Theme 5

One Land, Many Trails
EXTRA SUPPORT LESSONS FOR

One Land, Many Trails

Selections
1. A Boy Called Slow
2. Pioneer Girl
3. Black Cowboy, Wild Horses
4. Elena

THEME 5: One Land, Many Trails
Prefixes *un-*, *dis-*, *in-*, *re-*: Suffix *-ion*

**Warm-Up/Academic Language**

Remind students that a **prefix** is a word part added to the **beginning of a base word** to change its meaning. Explain that a **suffix** is a word part added to the **end of a base word**.

**Teach**

Review the Phonics/Decoding Strategy. Tell students that they can use this strategy to decode words with prefixes or suffixes. Model how to decode *collection*: Colin has a *collection* of movie posters.

**Think Aloud**

I see *-ion* at the end of this word. When I cover the suffix, I find *collect*, which I recognize. Adding *-ion* to collect helps me figure out *cuh LEK shun*. That sounds right.

Give five index cards to each student. Have students write one of the following on each card: *un-*, *dis-*, *in-*, *re-* *-ion*. As you read the following words aloud, have students hold up the appropriate cards to identify the prefix or suffix in each word: *disappear, untie, incorrect, reopen, reflection*.

Remind students that a prefix isn’t a word on its own, and must be added to a base word.

**Explain** that changes in meaning sometimes occur when a prefix or suffix is added to a base word. Display the following chart on the board or on chart paper. Help students to fill it in.
Guided Practice

Display or distribute Teaching Master ES5-1.

Read the sentences with students and have them identify words with the prefixes un-, dis-, in-, re-, or the suffix -ion.

Guide students to complete the chart.

Practice/Apply

Distribute Practice Master ES5-1. Review the directions with students.

Ask students to complete the Practice Master independently.

Check students' responses to make sure they can read words with the target prefixes and suffix.

Literature Focus: 10–15 Minutes

Preview A Boy Called Slow

Segment 1

Refer to the bottom of page 471 in the Teacher’s Edition and preview with students Segment 1 of A Boy Called Slow (pages 470–477).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 473, 475, and 476.
Objective

- Use facts and details from the selection to come to an understanding of something not directly stated in the text.

Materials

- Teaching Master ES5-2
- Practice Master ES5-2
- Anthology: A Boy Called Slow

Drawing Conclusions

Warm-Up/Academic Language

Explain that authors do not always tell everything about the characters and events in a story. Sometimes readers must put together story details to come to an understanding on their own. This is called drawing conclusions.

Teach

Read the following sentences aloud: Daniel listened to some of his Spanish tapes while he waited at the gate. “These could come in handy soon,” he thought as he boarded his flight.

Ask students where Daniel might be going and how he might get there. Elicit that Daniel is probably going somewhere where Spanish is spoken, and that he is going by plane. Point out that the author has given clues that help readers draw each conclusion, and ask students to identify the clues. (waited at the gate and boarded his flight are clues that Daniel is traveling by plane; Spanish tapes and could come in handy soon are clues that he is going somewhere where Spanish is spoken.)

Read this story aloud:

Even though Gaby lives on a ranch in Colorado and Nicole lives in the city of San Francisco, they see each other often. Their moms are sisters.

Last summer, Nicole visited Gaby in Colorado. The girls had a wonderful week together. Nicole helped Gaby with her chores. She fed the hens and gathered eggs. Nicole was very tired at night, but she still had a hard time falling asleep. The only sound she could hear outside the bedroom window was that of crickets chirping.

Display the following chart. Guide students in completing the chart, using the story clues to draw conclusions.


<table>
<thead>
<tr>
<th>Story Clues</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaby and Nicole try to see each other often, even though they live far apart. Their moms are sisters.</td>
<td>Gaby and Nicole are cousins. They must be friends too, since they spend time together.</td>
</tr>
<tr>
<td>Nicole can’t fall asleep at night. She can hear crickets chirping.</td>
<td>Nicole is probably used to the sounds of city life, and the noise of the crickets bothers her.</td>
</tr>
</tbody>
</table>

**Guided Practice**

**Display** or **distribute** Teaching Master ES5-2.

**Read** the story with students.

**Direct** students’ attention to the chart. Have them use the story clues in Column 1 to draw conclusions and complete the chart.

**Practice/Apply**

**Distribute** Practice Master ES5-2. Review the directions with students.

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

**Check** students’ responses to make sure that they understand how to use story clues to draw conclusions.

**Literature Focus:**

10–15 MINUTES

**Preview A Boy Called Slow Segment 2**

**Refer** to the bottom of page 471 in the Teacher’s Edition and preview with students Segment 2 of *A Boy Called Slow* (pages 478–484).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 482 and 484.
Prefixes un-, dis-, in-, re-

**Teach**

**Write** the following sentences on the board:

Slow **disliked** his name.
Slow **liked** his name.

**Read** the sentences aloud with students. Have them identify the difference between the two sentences. Remind students that covering a prefix and looking at the base word is a good way to figure out a word.

**Model** the process for students using the following sentence: Slow wondered if the men on horses were **unfriendly**.

**Think Aloud**

*Here's a word I don't know. But I see a prefix that I recognize—un. Let me cover it up. What's left? Oh, friendly! So this word is unfriendly. Since un- means "not," I suppose unfriendly means "not friendly." That makes sense in the sentence.*

**Practice**

**Display** the following sentences:

Slow's life felt **incomplete** before his brave act.
*They regained* all their horses.
Slow galloped over the **uneven** ground.
**Explain** the following tips to students:

- Separate the prefix from the base word.
- Look at each part separately.
- Use your knowledge of the meaning of the prefix and the base word to figure out the meaning of the word.

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

**Apply**

**Display** the following sentences:

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Slow was inexperienced in battle.
He was unhurt in the raid.
Slow returned to the village.
His old name soon disappeared.
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**Guide** students to:

- underline the words that have the prefixes **un- dis-, in-, or -re**
- divide the prefix from the base word
- circle the prefix
- read the words aloud

**LITERATURE FOCUS:** 10–15 MINUTES

**Review** *A Boy Called Slow*

**Guide** students through the Comprehension Skill Lesson for **Drawing Conclusions** on page 483 in the Teacher’s Edition.
Subject and Object Pronouns

Teach

Display these sentences:

- A boy was born many years ago. Returns Again loved the boy.
- A daughter was born later. Returns Again also loved the daughter.
- The children played in the sun. Returns Again watched the children.

Ask students what pronouns they could use to stand for the underlined words. (He, him; She, her; They, them) Then remind students of these definitions and rules:

- A pronoun is a word that replaces a noun.
- I, you, she, he, it, we, and they are subject pronouns.
- Me, you, him, her, it, us, and them are object pronouns.

Practice

Display the following sentences. Invite students to underline the subject pronouns and circle the object pronouns:

- He rode all day under the hot sun. (He)
- She rode beside him on a black pony. (She, him)
- We waited for them all day. (We, them)

Apply

Display the following sentences. Have students replace the underlined words with the correct subject or object pronouns.

1. Slow’s father taught Slow a lot. (He, him)
2. Slow’s mother also taught Slow. (She, him)
3. Slow learned a lot from Slow’s mother. (He, her)
Using *I* and *me*

**Teach**

Display these sentence pairs:

*Slow and I* like to ride. *I* like to ride.

*Slow and me* like to ride. *Me* like to ride.

Tell students that only one pair is correct. Have them choose the correct pair and tell you how they know. *(first)* Remind them that:

- *I* is a subject pronoun that is used as the subject of a sentence.
- *Me* is an object pronoun that is used after action verbs, and after words such as *to, in,* and *for.*

Display the following sentence pair:

*Slow came with his mother and me. Slow came with me.*

Ask students how making a sentence pair could help them use *I* and *me* correctly. *(If *I* or *me* sounds right by itself, it is probably right with another word.)*

**Practice**

Display these sentences. Have students choose the correct pronouns.

*Slow’s mother and I/me made dinner. (I)*

*She sat down next to Slow and I/me. (me)*

**Apply**

Display these sentences. Have students choose the correct pronouns.

1. *My uncle and I/me rode together.*
2. *Slow’s father gave horses to my uncle and I/me.*
3. *Slow and I/me trained our horses well.*

**Objectives**

- distinguish between *I,* a subject pronoun, and *me,* an object pronoun
- use *I* and *me* correctly in sentences

**Materials**

- Leveled Reader: *Shell-Flower*

**PREVIEW SHELL-FLOWER**

Walk students through *Shell-Flower* and discuss the illustrations, using words such as *village* and *tribe.* Ask them to draw conclusions about the story and its characters based on the illustrations.
**Objective:** use story clues to draw conclusions
- identify details in a story that can be used to draw conclusions

**Materials:**
- Anthology: A Boy Called Slow
- Leveled Reader: Shell-Flower

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### Drawing Conclusions

#### Teach

**Read** the following passage:

Jenny stood on the high-dive and looked nervously down at the pool below. "You wanted to learn to dive," she told herself sternly. "Just jump in." Jenny thought she had never been so scared in her life. But she took a deep breath and jumped.

**Have** students ask themselves: **What kind of person is Jenny?** (brave, determined) Then ask students to tell you how they know. (She is scared, but she goes ahead and jumps.) Explain that students could use story clues in order to understand Jenny. ("nervously," "told herself sternly," "never been so scared," "But she... jumped.")

**Point out** that the author did not say, "Jenny was brave and determined." Instead, the author gave readers story clues to use along with their own experience to draw conclusions.

**Read** the five paragraphs on page 471 with students, and model the process of drawing conclusions:

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**Think Aloud**

I wonder what kind of people the Sioux are. I'll look for clues to help me find out. Here the wife says her son will "follow his father's path." Here the author mentions "the custom." Then the author says, "So it had been with Returns Again and his father before him." I get the impression that tradition is very important to the Sioux.

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**Remind** students to use story clues and their own experiences to draw conclusions about characters and events in stories they read.
Practice

Have students read pages 474–475. Ask: *How does Slow feel about his family?* (He admires them.) Ask: *What story clues help you know this?* (Slow wants a name like his father and uncle. Slow listens to his parents’ advice.) Have students discuss how their own experiences helped them draw the conclusion about Slow.

Apply

Have students draw conclusions, with an eye to using story clues and their own experience, in the Leveled Reader selection *Shell-Flower* by Rhonda Rodriguez. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:** 10–15 MINUTES

**Revisit A Boy Called Slow and Shell-Flower**

Guide students to draw conclusions about the stories as they look through *A Boy Called Slow* and *Shell-Flower*. Also, help them look for words with the prefixes *un-, dis-, in-, re-* and the suffix *-ion*. As examples, you may want to point out the words *inherited* and *returns* on page 476 of *A Boy Called Slow*, or the word *remained* on page 16 of *Shell-Flower*. 
Stressed and Unstressed Syllables

Warm-Up/Academic Language

Remind students that words can be divided into syllables, and that each syllable in a word has a vowel sound. Explain that in words with more than one syllable, one of the syllables has more stress, or emphasis.

Teach

Write Monday on the board. Read the word aloud. Demonstrate how to tap out the syllables, or word parts, using your desk as a drum. Then put a slash between the two syllables (Mon/day). Have students count the syllables as you say them aloud.

Say the word twice, emphasizing a different syllable each time: MON day and mon DAY. Have students raise their hands when they hear the correct pronunciation. Write MON day on the board and repeat the word with the correct emphasis.

Repeat the procedure described above, using other words. Include multisyllabic words such as vacation or holiday.

Review the Phonics/Decoding Strategy. Display the following sentence, and model how to use the strategy to figure out the stressed and unstressed syllables in a word: Stacey saw many forms of wildlife, including elk, bison, and bald eagles.

Think Aloud

I’ll sound out the underlined word. First I’ll try the stress on the first syllable: BI son. That sounds right to me. To make sure, I’ll try the stress another way: bi SON. That sounds wrong. I’ll reread the sentence pronouncing the word BI son. It makes sense in this sentence. I’ve heard of bison. They are a kind of wildlife.
Write the following words on the board.

- raincoat RAIN/coat
- umbrella um/BREL/la
- evaporate e/VAP/o/rate
- atmosphere AT/mos/phere

Have students tap out the syllables of each word. Guide them in writing each word in syllables, showing the stressed syllable in capital letters.

Guided Practice

Display or distribute Teaching Master ES5-3. Discuss the illustration with students, and point out the correct way to pronounce jacket.

Read the sentences with students.

Say each underlined word aloud. For each underlined word, guide students to circle the word with the correctly stressed syllables.

Practice/Apply

Distribute Practice Master ES5-3. Review the directions with students.

Have students work independently to complete the Practice Master.

Check students’ responses to make sure that they understand stressed and unstressed syllables.

LITERATURE FOCUS: 10–15 MINUTES

Preview Pioneer Girl Segment 1

Refer to the bottom of page 499 in the Teacher’s Edition and preview with students Segment 1 of Pioneer Girl (pages 499–507).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 500, 503, 504, and 506.
Propaganda

Warm-Up/Academic Language

Explain that propaganda is information presented in a way that makes people believe a certain thing or act a certain way. Point out that print and television advertisements use forms of propaganda to encourage people to buy products.

Teach

Display a magazine. Have students raise their hands when you make a statement about the magazine that sounds like propaganda. Tell them to keep their hands down when you make a statement that sounds accurate.

Say: Everyone reads this magazine. All smart people read magazines every day. Reading magazines makes your problems go away. Some magazines contain advertisements. (Students should raise their hands after every statement except Some magazines contain advertisements.)

Guide students to identify the last statement as the one that is supported by facts.

Display the following information:

- **Overgeneralization:** makes general statements based on only a few facts (Example: I know one smart person who reads magazines every day. All smart people read magazines every day.)

- **Testimonial:** uses a celebrity or expert to make a statement supporting a product (Example: My favorite film star says this is the best magazine she’s ever read.)

- **Bandwagon:** persuades consumers to do something because “everyone else” is doing it (Example: Everyone is reading this magazine. You should, too.)

- **Transfer:** associates a person with a product so that consumers will transfer their admiration for the person to the product (Example: This is the kind of magazine the President reads, so I know it’s good.)

Objectives

- identify propaganda
- identify persuasive techniques commonly used in propaganda
- distinguish between statements in propaganda that are supported by facts and those that are not

Materials

- Teaching Master ES5-4
- Practice Master ES5-4
- a magazine
- Anthology: Pioneer Girl
• Faulty cause and effect: says consumers will be happier simply as a result of using the product (Example: Reading magazines makes your problems go away.)

Discuss each technique and its description. Guide students in listing other examples if needed, using the previous procedure.

Guided Practice

Display or distribute Teaching Master ES5-4.

Read the advertisement with students. Have students identify each propaganda technique being used, and write it on the appropriate blank.

Practice/Apply

Distribute Practice Master ES5-4. Review the directions with students.

Have students complete the Practice Master independently.

Check students’ responses to make sure that they understand propaganda.

LITERATURE FOCUS: 10–15 MINUTES

Preview Pioneer Girl Segment 2

Refer to the bottom of page 499 in the Teacher’s Edition and preview with students Segment 2 of Pioneer Girl (pages 508–513).

Note the suggestions in the Extra Support box on Teacher’s Edition page 512.
Stressed and Unstressed Syllables

**Objectives**
- identify the stressed and unstressed syllables within a word
- read words with stressed and unstressed syllables

**Materials**
- Anthology: Pioneer Girl

**Teach**

**Write** the following sentence on the board:

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Poppie tried to protect the crops.
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**Read** the sentence aloud, stressing the second syllable in *protect*. Then stress the first syllable. Ask students which pronunciation is correct.

**Draw** a line between the syllables. Tell students that a syllable is a word part with one vowel sound. Explain that syllables can be either *stressed*—emphasized—or *unstressed*—not emphasized.

**Display** the following sentence: *Grace’s family extended a helping band*. Model the process of decoding the underlined word:

**Think Aloud**

*I’ll try sounding this word out. First, I’ll draw lines dividing it into syllables. Now, I’ll guess that the first syllable is stressed: EX ten ded. That doesn’t sound right. I’ll try stressing the second syllable: ex TEN ded. That sounds right and makes sense in the sentence.*
Practice

Display the following sentences:

The immigrants came for the rich soil.
They store pumpkins in the cellar.
The good crops convinced them to stay.
The conversation was in Swedish.

Invite students to read each underlined word aloud, experimenting with different pronunciations if necessary. Have a student circle the stressed syllables. Students can refer to the Phonics/Decoding Strategy Poster for more tips.

Apply

Work with students to find other examples of multi-syllabic words in the selection Pioneer Girl. List the words on the board and have students:

• divide the words into syllables
• read them aloud
• circle the stressed syllable

LITERATURE FOCUS: 10-15 MINUTES

Review Pioneer Girl

Possessive Pronouns

Teach

Display these sentence pairs:

The girl’s house was made of sod. Her house was made of sod.
The pioneers’ life was hard. Their life was hard.

Ask students to identify the difference between the first and second sentence in each pair. (A possessive pronoun has replaced the possessive noun.) Remind students of these definitions and rules:

- A possessive pronoun is a word that shows ownership.
- *My, you, his, her, its, our*, and *their* appear before nouns.
- *Mine, yours, his, hers, its, ours, and theirs* stand alone and replace nouns in sentences.

Practice

Display the following sentences. Help students replace the underlined words with possessive pronouns.

*Gracie’s* day was long and full. (Her)
*She worked with* *Gracie’s* father. (her)
*The father had the father’s own work to do.* (his)
*The pioneers grew the pioneers’ own food.* (their)

Apply

Display the following sentences. Have students replace the underlined words with possessive pronouns.

*Gracie’s* sister was called Florry. (Her)
*Poppie’s* horse began to run. (His)
*The guests brought the guests’ own dinner.* (their)
Contractions with Pronouns

Teach
Display these sentences:

She is old enough to help. She’s old enough to help.

They are crossing the prairie. They’re crossing the prairie.

Ask students how the sentences in each pair are different. (She is replaced by she’s; while they are is replaced by they’re.)

Remind students of these rules:

• A contraction is a shortened form of two words.
• You can combine pronouns with the verbs am, is, are, will, would, have, has, and had to form contractions.
• Use an apostrophe (’) in place of the dropped letter or letters.

Practice
Have students replace the underlined words with contractions.

I am going to Nebraska soon. (I’m)

You are lucky to be going! (You’re)

We will have our own farm. (We’ll)

Apply
Have students replace the underlined words with contractions.

He is a very good farmer. (He’s)

You would like the food he grows. (You’d)

We are all looking forward to that. (We’re)

Literature Focus: Journey to a Free Town

Walk students through Journey to a Free Town and discuss the illustrations, using words from the story such as landowners and wagon.

Ask students to make statements of propaganda about the illustrations.
Propaganda

Teach

Display the following sentences:

The best way to get energy is to eat something healthy. The famous star, Bart Bartly, eats our Health Bars, and you should too. Every day more and more people are trying our product, and they just love it! You will too.

Have students ask themselves, What is the intention of the person who wrote those sentences? (to get people to buy “Health Bars”) With students, identify the ways that the writer tries to convince readers to buy the bars. (says energy comes from healthy eating, mentions movie star, says that “more and more people” are trying it)

Point out that students have identified propaganda, information or ideas deliberately developed to influence how others think.

Point out that the selection, Pioneer Girl, begins with a poster advertising land for sale by the railroad. The poster is a form of propaganda that tries to convince pioneers to come to Nebraska.

Read the poster on page 500 with students, and model the process.

Think Aloud

What if I were a pioneer reading this poster? How would the authors try to influence the way I think? They tell me that the farmlands are rich and that people can find land suitable for any kind of farming. Sounds good. But before I buy any land, I would want to find out whether these statements are true or false.
Practice

Look further at the poster with students. Notice some more examples of propaganda. (region is good for growing corn and wheat; winters are not long and cold) Then, work with students to find facts in the selection that show if the statements are true or false.

Apply

Have students notice propaganda, with an eye to analyzing if statements are true or false, in the Leveled Reader selection Journey to a Free Town by Delores Lowe Friedman. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Pioneer Girl and Journey to a Free Town

Guide students to look for examples of propaganda in Pioneer Girl and Journey to a Free Town. Also, help them look for words with stressed and unstressed syllables. As examples, you may want to point out the words favorite and buffalo on page 501 of Pioneer Girl, or the words potatoes, careful, and pennies on page 30 of Journey to a Free Town.
**Review of Syllabication**

**Warm-Up/Academic Language**

Remind students that words with the VV pattern, such as giant, are divided into syllables between the two vowels (gi/ant). Explain that words with the VCV pattern, such as debate, are divided either after the vowel (de/bate) or after the consonant (le/mon). Tell students that words with the VCCV pattern, such as problem, are usually divided between the two consonants (pro/blm). Explain that words with the VCCCV pattern, such as simple, are usually divided after the first consonant (sim/ple).

**Teach**

Display the following chart. Use it to review the four patterns and how words with these patterns are divided into syllables.

<table>
<thead>
<tr>
<th>Pattern</th>
<th>Usual Word Division</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>VV</td>
<td>V/V</td>
<td>piano</td>
</tr>
<tr>
<td>VCV</td>
<td>V/CV or VC/V</td>
<td>debate, pan/el</td>
</tr>
<tr>
<td>VCCV</td>
<td>VC/CV</td>
<td>suffer</td>
</tr>
<tr>
<td>VCCCV</td>
<td>VC/CCV</td>
<td>con/plain</td>
</tr>
</tbody>
</table>

Read aloud piano. Have students tap out the syllables on their desks. Explain how the VV pattern has been used to divide the word piano. Repeat this exercise using each example.

Model how to decode oasis: They were lucky to find an oasis in the desert.
Ask students to choose partners. Assign each pair words from the list: alive, China, stopping, violin, angry, tumbling, obey, viola. Tell students to decode their assigned words and identify their syllable patterns.

Guided Practice

Display or distribute Teaching Master ES5-5.

Review the illustrations and sentences with students. Guide them to identify the syllable pattern for each underlined word. Write the correct pattern beneath the appropriate letters in each underlined word.

Practice/Apply

Distribute Practice Master ES5-5. Review the chart and directions with students.

Ask students to complete the Practice Master independently.

Check students’ responses to make sure that they understand the VV, VCV, VCCV, and VCCCV patterns.

LITERATURE FOCUS: 10–15 MINUTES

Preview Black Cowboy, Wild Horses Segment 1

Refer to page 523 in the Teacher’s Edition and preview with students Segment 1 of Black Cowboy, Wild Horses (pages 523–531).

Making Judgments

Warm-Up/Academic Language

Tell students that they can make judgments about characters in stories. Explain that good readers try to make sound judgments about story characters’ actions. To do this, readers use their own opinions and values as well as facts from the story.

Teach

Discuss how students make judgments about people in real life. Elicit that they think about the person’s actions and their own beliefs about what is good or bad and right or wrong to make judgments.

Read this story aloud:

Calvin found a guinea pig in his yard. The small animal was dirty and trembling. Calvin’s mom wouldn’t let him bring the guinea pig inside. So Calvin brought water outside and washed the animal in the yard. Then he dried the guinea pig gently and fed it.

Calvin didn’t want to leave the guinea pig alone. He remembered that his neighbor, Mr. Temkin, loved animals. Calvin brought the guinea pig to Mr. Temkin. “I’ll be happy to take care of this little fellow,” Mr. Temkin said.

Display the chart below. Guide students to complete the chart.

<table>
<thead>
<tr>
<th>Question</th>
<th>Story Details</th>
<th>Own Values and Experiences</th>
<th>Judgment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What kind of person is Calvin?</td>
<td>He obeys his mom. He cares for the guinea pig.</td>
<td>Considerate people often listen to their parents and are kind to animals.</td>
<td>Calvin is a considerate person.</td>
</tr>
</tbody>
</table>
Guided Practice

Display or distribute Teaching Master ES5-6.

Read the story with students.

Ask students: What kind of person is Sarah?

Guide students to complete the chart as you model the thinking.

Think Aloud

At first, I think that Sarah is brave to rush home to help. But then as I read further, I see that she charges down the trail, even though she knows that both she and her horse could get hurt by going so quickly. I think Sarah won’t be much help if she’s injured on the trail. Now I think she’s also being reckless.

Practice/Apply

Distribute Practice Master ES5-6. Review the directions with students.

Tell students to complete the Practice Master independently.

Check students’ responses to be sure that they understand how to make judgments.

Preview Black Cowboy, Wild Horses Segment 2

Refer to the bottom of page 523 in the Teacher’s Edition and preview with students Segment 2 of *Black Cowboy, Wild Horses* (pages 532-541).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 534, 536, and 540.
Teach

Write the following sentence on the board:

The storm exploded into light.

Read the sentence aloud, slowly sounding out the word exploded. Ask students what they might do if they did not know this word. Help students remember that they can break a word into syllables to help sound it out. Remind them that a syllable is a word part with one vowel sound.

Remind students that they know several syllable patterns that they can use to help them break words into syllables: VV, VCV, VCCV, and VCCCV.

Display the following sentence: He ate with enthusiasm. Model the process of decoding this word.

Think Aloud

I’d like to sound this word out, but I can’t figure out how to divide it into syllables. Oh, wait, there’s the VCCCV pattern in enth. I also see two consonants that usually go together to make one sound—th. They probably belong in one syllable. Let’s see what happens if I divide the word this way: en/thu/si asm. I’ll sound it out—ehn THOO zec azuhm. That sounds right, and it makes sense here.
Practice

Display the following sentences:

The mustangs ran swiftly.
The colt was shivering.
The stallion neighed triumphantly.

Help students figure out how to use syllable patterns to decode the underlined words. Students can refer to the Phonics/Decoding Strategy Poster for more tips.

Apply

Display sentences with multi-syllabic words from the selection. Help students underline the words, divide them into syllables, and read the words aloud.

LITERATURE FOCUS: 10–15 MINUTES

Review Black Cowboy, Wild Horses

Double Subjects

Teach

Display these sentences:

- Bob he rode his mustang up the hill.
- Bob rode his mustang up the hill.
- He rode his mustang up the hill.

Ask students to identify the differences between the sentences. The first sentence has two subjects—Bob and he. The second and third sentences each have one subject.

Remind students that double subjects are incorrect. Point out that the way to correct a double subject is to remove one of the subjects.

Practice

Help students replace the double subjects with single subjects in the following sentences:

- The horses they were scared.
- The colt she fell down.
- Bob be watched the snake run away.

Apply

Display the following sentences. Have students replace the double subjects with a single subject.

- The mustangs they were wild.
- The stallion be bit the mare.
- The cowboys they cheered when Bob came back.
Using *We* and *Us* with Nouns

**Teach**

**Display** these sentences:

*We girls worked on a ranch. The first ones were we girls.*

*The horses were not afraid of us girls. They liked us girls.*

**Ask** students how the two pairs of sentences are different. (The first pair uses *we*, the second uses *us.*) Explain that the pronoun is the word that would be used if the other word were not there.

*We worked on a ranch. The first ones were we.*

*The horses were not afraid of us. They liked us.*

**Remind** students of these rules:

- Use *we* with a noun subject or after a linking verb.
- Use *us* with a noun that follows an action verb or a word such as *to, for, with, or at.*

**Practice**

**Ask** volunteers to choose the correct sentence in each sentence pair.

*We boys were working hard. Us boys were working hard.*

*Did you see we boys out riding? Did you see us boys out riding?*

**Apply**

**Display** these sentences. Tell students that some are correct, and some are not. Have students write them all correctly on a separate page.

1. *We students want to see the ranch.*
2. *She gave a tour to we students.*
3. *Us students liked it very much.*

**LITERATURE FOCUS:**

**Preview Zachary’s Ride**

**Walk** students through *Zachary’s Ride* and discuss the illustrations, using words from the story such as *ranch, mustang,* and *stationmaster.* Ask students to make judgments about the characters’ feelings and actions based on the illustrations.

**Objectives**

- distinguish between *we* and *us*
- use *we* and *us* appropriately with nouns

**Materials**

- Leveled Reader: *Zachary’s Ride*
Making Judgments

Teach

Read the following passage aloud:

Luis loved his horse, Starlight, very much. But now Starlight had a broken leg.

Luis knew that a horse with a broken leg cannot get better, and that an injured horse must be put out of its misery. Still, he couldn’t bear the thought of having Starlight put to sleep. What should he do?

Have students ask themselves what Luis should do. Invite students to share their opinions and to give reasons for why they think the way they do.

Point out that students have been making judgments. Good readers make judgments based on their own values and opinions, and based on all the facts. There is no one correct judgment for any situation—but a judgment must have some basis in fact.

Point out that the selection requires students to make many judgments about Bob Lemmons and the situations he encounters.

Read the first three paragraphs on page 535 with students, and model the process of making judgments.
Think Aloud

Even though Bob loves the horses, he doesn’t try to kill the snake that hurt them. Instead, Bob thinks, “Everything in nature had the right to protect itself, especially when it was afraid.” Do I agree? Yes, partly. But I also feel that the snake deserved to be punished. I guess, after thinking about it, that my judgment is that Bob was right not to kill the snake. After all, the snake thought the colt was going to step on it. I suppose it did have the right to strike back. What do you think?

Practice

Look at the next two paragraphs on the page with students. Ask students to share their judgments of the stallion’s efforts to move the herd on.

Apply

Have students make judgments based on facts in the Leveled Reader selection Zachary’s Ride by Chenille Evans. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit Black Cowboy, Wild Horses and Zachary’s Ride

Guide students to make judgments about characters’ feelings and actions as they look through Black Cowboy, Wild Horses and Zachary’s Ride. Also, help them look for words with VV, VCV, VCCV, and VCCCV patterns. As examples, you may want to point out the words bottom and examine on page 526 of Black Cowboy, Wild Horses, or the words letter and deliver on page 53 of Zachary’s Ride.
Changing Final y to i

Warm-Up/Academic Language

Tell students that spelling changes often occur when suffixes or endings are added to base words. Point out that in a word that ends in the letter y, the y changes to i when an ending is added.

Teach

Write these sentences and word equations on the board:

It is partly sunny today. Yesterday was sunnier.
That joke is funny. It's the funniest joke I know.
sunny + er = sunnier
funny + est = funniest

Read the sentences and word equations with students. Point out that, for each underlined word, the y changes to i before the ending is added.

Write hurry and lazy on the board. Invite volunteers to make a sentence for each word. Then write the following word equations on the board:

hurry + ed = hurried
lazy + ness = laziness

Invite volunteers to make sentences using the new words.

Remind students that removing an ending can often help them figure out the meaning of longer words. Use the following sentence to model this process: The jokes she told just kept getting sillier.
Guided Practice

Display or distribute Teaching Master ES5-7.

Read the sentences and word equations with students. Guide them to observe that, for each underlined word, the final y changes to i when an ending is added.

Practice/Apply

Distribute Practice Master ES5-7 to students.

Direct students’ attention to the illustration. Discuss the text in the thought bubble. Then review the directions with students.

Have students complete the Practice Master independently.

Check students’ responses to make sure that they understand how to change the final y to i when adding endings to base words ending in y.

Literature Focus:

Preview Elena Segment 1

Refer to the bottom of page 551 in the Teacher’s Edition and preview with students Segment 1 of Elena (pages 550–557).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 554, 555, and 556.
Objectives

- identify story structure: characters, setting, and plot
- explain how elements of story structure interact with one another
- use story structure to summarize a story

Materials

- Teaching Master ES5-8
- Practice Master ES5-8
- cards with Characters, Setting, Events, Problem, Resolution
- Anthology: Elena

Story Structure

Warm-Up/Academic Language

Remind students that most stories have characters, one or more settings, and events that make up a plot. Tell students that characters are the people (or animals) in a story. Explain that the setting is the time and place where the story occurs. Tell students that the plot often includes a problem the characters face and a series of events that leads up to the resolution.

Teach

Read aloud the following story:

On the first day of vacation, Ana got ready to take her first airplane ride from Mexico to Los Angeles, California.

She was nervous as she boarded the plane with her mother. She had never been on a plane before. Ana’s palms were already cold and clammy.

“Relax, Ana,” her mother said gently. “You’ll be fine. Close your eyes and think of how nice it will be in California.” Ana leaned her head back and pictured California. She smiled at the thought of seeing her cousins.

Ana felt the plane rumble. She tried to concentrate on thoughts of California. Before she knew it, they were flying safely above the clouds. Ana relaxed and smiled.

Reread the story, asking students to hold up the card with Characters when they hear the names of the characters. (Ana, Ana’s mother, cousins)

Have students hold up the card with Setting when they hear when and where the story occurs. (on the first day of vacation, in an airport and plane in Mexico)
Ask students to hold up the card with Events. Have them list the things that happen in the plot. (Ana and her mother board a plane that will take them from Mexico to Los Angeles, California. Ana is nervous. Her mother tells Ana to relax, close her eyes, and think of California. Ana thinks of California as the plane takes off, and soon they are flying safely above the clouds. Ana relaxes and smiles.)

Have students hold up the card with Problem. Ask them to summarize what needs to be solved. (Ana is nervous about her first plane trip.)

Ask students to hold up the card with Resolution. Have them summarize how the problem is solved. (Ana closes her eyes and thinks about California. This makes her smile and be less afraid.)

**Guided Practice**

Display or distribute Teaching Master ES5-8.

Examine the illustration and read the story with students.

Guide students to complete the chart.

**Practice/Apply**

Distribute Practice Master ES5-8 to students.

Review the directions with students.

Ask students to complete the Practice Master independently.

Have partners read each other’s stories and identify the characters, setting, and plot in the story.

Check students’ responses to make sure that they understand how to identify story structure.

**Literature Focus: 10–15 minutes**

Preview Elena Segment 2

Refer to the bottom of page 551 in the Teacher’s Edition and preview with students Segment 2 of Elena (pages 558–562).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 560 and 562.
Objectives

- recognize words in which the final \( y \) changes to \( i \) when an ending is added
- read words in which the final \( y \) changes to \( i \) when an ending is added

Materials

- Anthology: Elena

**Teach**

**Teach**

**Write** the following sentences on the board:

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My father hurried to the meeting.
He was in a hurry to get there.
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**Ask** students how the two underlined words are related. Explain that both words have the base word *hurry*.

**Ask** students how *hurry* changed to become *hurried*. (The \( y \) changed to an \( i \) before the final suffix -ed was added.) Help students remember that some of the endings that can change a \( y \) to an \( i \) are -es, -ed, -er, -est, and -ness. Remind students that recognizing these endings can help them figure out longer words.

**Display** the following sentence: *She had many duties*. Model the process of decoding this word:

**Think Aloud**

*What is this word? Maybe if I take off the ending, I can figure it out. Crossing out the final *es* leaves *dut*.* That reminds me of a word I know, *duty*. I remember that some endings change a final *y* to *i*. In fact, -es is one of those endings. So *duties* comes from *duty*, with the *y* changed to *i*. That makes sense here.*
Practice

Display the following sentences:

The two countries were neighbors.

We were happier in our new country.

Then the armies marched in.

Later, we knew happiness again.

Help students figure out how to remove the endings from the underlined words and change the \( i \) back to \( y \). Help students sound out and identify the words. Students can refer to the Phonics/Decoding Strategy Poster for more tips.

Apply

Display sentences with words where \( y \) changes to \( i \). Have students identify and decode the words.

LITERATURE FOCUS: 10–15 MINUTES

Review Elena

Adverbs

Teach
Display these sentences:
Mama went quickly into the room.
She knelt down beside the bed.
Ask students how Mama went into the room. (quickly) Ask where she knelt. (down)
Point out that quickly and down are adverbs. Explain that:
• Adverbs tell how, when, or where.
• They can describe verbs.
• Many adverbs end in -ly.

Practice
Display the following sentences. Invite students to identify the adverbs and to tell what kind of information each one gives about the verb.
Papa rode slowly through the town. (slowly: how)
Mama waited impatiently for him. (impatiently: how)
We went up to the roof to wait. (up: where)
Then we went out on the patio. (out: where)

Apply
Display these sentences. Have students identify the adverbs.
1. Our friends greeted us loudly. (loudly)
2. We looked sadly at the photographs. (sadly)
3. She spoke about them often. (often)
4. Sometimes she smiled. (sometimes)
Comparing with Adverbs

Teach

Display these sentences:

Papa’s horse ran fast. My horse ran faster. Mama’s horse ran fastest of all.

He came to see us often. He came more often after Papa died. He came most often after dinner.

Explain that fast, faster, and fastest are all adverbs modifying the verb ran. Explain that often, more often, and most often are adverbs modifying the verb came. Tell students that:

• Adverbs ending in -er are comparative adverbs and compare two items.
  Adverbs ending in -est are superlative adverbs and compare three or more items.
• Some adverbs form the comparative with more and form the superlative with most.
• Most one-syllable adverbs take -er and -est.
• Most adverbs with more than one syllable take more and most.

Practice

Display this sentence: The wagon drove quickly into town.

Ask volunteers to compare how quickly a wagon, a car, and a train drive.

Invite students to suggest their own comparisons with adverbs.

Apply

Display these sentences. Tell students that some are correct, and some are not. Have students write them correctly on a separate page.

1. The car is more fast than the horse.
2. The plane is fastest of all.
3. She comes here oftener than she used to.

Literature Focus:

Preview America: A Dream

Walk students through America: A Dream and discuss the illustrations, using words from the story such as homeland and boarding house.

Ask students to predict the story structure based on the illustrations.

Objectives

• write comparative and superlative forms of adverbs
• use adverbs to make comparisons

Materials

• Leveled Reader: America: A Dream
Story Structure

**Teach**

**Read** the following sentences:

*Once upon a time, there was a brave little girl. She lived in a kingdom far, far away. One day her father came to her and said, “We have nothing more to eat. What shall we do?” “Don’t worry,” said the little girl. “I have an idea.”*

**Ask** students to identify the people in the story. *(the girl and her father)*  
Ask them to identify the time and place where the story occurs. *(once upon a time; in a kingdom far, far away)*  
Ask them what has happened so far. *(There is nothing to eat, but the little girl has an idea.)*

**Point out** that students have identified **characters**—the main people or animals in a story; **setting**—the time and place that a story happens; and **plot**—the main things that happen in a story, which usually includes a problem that has to be solved and its resolution. Explain that characters, setting, and plot are all elements of story structure.

**Explain** that sometimes a writer will put a story inside another story.  
Read page 562 with students, and model how to identify when this happens.

**Think Aloud**

When I start reading this paragraph, I am in the same time period that the story has been in all along. But look at this sentence: “At those times, Mother liked to talk about the old days.” This is a signal that the time period has shifted to “the old days.” The writer goes on to talk about Mother’s childhood and her relationship with Father. These things happened long ago, way before the parts of the story I just read. If I notice that the time and place have changed, I won’t be confused.
**Practice**

Work with students to fill in a story map similar to the one shown.

| Characters: |
| Setting: |
| Problem: |
| Event 1: |
| Event 2: |
| Event 3: |
| Solution: |

**Apply**

Have students summarize the story, with an eye to noting the story structure, in the Leveled Reader selection *America: A Dream* by Stanford Makishi. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS:**

Revisit *Elena* and *America: A Dream*

Guide students to identify elements of story structure as they look through *Elena* and *America: A Dream*. Also, help them look for base words that have had the *y* changed to *i* when an ending was added. As examples, you may wish to point out the words *denied* and *buried* on page 551 of *Elena*, or the word *luckily* on page 74 of *America: A Dream*. 