process for students. Say: *The first thing I could do is figure out the problem: How can we get my sister out of the house so that we can prepare her surprise party?*

Ask questions such as: *Did you consider several possible solutions? How did you decide which one was best?*

Practice

Tell students that the main character in *Mariah Keeps Cool* has several problems to solve as she plans a surprise party for her sister. Display this chart on the board:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>Solution</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ask students to follow in their books as you read aloud pages 346–347.

Ask: *What problem are Mariah and Denise having? (They want to make decorations for Lynn’s party, but they don’t want Lynn to know where they are going.)* Write the problem on the chart.
Ask: How do they solve the problem? (Mariah pretends she is going to Brandon’s to swim. She asks her mother to send Lynn on an errand so that Denise can sneak away.) Write the solution on the chart.

Have students read pages 348–349, identify Mariah’s new problem, and describe the solution. Write their responses on the chart.

Have students read the rest of the story and complete the chart.

Apply

Have students keep track of the problems and solutions as they read Something for Everyone by Joanna Korba in the Leveled Reader. Have them complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Mariah Keeps Cool and Something for Everyone

Guide students through the problem-solving process for problems faced by characters in Mariah Keeps Cool and Something for Everyone. Also, help students look for words with the VCCCV syllable pattern. As examples, you may wish to point out the words surprise and approach on page 346 of Mariah Keeps Cool, and the word English on page 3 of Something for Everyone.
Syllabication: VV Pattern

Warm-Up/Academic Language

Tell students that in words with the VV (Vowel-Vowel) syllable pattern, the two vowels that appear together each stand for a different vowel sound. So words that have the VV syllable pattern are divided into syllables between the two vowels, as in *poem*.

Teach

Distribute two *V* Letter Cards to each student and write *poem* on the board. Have students hold up their Letter Cards to identify the vowels as you say each letter in the word. Write *V/V* beneath the vowels. Say *poem*, stressing the two syllables, and put a slash mark between the appropriate vowels.

Explain that students can use the VV pattern to decode words with more than one syllable. Write *violin* on the board. Have students hold up their Letter Cards to identify the vowels. Say *violin*, reminding students that the *i* and *o* in *vi-o* stand for two different vowel sounds. Write *V/V* under the vowels *io*. Add slash marks to divide the word between the appropriate syllables.
Model decoding create: The artist will create a piece of art.

Think Aloud

I see two vowels in the middle of the word. Maybe they stand for the long e sound. That would give me a word that sounds like KREET. That doesn’t sound right. I’ll try using the VV pattern. If I divide between the vowels, I get kree AYT. That sounds right, and it makes sense in the sentence. The artist will create, or make, a piece of art.

Guided Practice

Display or distribute Teaching Master ES4-3 to students.

Read the passage with students, pausing after each sentence for students to identify any words that have the VV pattern. Read aloud video. Model how to divide the word into syllables. (vid/e/o)

Guide students in completing the chart.

Practice/Apply

Distribute Practice Master ES4-3. Review the directions with students.

Instruct students to complete the Practice Master independently.

Check students’ responses to make sure that they can identify words with the VV pattern and correctly divide them into syllables.

LITERATURE FOCUS: 10–15 MINUTES

Preview Mom’s Best Friend

Segment 1

Refer to the bottom of page 369 in the Teacher’s Edition and preview with students Segment 1 of Mom’s Best Friend (pages 369–379).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 373, 374, 377, and 378.
Noting Details

**Warm-Up/Academic Language**

Explain that authors use details to help readers picture characters, places, and events. They also use details to help readers understand characters’ feelings and to help create a mood in a story. Tell students that noting story details can help them to better understand and enjoy a story.

**Teach**

Read the following passage with students.

Harold looked out his bedroom window. The sky was dark and gray, and it was raining. “Oh no,” he groaned. Harold’s outdoor club had planned to go camping in the state park that day. “So much for the camping trip,” he sighed.

Someone knocked on the front door. It was Mrs. Mills, the outdoor club leader. “Good morning,” Harold said gloomily. “Good morning, Harold!” beamed Mrs. Mills. “Isn’t the rain great?”

Harold looked doubtful. “Now we’ll get to practice what we’ve learned about keeping warm and dry outdoors,” she said cheerfully. “We’ll have so much fun!”

Write the following chart on the board. Guide students in completing the chart with details from the passage.

<table>
<thead>
<tr>
<th>Details about Place, Event, Mood</th>
<th>Details about Harold</th>
<th>Details about Mrs. Mills</th>
</tr>
</thead>
<tbody>
<tr>
<td>The story takes place at Harold’s home. The sky is dark and gray. It’s raining. They plan to go camping in the state park that day.</td>
<td>He sees the rain and groans, “Oh no.” He sighs, “So much for the camping trip.” He greets Mrs. Mills gloomily.</td>
<td>She beams and asks, “Isn’t the rain great?” She thinks it will let them practice keeping warm and dry. She thinks they’ll have fun.</td>
</tr>
</tbody>
</table>
Guided Practice

Display or distribute Teaching Master ES4-4.

Read the first paragraph with students, and draw their attention to the illustration. Guide students to note details and answer the question.

Repeat the procedure using the two remaining paragraphs.

Practice/Apply

Distribute Practice Master ES4-4. Review the directions with students.

Instruct students to complete the Practice Master independently.

Check students' responses to make sure that they understand how noting details can help them understand and picture a story.

LITERATURE FOCUS: 10–15 MINUTES

Preview Mom’s Best Friend

Segment 2

Refer to the bottom of page 369 in the Teacher’s Edition and preview with students Segment 2 of Mom’s Best Friend (pages 380–385).

Note the suggestions in the Extra Support box on Teacher's Edition page 384.
**Objectives**

- decode VV words with irregular spellings for long vowel sounds
- divide words with the VV pattern into syllables

**Materials**

- Anthology: *Mom’s Best Friend*

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**Syllabication: VV Pattern**

**Teach**

**Display** the following:

<table>
<thead>
<tr>
<th>Two Vowels Together But One Vowel Sound</th>
</tr>
</thead>
<tbody>
<tr>
<td>teach / es</td>
</tr>
<tr>
<td>rained</td>
</tr>
<tr>
<td>mail / box / es</td>
</tr>
<tr>
<td>peo / ple</td>
</tr>
<tr>
<td>rea / son</td>
</tr>
<tr>
<td>leash / es</td>
</tr>
</tbody>
</table>

**Remind** students that a good way to decode a word they don’t know is to break it into syllables. Review that a syllable is a word part with just one vowel sound.

**Remind** students that two vowels together usually stand for one vowel sound; the sound is usually long. Ask students to read the words aloud with you. Help students divide the words into syllables.

**Display** the following words, and tell students that in some words where two vowels appear together, each of the vowels stands for its own sound. Guide students to read the following words aloud with you.

<table>
<thead>
<tr>
<th>Two Vowels Together and Two Vowel Sounds</th>
</tr>
</thead>
<tbody>
<tr>
<td>o / be / di / ence</td>
</tr>
<tr>
<td>di / ag / o / nal</td>
</tr>
<tr>
<td>di / al</td>
</tr>
<tr>
<td>re / li / a / ble</td>
</tr>
<tr>
<td>re / al / ized</td>
</tr>
<tr>
<td>i / de / a</td>
</tr>
<tr>
<td>pi / an / o</td>
</tr>
<tr>
<td>un / u / su / al</td>
</tr>
<tr>
<td>po / em</td>
</tr>
<tr>
<td>li / on</td>
</tr>
<tr>
<td>ar / e / a</td>
</tr>
</tbody>
</table>

**Write** the following sentence and model how to use the Phonics/Decoding Strategy to decode the underlined words: *Mom discovered that, with the right training, Ursula would be a reliable helper.*
Think Aloud

I know that when two vowels appear together, they usually have one long vowel sound. So I read train/ing, and it sounds right. But I'm not sure about the next word with two vowels together. I try re LIE ble, but it doesn't sound right. I could try re LEE ble, but that doesn't sound right either. So I look for word parts I know, like re- and -able. That leaves the letters l and i. I'll try ree LIE ubl—reliable. That's a word I know.

Practice

Have pairs of students copy the words from the second chart. Ask them to mark the VV pattern in the words and to use a slash to break the words into syllables.

Apply

Have students use four of the VV patterned words with one vowel sound in sentences that they read aloud to a small group. Have students use five of the VV patterned words with two vowel sounds in sentences that they read aloud to the group.

LITERATURE FOCUS: 10–15 MINUTES

Review Mom's Best Friend

**Objectives**

- identify items in a series
- use commas to set off items in a series

**Teach**

Write on the board the following pattern for punctuating words in a series: ____, ____, and ____. Make the commas very large, or write them in color. Seeing the pattern will help visual learners.

Have students read the following sentences aloud, one at a time.

- Dad, Joel, and Leslie stayed at home.
- Leslie had to deal with school, homework, and soccer.
- They divided up chores such as cooking, laundry, and dishes.

Note each time a comma appears. For example, read the first sentence aloud and say: Dad COMMA Joel COMMA and Leslie stayed at home. Repeat the procedure for the second and third sentences. Hearing the pattern will help auditory learners.

**Practice**

Have students copy the following sentences and add commas where they are needed. Encourage visual learners to look at the patterns on the board as they work. Encourage auditory learners to say the pattern softly to themselves as they work.

1. They passed a garbage can full of pizza hoagies and cheese.
2. Mom fed groomed and trained Ursula.
3. She crossed the street missed the curb and kept walking into traffic.
4. I did the dishes the dusting and the weeding.

**Apply**

Have each student ask a partner to read a draft of personal writing and check it for the correct use of commas in a series.
More Uses for Commas

**Teach**

Display this sentence: *Yes, you can play with the dog after school, Lee.*

Read the sentence aloud twice. Have students note any differences between the two readings. First, read the sentence in a monotone without any pauses. Then reread the sentence again, but exaggerate the pause after each comma. Ask students to discuss what they heard.

Help them understand that the comma is used to show a pause.

- Use a comma to show a pause after words such as *yes, no, well,* and *okay* when they are at the beginning of a sentence. For example, *Yes COMMA you can play…*

- When a person is addressed by name, use a comma to separate the name from the rest of the sentence. For example, …*after school COMMA Lee.*

**Practice**

Have students copy these sentences and add commas where needed.

1. *It’s time to go to school Marco.*

2. *Pete why can’t strangers pet a guide dog?*

3. *Well Ara or Sammy can help you find that book.*

**Apply**

Have partners read a draft of personal writing and check it for the correct use of commas in direct address and introductions.

**LITERATURE FOCUS:**

**Preview Pretty Cool, for a Cat**

Walk students through *Pretty Cool, for a Cat* and discuss the illustrations, using words such as *amusing, handicap,* and *patients.*

Ask students to note details in the story using the illustrations.
Noting Details

**Teach**

Pantomime furtively entering the room and hiding something. Then ask students what they saw.

Write the heading **Details** on the board. Under the heading, write the details that students observed.

Ask: *What conclusions did you draw about my behavior, based on the details you noted?* Write students’ responses under the heading **Conclusions**.

Direct students’ attention to paragraph 2 on page 371. Explain that instead of saying something directly such as *Everyone missed Marit a lot*, the author gives details that readers can put together to discover this for themselves.

Have students reread paragraph 2 aloud with you. Work with students to select the details that can be used to infer that Marit was missed.

Take students through the process of noting important details. Have them follow along as you reread the last paragraph on page 375 aloud. Model the thinking:

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**Objectives**

- use details to explain a character’s feelings
- use details to visualize events
- use details to infer important ideas

**Materials**

- Anthology: *Mom’s Best Friend*
- Leveled Reader: *Pretty Cool, for a Cat*

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**Think Aloud**

*By the end of this page, I figured out that Mom is cool; she has confidence in Ursula and has learned to trust her. Many people would be upset if their dog had walked them into a bush, but Mom has learned how to make corrections and knows how important it is to praise Ursula’s work.*
Help students put the strategy you have modeled in their own words.

For example:

To find important details I could ask:

1. How do I think this character is feeling?
2. What details gave me this idea?
3. Do these details “add up”?

Practice

Have students work with a partner or in small groups to read page 378. Ask them to note important details about the feelings of Mom and the other people at Seeing Eye. They can jot their notes and conclusions on a chart such as this:

<table>
<thead>
<tr>
<th>Details</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Have students discuss their conclusions with the class.

Apply

Have students note details as they read Pretty Cool, for a Cat by Kitty Colton in the Leveled Reader. Then have them complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Mom’s Best Friend and Pretty Cool, for a Cat

Guide students in noting story details as they look through Mom’s Best Friend and Pretty Cool, for a Cat. Also, help them look for words that have the VV syllable pattern. As examples, you may wish to point out the words piano and obedience on pages 374 and 377 of Mom’s Best Friend, or the word meow on page 6 of Pretty Cool, for a Cat.
Objectives
• read words ending in -ed or -ing
• use the Phonics/Decoding Strategy to decode longer words

Materials
• Teaching Master ES4-5
• Practice Master ES4-5
• Anthology: Yang the Second and Her Secret Admirers

Warm-Up/Academic Language
Explain that the word endings -ed and -ing can be added to base words to make new words. Tell students that for words that end in e, they should drop the e before adding -ed or -ing, as in the words admired and admiring. Explain that for words with a short vowel sound in the final syllable, they should double the final consonant before adding -ed or -ing, as in sipped and sipping.

Teach
Write the words sniff, sniffed, and sniffing on the board. Circle the -ed and -ing endings in sniffed and sniffing. Then cover each ending to show the base word sniff. Have students say each word aloud.

Write the following word equations on the board. Circle each ending, and have students read each word aloud.

Model decoding words with -ed and -ing in the following sentences:
They are looking at the map, which they purchased yesterday. Who’s hogging the map?
Guided Practice

Display or distribute Teaching Master ES4-5 to students.

Read the passage with students.

Help students identify words that end in -ed or -ing. Help them identify the base word for each of these words. Record answers on the chart.

Practice/Apply

Distribute Practice Master ES4-5. Review the directions with students.

Instruct students to complete the Practice Master independently.

Check students’ responses to make sure they understand how to decode words with the -ed or -ing ending.

LITERATURE FOCUS: 10–15 MINUTES

Preview Yang the Second and Her Secret Admirers Segment 1

Refer to the bottom of page 395 in the Teacher’s Edition and preview with students Segment 1 of Yang the Second and Her Secret Admirers (pages 394–400).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 397, 399, and 400.
Compare and Contrast

Warm-Up/Academic Language

Explain that when we compare things, we show how things are alike. When we contrast things, we show how things are different. Tell students that authors sometimes signal a comparison using the clue word like. Authors sometimes signal contrasts using the clue word but.

Teach

Hold up a pen and a pencil. Ask students to compare the pen and pencil by telling how they are alike. (Both are writing tools.) Have students contrast the pen and pencil by telling how they are different. (The pen and pencil are made of different materials.)

Point out that we can also compare and contrast story events and characters. Write like and but on the board. Remind students that authors often use the clue word like to signal comparisons and the clue word but to signal contrasts.

Read the following paragraph aloud.

Read Aloud

Jenna and Kelsie are both in fifth grade. Jenna, like Kelsie, plays soccer. Jenna’s favorite subject is math, but Kelsie prefers history. Both girls enjoy reading.

Read the paragraph again. Ask students to raise their hands when they hear the signal words like or but.
Draw the Venn diagram on the board. Guide students in completing the diagram.

Guided Practice
Display or distribute Teaching Master ES4-6.
Read the passage with students.
Ask students to compare and contrast Rudy and Nella.
Record students’ responses on the Venn diagram.

Practice/Apply
Distribute Practice Master ES4-6 to students.
Review the directions with students.
Instruct students to complete the Practice Master independently.
Check students’ responses to make sure they understand how to compare and contrast.

LITERATURE FOCUS: 10–15 MINUTES
Preview Yang the Second and Her Secret Admirers Segment 2
Refer to the bottom of page 395 in the Teacher’s Edition and preview with students Segment 2 of Yang the Second and Her Secret Admirers (pages 400–406).
Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 404, 405, and 406.

Draw

Guided Practice

Practice/Apply

LITERATURE FOCUS:

Preview

Note
Inflectional Endings: -ed, -ing/Doubling Final Consonants

**Teach**

Display the following, and ask students to read it aloud with you:

<table>
<thead>
<tr>
<th>Word</th>
<th>Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>rub</td>
<td>rubbed</td>
</tr>
<tr>
<td>drop</td>
<td>dropped</td>
</tr>
<tr>
<td></td>
<td>rubbing</td>
</tr>
<tr>
<td></td>
<td>dropping</td>
</tr>
</tbody>
</table>

Ask students to discuss what happens to these words when -ed or -ing is added. Display the following sentence and ask students to read it aloud with you: The boy rubbed the chopsticks together before dropping them into the pan.

**Think Aloud**

In the word r-u-b-b-e-d, I find a part I know; rub. And I know the ending -ed. But what is that extra letter b doing there? Oh, I know. There’s a rule about that: When a single vowel is followed by a single consonant at the end of a word such as rub, you double the consonant before adding -ed or -ing. I know that this sentence talks about something that happened in the past, because I see the -ed ending. Rub-b-e-d is the past tense of rub. I know how to say that word: ruhb.
Practice

Display the following sets of base words and inflected forms, and read the words aloud with students. Point out that sometimes the ending -ed is pronounced as a separate syllable, and sometimes it is not.

Apply

<table>
<thead>
<tr>
<th>bat</th>
<th>batted</th>
<th>batting</th>
</tr>
</thead>
<tbody>
<tr>
<td>shop</td>
<td>shopped</td>
<td>shopping</td>
</tr>
<tr>
<td>prefer</td>
<td>preferred</td>
<td>preferring</td>
</tr>
<tr>
<td>hog</td>
<td>hoggd</td>
<td>hogging</td>
</tr>
</tbody>
</table>

Have pairs of students take turns reading aloud page 399 of the selection to each other. If readers have difficulty decoding any words with doubled consonants before the endings -ed or -ing, encourage them to refer to the Phonics/Decoding Strategy Poster. Also, the partner can help decode the word. Words with this pattern on page 399 include nodded, rubbing, dropped, planned, and stopping.

LITERATURE FOCUS: 10–15 MINUTES

Review Yang the Second and Her Secret Admirers

Guide students through the Comprehension Skill Lesson for Compare and Contrast on page 403 in the Teacher’s Edition.
Interjections

Teach

Write these sentences on the board. Read them with students.

Hooray! I see Paul over by the beehive exhibit.
Oh, now he’s headed for the dinosaur room.
Great! Let’s carry out our plan!

Underline the interjections hooray, oh, and great. Point out that these words show how the speakers are feeling. Use the sample sentences to discuss interjections. Explain that words that simply express feelings are called interjections.

Explain that if an interjection expresses strong feelings, it is followed by an exclamation point and is set off from the rest of the sentence. If an interjection expresses mild feelings, it is followed by a comma and is part of a sentence.

Practice

Write the following sentences on the board. Have students copy them and punctuate the interjections.

Oh, no Paul already has a girlfriend.
Hey that’s not his girlfriend. It’s his sister.
Whew That was a close one.

Apply

Have students write their own original sentences, using the following interjections: great, well, help, hey. Afterward, write some of their original sentences on the board, and ask the class how to punctuate them.
Quotations

Teach
Display the following:

Paul said that he had noticed Yinglan in his math class.

“I’ve noticed Yinglan in my math class,” said Paul.

Tell students that a direct statement contains the speaker’s exact words. In direct statements, quotation marks are used to set off those words from the rest of the sentence.

Explain that the first sentence, an indirect statement, does not have Paul’s exact words. The second sentence, a direct statement, has his exact words.

Practice
Have students copy the following sentence pairs and punctuate them.

1. Here comes Paul said Yingtao.
   Yingtao said Here comes Paul.

2. Mother told Yingtao I made your favorite dish.
   Mother told Yingtao that she made her favorite dish.

Apply
Have partners write a short dialogue between Paul and Second Sister for the next time they meet. Tell them to include quotations.

Preview Trevor from Trinidad
Walk students through Trevor from Trinidad and discuss the illustrations, using words from the story such as accent and carnival.

Ask students to compare and contrast the illustrations on pages 3 and 22, and the illustrations on pages 6 and 20–21.
**Objectives**

- infer comparisons
- infer contrasts
- distinguish between comparison and contrast

**Materials**

- Anthology: Yang the Second and Her Secret Admirers
- Leveled Reader: Trevor from Trinidad

**Teach**

**Ask** students to name two of their favorite singing groups or TV stars.

**Display** a Venn diagram. Write the name of a singing group at the top of one circle; write the name of the other group on the remaining circle. Ask students how the two groups are alike. Write students’ responses in the overlapping section of the two circles.

**Explain** to students that they have just made a comparison. When they think about how two people, places, things, or events are alike, students are comparing them.

**Ask** students how the two groups are different. Write responses in the appropriate outer sections of the circles on the board. Explain to students that when they think about how two people, places, things, or events are different, they are contrasting them.

**Display** this simple formula:

\[
\text{COMPARE} = \text{ALIKE} \\
\text{CONTRAST} = \text{DIFFERENT}
\]

**Tell** students that comparing and contrasting as they read can help them understand a story better.

**Tell** students that Second Sister and Paul Eng are alike in some ways and different in other ways. Display an empty Venn diagram and fill it in as you model the strategy based on information from pp. 396–397.
Think Aloud

On page 396, I read that Second Sister can play an erhu, a Chinese stringed instrument. I also read that, unlike Second Sister, Paul Eng has never seen or heard the erhu. That is one way they are different. On page 397, I read about two ways in which Paul is like Second Sister. Both have a Chinese heritage. Both eat Chinese food.

Use words such as but, yet, though, same, like, different, however, also, and while as you make a comparison or identify a contrast. Jot those words to the side of the diagram.

Practice

Have students work in groups to reread the rest of the story and compare and contrast Second Sister and Paul, using another Venn diagram.

Apply

Have students compare and contrast characters in Trevor from Trinidad by Delores Lowe Friedman in the Leveled Reader. Then have them complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Yang the Second and Her Secret Admirers and Trevor from Trinidad

Guide students as they compare and contrast two characters, events, or things from the stories. Also, help them look for words ending in -ed or -ing. As examples, you may wish to point out the words grabbed, making, and positioned on page 402 of Yang the Second and Her Secret Admirers, and the words scolding and giggled on page 54 of Trevor from Trinidad.
Suffixes -ly, -ness, -ment, -ful, -less

Warm-Up/Academic Language

Tell students that a suffix is a word part added to the end of a word to change its meaning. Tell students they will learn to read words that have the suffixes -ly, -ness, -ment, -ful, and -less.

Teach

Ask students to show an expression of sadness. Then display this word equation: sad + ness = sadness

Circle sad. Explain that sad is the base word. Underline the suffix -ness. Tell students that it means “the condition of.”

Write soft, base, and hope on the board. Have students say the words that are formed from soft by adding -ly and -ness. Have them say the words that are formed from base by adding -ment, and from hope by adding -ful and -less. Elicit the meaning of each word.

Display the following chart. Help students to fill it in.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>+ Suffix</th>
<th>New Word and Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>considerate: show-</td>
<td>-ly: in the</td>
<td>considerately: in a manner that shows concern for others</td>
</tr>
<tr>
<td>ing concern for</td>
<td>manner of</td>
<td></td>
</tr>
<tr>
<td>others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>measure: to find</td>
<td>-ment: result</td>
<td>measurement: the size or amount found by measuring</td>
</tr>
<tr>
<td>the size or</td>
<td>of an action</td>
<td></td>
</tr>
<tr>
<td>amount of</td>
<td>or process</td>
<td></td>
</tr>
<tr>
<td>pain: hurt caused</td>
<td>-ful: full of</td>
<td>painful: causing or full of pain</td>
</tr>
<tr>
<td>by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>bound: a limit</td>
<td>-less: not having</td>
<td>boundless: without limits</td>
</tr>
<tr>
<td>ill: not healthy,</td>
<td>-ness: condition</td>
<td>illness: the condition of being sick</td>
</tr>
<tr>
<td>sick</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Model how to decode swiftly: The bird flew swiftly away from the cat.
Think Aloud

I see -ly at the end of this word. I’ll separate the suffix from the word to get the base word, s-w-i-f-t. That sounds like swift, which means “moving very fast.” I remember that the suffix -ly means something like “in the manner of.” So swiftly must mean “moving in a very quick manner.”

Guided Practice

Display or distribute Teaching Master ES4-7 to students.

Read each sentence with students and have them choose either -ly, -ness, -ment, -ful, or -less to add to the base words. The new words should make sense in the sentences.

Practice/Apply

Distribute Practice Master ES4-7. Review the directions with students.

Ask students to complete the Practice Master independently.

Check students’ responses to make sure they understand how to decode words with the suffixes -ly, -ness, -ment, -ful, and -less.

LITERATURE FOCUS: 10–15 MINUTES

Preview Dear Mr. Henshaw

Refer to the bottom of page 417 in the Teacher’s Edition and preview with students Segment 1 of Dear Mr. Henshaw (pages 416–424).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 419, 421, 422, 423, and 424.
Objectives

- use story clues, life experiences, and knowledge to infer information that is not directly stated in the text
- make inferences based on a character’s actions and words

Materials

- Teaching Master ES4-8
- Practice Master ES4-8
- Anthology: Dear Mr. Henshaw

Making Inferences

Warm-Up/Academic Language

Explain that authors do not always tell everything about the characters or events in a story. When an author leaves out information about characters or events, readers can use clues in the story, along with their own experiences and knowledge, to make inferences, or reasonable guesses, about these characters or events.

Teach

Read the following passage aloud:

"Have you written a thank-you note to Uncle John yet?" asked Nelson’s mother. "I was just about to write it," Nelson sighed. He trudged slowly to his room and sat at his desk. He looked glumly at a gift box on the desk. Finally, he took out a pen and paper. "Thank you for the bow tie," Nelson wrote. "It’s just what I wanted for my birthday."

Display the following question and chart. Help students complete the chart. Remind them to make inferences using what they know from story clues and from their personal experiences and knowledge.

<table>
<thead>
<tr>
<th>Story Clues</th>
<th>Own Experiences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nelson sighs, trudges slowly to his room, and looks glumly at the gift box before he starts to write.</td>
<td>Often, when people don’t like a gift, they’re not very eager to write a thank-you note for that gift.</td>
</tr>
</tbody>
</table>

Inference: Nelson does not like Uncle John’s gift.

Ask students: Why does Nelson’s mother ask whether he has written the note yet? Model the process of making inferences.
Think Aloud

The story says that Nelson’s mother asks whether he’s written the note yet. So I know that this is a note that Nelson needs to write, but that he hasn’t written yet. From my own experiences, I know that thank-you notes are easy to put off writing, especially when I’m not excited about the gifts I got. So I think that Nelson’s mother asks this question because she knows that he doesn’t like the gift.

Guided Practice

Display or distribute Teaching Master ES4-8.

Read the story with students.

Guide students to answer the question based on story clues and their own experiences and knowledge.

Practice/Apply

Distribute Practice Master ES4-8 to students.

Review the directions with students.

Tell students to complete the Practice Master independently.

Have students share their responses with the group.

Check students’ responses to make sure they understand how to make inferences.

LITERATURE FOCUS: 10–15 MINUTES

Preview Dear Mr. Henshaw

Segment 2

Refer to the bottom of page 417 in the Teacher’s Edition and preview with students Segment 2 of Dear Mr. Henshaw (pages 424–430).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 428 and 430.
Objectives
- recognize when words have the suffixes -ly, -ness, -ment, -ful, and -less
- decode words with the suffixes -ly, -ness, -ment, -ful, and -less

Materials
- Anthology: Dear Mr. Henshaw

Suffixes -ly, -ness, -ment, -ful, -less

Teach

Display these sentences:

- Recently, they spoke on the phone.
- Neatness counts in writing contests.
- We all felt a lot of excitement.
- The day was quiet and peaceful.
- It was useless to worry.

Underline the base words recent, neat, excite, peace, and use, and circle the suffixes in each word. Review the concept of base word, and remind students that suffixes are word parts added to the end of a base word. Tell students that recognizing suffixes makes decoding easier.

Use the first sentence to model how to decode words with suffixes.

Think Aloud

Here is a word I can’t read right away. Let me look carefully for a part I know, and cover up the rest of it. Well, I know recent. That’s a base word. OK, now I’ll look at the other part of this word. Oh, it’s the suffix -ly. I know that, too. I can read recent, and I can read -ly. When I read the parts together, I get recently. And it makes sense in the sentence, too.
**Practice**

**Remind** students that knowing the following tips can help them decode words with suffixes:

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

**Display** the following word pairs: *quick/quickly, week/weekly, rain/rainy, sun/sunny, bump/bumpy, wild/wildly.* Read each pair of words aloud. Repeat the process with student-supplied words ending in the suffixes *-ly, -ness, -ment, -ful,* and *-less.*

**Refer** students to the Phonics/Decoding Strategy Poster for more tips.

**Apply**

**Write** two or three story-related sentences featuring each type of suffix. Have students decode and define the words.

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**LITERATURE FOCUS:**

**Review** *Dear Mr. Henshaw*

**Objectives**
- recognize abbreviations
- interpret abbreviations
- read abbreviations

**Teach**

**Display** these addresses:

- 21 East Fifth Street
- 21 E. Fifth St.
- Pacific Grove, California
- Pacific Grove, CA

**Ask** students to describe what is different in each set above. (The first has the words written out; the second includes abbreviations.)

**Remind** students that an abbreviation is a shorter form of another word, with only some of the letters of the original word. Usually, a period marks that a word has been abbreviated, or shortened.

**Explain** that many abbreviations are not used in regular writing. However, they are used in addresses and in some other places. Share these common abbreviations with students:

| Street—St. | Avenue—Ave. | North—N. |
| Road—Rd. | United States—U.S. | South—S. |

**Practice**

**Display** the following abbreviations: *St., Rd., U.S., N, Mr, CA, Dr.* Invite students to come to the board and write out the full words.

**Ask** students to indicate the abbreviations for the following:

1. the address of their school
2. the name of the principal
3. today's day and month

**Apply**

**Have** students replace the underlined words with their abbreviations:

*Mister Lopez lives at 8 East Elm Avenue, Benson, New Mexico.*
### Titles

#### Teach

*Display* these points about punctuation and discuss them with students:

1. Use quotation marks to punctuate stories, songs, and poems.

   *No one knows who wrote the poem “I Eat My Peas With Honey.”*

   *Have you read the story “In the Wild”?

2. Underline titles of books, magazines, movies, plays, and newspapers when writing. In printed type, use italics.

   *(magazine) Zoom* or in printed type, *Zoom*

   *(movie) The Red Pony* or in printed type, *The Red Pony*

#### Guide

*Guide* students to use the appropriate punctuation for other examples.

#### Practice

*Have* students add the required quotation marks or underlining.

1. *A review of the book Turtle Knows Your Name is in Kids magazine.*

2. *Have you read our town newspaper, The Mountain Times?*

3. *My brother has seen the movie The Black Stallion five times.*

#### Apply

*Have* students select some current writing that contains titles. Ask them to make sure that titles are either enclosed in quotation marks, or have been underlined or written in italics.

### LITERATURE FOCUS: 10-15 MINUTES

#### Preview *Upstate Autumn*

*Walk* students through *Upstate Autumn* and discuss the illustrations, using words from the story such as *e-mail, computers, and librarian.*

*Ask* students to make inferences about how characters feel based on illustrations and their own experiences and knowledge.
Making Inferences

Teach

Ask students to imagine that they walk into the room and see a friend jumping up and down and clapping his or her hands. What would they imagine had just happened? Encourage students to see that they would use clues based on what they saw and on their own personal knowledge to figure out that their friend had just received good news.

Tell students that since authors don’t say everything directly, readers must also use story clues and their own knowledge and experience to make inferences about what they read.

Explain that readers who make good inferences:

• look at the details and clues that the author includes
• think about their own knowledge and experience
• put the details and clues together

Look at page 420 with students and model making an inference about how Leigh feels about the ride with his dad, adding details to a graphic organizer such as this:

Think Aloud

What clues can I find to tell me how Leigh feels? Here he calls his father “skillful,” and here he says that the grapes smelled good. From my own knowledge, I know that children like to spend time with their dads, especially if, like Leigh, they don’t get to see them very often. Also, they are often proud of their dads. If I combine story details and my own knowledge, I infer that Leigh feels proud of his dad and considers this a special time.
Practice

Look with students at the entry for March 24 on pages 420–421. Help students infer that Leigh is proud of having a room that no one goes into. Have students discuss how they used story details and what they know to make their inferences.

Apply

Have students make inferences about the characters as they read Upstate Autumn by Jed Mannheimer in the Leveled Reader. Then have them complete the questions and activity on the Responding page.

Literature Focus: 10–15 Minutes

Revisit Dear Mr. Henshaw and Upstate Autumn

Guide students in making inferences about how characters feel during different points in the stories. Also, help them look for words with the suffixes -ly, -ness, -ment, -ful, and -less. As examples, you may wish to point out the words skillful and lonely on pages 420 and 422 of Dear Mr. Henshaw, and the word finally on page 88 of Upstate Autumn.