Theme 3: Incredible Stories
EXTRA SUPPORT LESSONS FOR

Incredible Stories

Selections

1. Dogzilla
2. The Mysterious Giant of Barletta
3. Raising Dragons
4. The Garden of Abdul Gasazi
Objective
• read the plurals of words ending in -f and -fe

Materials
• word cards: hoof, leaf, life
• -ves card
• Teaching Master ES 3-1
• Practice Master ES 3-1
• Anthology: Dogzilla

Plurals of Nouns Ending in -f or -fe

Warm-Up/Academic Language
Tell students that the plural of most nouns is formed by adding –s or –es to the end of the word. Explain that the plurals for nouns ending in –fe or –f are different. They are formed by changing the –fe or –f to –ves.

Teach
Copy this chart on the board.

<table>
<thead>
<tr>
<th>Singular Noun</th>
<th>Plural Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>half</td>
<td>halves</td>
</tr>
<tr>
<td>elf</td>
<td>elves</td>
</tr>
<tr>
<td>wife</td>
<td>wives</td>
</tr>
<tr>
<td>wolf</td>
<td>wolves</td>
</tr>
</tbody>
</table>

Cut a piece of paper into half. Show students one half and say half. Write half in the left column of the chart. Show students the two halves and say halves. Write halves in the right column.

Explain that the plural of half is formed by changing the -f to -ves.

Repeat for elf, elves; wife, wives; wolf, wolves.

Distribute plural -ves and word cards hoof, leaf, life to students. Tell students with -ves cards to position themselves next to a person with a word card. Show students how a plural -ves card can cover the -fe or -f to form the plurals (booves, lives, and leaves).

Have students pronounce the plural and explain how they formed it.
**Guided Practice**

Display or distribute Teaching Master ES3-1, and discuss the illustration with students.

Read the sentence pairs with students, and help them underline the singular/plural word pairs.

Have students explain how the plural is formed for each word pair.

**Practice/Apply**

Distribute Practice Master ES3-1, and go over the example for each section. Tell students they can use the drawings as meaning clues.

Have students complete the Practice Master independently.

Check students' understanding of plural nouns as they share their answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Dogzilla Segment 1**

Refer to the bottom of page 311 in the Teacher's Edition, and preview with students Segment 1 of *Dogzilla* (pages 310–321).

Note the suggestions in the Extra Support boxes on Teacher's Edition pages 315, 318, and 320.
Fantasy and Realism

Warm-Up/Academic Language

Explain to students that fantasy stories have some characters and events that are make-believe. Realistic stories tell about characters and events that could happen in real life.

Teach

Tell students that you are going to read them situations that are either make-believe or real. Distribute the fantasy and realism cards to students, and tell them to hold up the fantasy card when you tell about a make-believe situation and the realism card when you tell about something that could happen in real life.

Read this situation: A dog is walking across a skating rink.

Have students hold up their fantasy or realism card, and ask them to justify their decision.

Repeat the procedure for these situations: A dog skating across the skating rink; Two students talking outside a school; A boy and a cat talking outside a school.

Read this story to students. Have students listen for realism and fantasy.

Read Aloud

Max was sitting in his living room. He was reading about outer space. Then, he snapped his fingers and was traveling on a spaceship to Mars. When he landed on Mars, there were aliens with purple heads and green teeth. Quickly, Max snapped his fingers and was reading a book in his living room.
Draw** the chart, and have students read the story events. Help them decide whether each event is fantasy or realism and put an X in the correct column.

<table>
<thead>
<tr>
<th>Event</th>
<th>Fantasy</th>
<th>Realism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Max was sitting in his living room.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>He was reading about outer space.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Max snapped his fingers and was traveling to Mars.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>He landed on Mars.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Max snapped his fingers and was back in his house.</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Guided Practice**

**Display** or **distribute** Teaching Master ES3-2, and discuss the illustration with students.

**Have** them listen for fantasy and realism as you read the story together.

**Ask** students to tell which details from the story are real and which are make-believe.

**Practice/Apply**

**Distribute** Practice Master ES3-2 to students, and discuss the illustration.

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

**Check** students’ understanding of realism and fantasy as you go over the answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview Dogzilla Segment 2**

**Refer** to the bottom of page 311 in the Teacher’s Edition, and preview with students Segment 2 of *Dogzilla* (pages 322–329).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 324 and 328.
Objectives
- learn how to add -ves to make plurals for words ending in -f, -fe
- read plural words that end in -ves

Materials
- Anthology: Dogzilla

Plurals of Nouns Ending in -f or -fe

Teach

Write the following words on the board or chart paper: wolf, calf, knife.

Ask students if they see any similarities between the words in the first row. (All of the words end in -f or -fe.) Then have students read each of the words.

Ask students to suggest a sentence that contains each word in its plural form. As you write these sentences, draw a line under wolves, calves, and knives. Explain that many words that end in -f and -fe sometimes form their plurals by adding -ves.

Practice

Write the following pair of sentences related to the story Dogzilla on the board, and ask students to read them together. As they read, point out the differences between the singular and plural forms.

Who will bring a loaf of bread to the barbecue?
Who will bring loaves of bread to the barbecue?
Who will bring a knife to cut the bread?
Who will bring knives to cut the bread?

Ask students to underline the pairs of singular and plural words.
Apply

Write the following sentences:

- The panicking wolf let out a burst of hot, fiery breath.
- The panicking wolves let out bursts of hot, fiery breath.

Have students work in pairs to identify the singular and plural forms of the words in the sentences. Then have them make up their own sentences for the words calf/calves, leaf/leaves, scarf/scarves, life/lives.

LITERATURE FOCUS: 10–15 MINUTES

Review Dogzilla

Guide students through the Comprehension Skill Lesson for Fantasy and Realism on page 323 in the Teacher’s Edition.
**Possessive Nouns**

**Teach**

*Begin* by asking students to think about things that they own that are important to them. Record their ideas on the board or chart paper along with each person’s name.

*Explain* to students that writers show ownership with the use of an apostrophe. Point out that the possessive case of singular nouns is formed by adding apostrophe *s* and that the possessive of a plural noun is formed by adding only the apostrophe. Write some examples of the possessive nouns: *Stanley’s bicycle, boy’s books, Maria’s sweater, Tim’s pencil.*

**Practice**

*Provide* practice for students using possessive nouns with examples from the story or story concepts. For example on page 311, point out the words *author’s pets.* Help students to understand that the words mean *the pets that belong to the author.*

*Show* other examples of possessive nouns in both singular and plural form, and have students explain the meaning of the words.

- **Dogzilla’s bones** *(the bones of one dog)*
- **The dogs’ bones** *(the bones of several dogs)*
- **The soldier’s fear** *(the fear of one soldier)*
- **The soldiers’ fear** *(the fear of many soldiers)*

**Apply**

*Have* students make up their own possessive nouns, using types of clothing, for example, *Ben’s belt, girls’ jackets.*
LITERATURE FOCUS: 10–15 MINUTES

Preview Robocat

Walk students through Robocat, and discuss the illustrations using words such as turnips and nibbling.

Have students use their past experiences and the illustrations to discuss the make-believe aspects of the story characters.
Fantasy and Realism

Teach

Ask students to talk about characters they have “met” in both stories and movies. Students might suggest Cinderella, Paul Bunyan, Harriet Tubman, or George Washington. Record their ideas on the chalkboard.

Choose at least two of students’ examples, one based on realism and one on fantasy. For each example, ask these questions about the characters.

• Does the character act like a real person?
• Is the character make-believe?
• Does the story take place in a real place? Or is the setting make-believe?
• Are the events in the story true or are they mostly make-believe?
• Could the events in the story happen in real life?
• Could the character exist in real life?

Explain to students that a fantasy story includes events that could not happen in real life. It may also include make-believe characters that could not exist in real life. Point out that Cinderella is a fantasy because many characters, including the mice, do not act the way they would in real life.

Practice

Recall with students the characters and events in the story, Dogzilla. You might want to walk students through the story, having them point out events such as the following:

• The mice in the story have a First Annual Barbecue Cook-Off.
• Dogzilla smells the barbecue and rises up from the depths of the earth.
• Dogzilla chases cars.
• Dogzilla digs up bones.
• Dogzilla runs away when he is threatened with a bubble bath.
• The mice then rebuild the town and prepare for the Second Annual Barbecue Cook-Off the following year.
Ask questions such as, *Could this happen in real life? Why or why not?* Then have students create a chart like the one below in which they categorize story events under fantasy and realism.

<table>
<thead>
<tr>
<th>Fantasy</th>
<th>Realism</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Apply

Ask students to read the Leveled Reader *Robocat* by Andrew Clements. Have them apply the skill by identifying the events in the story, telling whether they could or could not happen in real life. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Dogzilla* and *Robocat*

Review with students the differences and similarities between the fantasy dog in *Dogzilla* and the fantasy cat in *Robocat*. Also, help them look for plurals ending in *-ves* such as *lives* (*Dogzilla*, page 319).
Objective
- read words with the suffixes -er and -est

Materials
- Teaching Master ES3-3
- Practice Master ES3-3
- word cards: rough, small, sweet
- Three pencils of different lengths
- Three books of different widths
- Anthology: The Mysterious Giant of Barletta

Warm-Up/Academic Language
Explain to students that adding the suffixes -er or -est to a base word changes its meaning. Tell them that -er is added to a base word to compare two things, and -est is added to compare three or more things. Explain that usually -er means “more” and -est means “most.”

Teach
Show students a short pencil. Write short on the board. Then, display the first pencil next to a second shorter pencil. Write the equation: short+er=shorter. Explain to students that shorter means “more short.” Finally, show them a third pencil that is even shorter than the first two pencils. Write the equation: short + est = shortest. Tell students that shortest means “most short.”

Repeat the procedure with books using the adjectives wide, wider, widest.

Distribute the word cards rough, small, sweet to students. Ask them to write two new words by adding -er and -est to the base word. (rougher, roughest; smaller, smallest; sweeter, sweetest)

Have students share their new words with the group and explain their meanings.
Guided Practice

Display or distribute Teaching Master ES3-3 to students, and discuss the illustration.

Read the questions with students, having them clap when they hear an –er or –est word.

Have them circle the words with –er and –est suffixes and explain whether two, or more than two objects are being compared.

Practice/Apply

Distribute Practice Master ES3-3 to students, and go over the directions.

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

Check students’ understanding of –er and –est suffixes as they share their answers with the group.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Mysterious Giant of Barletta Segment 1

Refer to the bottom of page 339 in the Teacher’s Edition, and preview with students Segment 1 of The Mysterious Giant of Barletta (pages 338–347).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 344, 345, and 346.
Following Directions

**Warm-Up/Academic Language**

Explain to students that **following directions** is used for many activities including sports, school, and cooking. Tell them that when following directions it is important to **read the steps carefully**, **understand the steps**, and **finish the steps in order**. Explain that **signal words** are used to help sequence steps.

**Teach**

Talk about how signal words such as **first**, **then**, and **finally** help to order steps in a set of directions.

Read the directions below to students, and have them raise their hand when they hear signal words.

First, put two scoops of vanilla ice cream into a large glass.

Next, add a quarter cup of milk.

Then, mix the milk and ice cream together.

After that, stir in several ripe strawberries.

Finally, drink the shake!

Reread the directions, and have students listen carefully to each step. Ask students if there are any directions that they don’t understand. Then, have students tell you the first step in making a shake. Record the step on the board or chart paper.

Repeat the process for the remaining steps.

Ask students what would happen if you left out the step where you added ice cream? What would happen if you drank the shake before you mixed the milk and ice cream together? Help students understand the importance of doing the steps in order.
Guided Practice

Display or distribute Teaching Master ES3-4 to students, and discuss the illustrations with them.

Read the directions with students, having them raise their hand each time they hear a signal word.

Play the memory game with students, and have students share their strategies for remembering and listing pictures.

Practice/Apply

Distribute Practice Master ES3-4 to students, and go over the directions.

Ask them to complete the Practice Master independently.

Have students present and explain their completed drawings.

Check their drawings to be sure they have followed the directions.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Mysterious Giant of Barletta Segment 2


Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 352, 353, and 354.
Word Endings -er and -est

Teach

Play a game of “I Spy” with students. Begin by writing the words long, longer, and longest on the board or chart paper. As they look around the classroom, say, “I spy an object that is long.” Then once they select an object, say, “I spy an object that is longer than the ______.” Once students identify that item, find another even longer object and say, “I spy an object that is the longest of all.”

Write the sentences and point out the endings -er and -est, explaining that we often use these endings when we are making comparisons.

Practice

Write the following sentences on the board, and ask students to read them together. Point out the differences between the word big and the endings -er and -est.

I want you to bring me a big onion.
I want the onion to be bigger than an apple.
I want it to be the biggest onion of all.

Ask students to underline the words big, bigger, and biggest. Point out that when they read words with the -er or -est ending, they can break the word apart (big / er, big / est). Tell them that they can use what they know about letters and sounds and endings to figure out the word. Have students model the strategy for reading words with these endings. Use other examples such as large, soft, young, swift, great.

Apply

Have students work in pairs to write about The Mysterious Giant of Barletta. Tell students that the Giant is the biggest statue in Barletta, that he has the loudest sobs when he cries, that he cries the biggest tears, and that he has the softest heart for the townspeople of Barletta. Have students think of other words with the -er or -est ending that might describe the Giant. Provide time for students to write sentences about the Giant. Then have them read the sentences while classmates
identify the –er and –est words and write them on their papers. Record students’ responses on the board or chart paper.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review The Mysterious Giant of Barletta**

**Guide** students through the Comprehension Skill Lesson for **Following Directions** on page 349 in the Teacher’s Edition.
What Is a Verb?

Teach

Begin by telling students that you will say a series of words and that they should act out each one. You might want to use a game of “Simon Says” to help make the point. Here are some suggested words: jump, clap, talk, skip, point, tap.

Tell students these are “action words.” Ask students if they can give other examples of action words and have the class act them out as well. As students act out the verbs, describe what they are doing, for example, The students twirl. Everyone laughs.

Explain to students that verbs show action. They are words that tell what someone or something does.

Practice

Copy the chart and ask students to draw a line under the verbs.

Have students tell about the plan that Zia Concetta and the statue make. Record their sentences and have students identify the verbs in these sentences.
Apply

Work with students to identify other verbs in the story. Make a list of the words that students suggest and use the verbs to write a group story about the town of Barletta.

LITERATURE FOCUS: 10–15 MINUTES

Preview The Dragon of Krakow

Walk students through The Dragon of Krakow, and discuss the illustrations using words from the story such as spicy, villager, and woodsman.

Have students take turns giving directions for putting out the dragon’s flames on pages 32 and 33.
Following Directions

**Teach**

**Begin** a discussion about the concept of *following directions*. Ask, *When did you need to follow specific directions?* Possible responses might include: when they put together a model airplane, read a recipe, tried to find a friend’s house, or prepared a sheet of paper for a spelling test.

**Help** students understand that when following directions, we use a step-by-step process for how to begin and complete a project. Explain that it is often important to follow directions exactly as they are told to us or written.

**Practice**

**Recall** with students that in the story *The Mysterious Giant of Barletta*, Zia Concetta and the Giant figure out a plan to save the city from the army. Zia Concetta calls together all the townspeople to let them know how they can help.

**Have** students turn to page 348. Tell them to listen carefully as you reread the directions that Zia Concetta gives to the townspeople. When finished, have students identify the three steps in the directions. Record these steps on the board:

1. Bring me the biggest onion you can find.
2. Stay completely out of sight.
3. Don’t ask any questions.

**Ask** students why they think it is important for the townspeople to follow these directions exactly as Zia Concetta says. Help students to see that, in this case, following directions is critical to the safety of the townspeople. Say that following directions exactly is often critical to our safety, too, and ask students if they can think of reasons why. *(so people don’t get hurt; so everyone knows what to do)*

**Apply**

**Ask** students to read *The Dragon of Krakow* by Maryann Dobeck. Have students keep track of how characters follow directions, with an eye to identifying step-by-step instructions. Ask students to complete the questions and activity on the Responding page.
Revisit *The Mysterious Giant of Barletta* and *The Dragon of Krakow*

**Review** with students events in which following directions is important as they look through *The Mysterious Giant of Barletta* and *The Dragon of Krakow*. Also, help them look for -er and -est suffixes such as biggest, lower (*The Mysterious Giant of Barletta*, pages 344 and 348), and hottest (*The Dragon of Krakow*, page 35).
Suffixes -y and -ly

**Warm-Up/Academic Language**

**Explain** to students that **suffixes** are added to the **end of words** and **change their meaning**. Tell them that the suffix **–y** means “full of,” and the suffix **-ly** means “in the way of.”

**Teach**

**Feel** the surface of a **smooth** desk and say to students, “The desktop is smooth.” Write **smooth** on the board. Slide a book across the desk and write **smoothly**. Say, “The book moves **smoothly**.”

**Explain** that **–ly** adds the meaning “in the way of” to **smooth**. The book moved across the desk in a smooth way.

**Write** **bump** and **bumpy** and tell students that the ending **–y** means “full of” so **bumpy** means **full of bumps**.

**Copy** the chart on the board.

<table>
<thead>
<tr>
<th>Base Word</th>
<th>Suffix</th>
<th>New Word</th>
<th>Definition of New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>silent</td>
<td>ly</td>
<td>silently</td>
<td>in a silent way</td>
</tr>
<tr>
<td>complete</td>
<td>ly</td>
<td>completely</td>
<td>in a complete way</td>
</tr>
<tr>
<td>dust</td>
<td>y</td>
<td>dusty</td>
<td>full of dust</td>
</tr>
<tr>
<td>meat</td>
<td>y</td>
<td>meaty</td>
<td>full of meat</td>
</tr>
</tbody>
</table>

**Ask** students to identify the base word and suffix in the new word **silently**. Record their answers in the Base Word and Suffix columns. Guide students to use the suffix and base word to define **silently**. Record the definition in the right column.

**Repeat** the procedure for (completely, dusty, meaty).

**Distribute** word cards **calmly**, **squeaky**, **silky**, **carefully**, **quickly**, **chalky** to students, and have them use scissors to cut the base word from the suffix (**calm/ly; squeak/y; silk/y; careful/ly; quick/ly; chalk/y**). Tell them to use the meanings of the suffix and base word to write a definition for the word.

**Have** students share their words and definitions with the group.
**Guided Practice**

**Display** or **distribute** Teaching Master ES3-5, and read the letter with students.

**Have** students raise their hands every time they hear words with -ly or -y suffixes.

**Help** them underline these words, read them, and identify the suffix.

**Guide** students to use the meanings of -ly or -y to define the underlined words.

**Practice/Apply**

**Distribute** Practice Master ES3-5 to students, and go over the directions.

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

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

**LITERATURE FOCUS:**

**Preview Raising Dragons**

**Segment 1**

**Refer** to the bottom of page 365 in the Teacher’s Edition, and preview with students Segment 1 of *Raising Dragons* (pages 364–375).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 370, 371, and 374.

---

**Teaching Master ES3–5**

**Suffixes -y, -ly**

**Practice Master ES3–5**

**Suffixes -y, -ly**

Add a base word and ending to make the word in **bold**.

1. The land is **hilly**.
   - hill + y = hilly

2. We walked **steadily**.
   - steady + -ly = steadily

3. The sun shone **brightly**.
   - bright + -ly = brightly

4. We climbed a rocky hill.
   - rock + -y = rocky

5. We sat in a shady spot.
   - shady + -y = shadily

Add -y or -ly to the **bold** word. The word should make sense in the sentence.

6. I am a **speed** runner.
   - slow + -ly = slowly

7. Do you feel **health**?
   - healthy + -ly = healthily

8. Max spoke soft **ly**.
   - soft + -ly = softly

9. Joan writes neat **ly**.
   - neat + -ly = neatly

10. Pedro likes rain **y** days.
    - rainy + -ly = rainily

---

**Preview Raising Dragons**

**Segment 1**

**Refer** to the bottom of page 365 in the Teacher’s Edition, and preview with students Segment 1 of *Raising Dragons* (pages 364–375).

**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 370, 371, and 374.
Objective
- use story details to draw conclusions

Materials
- Teaching Master ES3-6
- Practice Master ES3-6
- Anthology: Raising Dragons

Skill Focus: Comprehension

Drawing Conclusions

Warm-Up/Academic Language
Tell students that when drawing conclusions readers use story clues to figure out an idea that is not directly stated. Reader revise these conclusions as they learn new story information.

Teach
Explain to students that you are going to give them some clues. Tell them to use the clues to guess what you will do next. (Wiggle each finger as you read about it.)

First, I wiggle my thumb. Then, I wiggle my index finger.
Next, I wiggle my middle finger. I wiggle my ring finger.
Ask students what finger you will wiggle next (pinkie)?
Have them share the clues they used to draw that conclusion.
Repeat for clapping hands. First clap twice. Then clap four times. Ask students to draw a conclusion about how many times you will clap next.
Read this story to students. Ask students to listen for important clues in the story.

Read Aloud
Joe was heading off to school. His Dad said, “You’d better bring an umbrella. It is supposed to rain this morning.”

Joe replied, “I don’t need one.”

Twenty minutes later Joe walked slowly into the house. His clothes were soaking wet.
Copy this chart.

**Story Clues:**

1. His Dad told him to bring an umbrella.
2. It was supposed to rain that morning.
3. Joe returned to the house with soaking wet clothes.

**Conclusion:** It must be raining.

Have students read the conclusion. Then have them identify story clues that lead to this conclusion. Write the clues in the chart.

**Guided Practice**

Display or distribute Teaching Master ES3-6 to students, and talk about the picture. Read the first section with students, and ask them to guess what Tran picked up.

Guide students to see how the story clues helped identify the shell. Repeat the procedure with the second section.

**Practice/Apply**

Distribute Practice Master ES3-6 to students, and discuss the directions.

Tell students to complete the Practice Master independently.

Have students share their answers and explain how they used the clues to solve the riddles.

Check students' understanding of using story clues to draw conclusions as they share their answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

Preview *Raising Dragons*

**Segment 2**


Note the suggestions in the Extra Support boxes on Teacher's Edition pages 384 and 386.
Suffixes -y and -ly

**Teach**

Tell children that word parts, or suffixes, added to the end of a word change the word’s meaning. Write the words *quickly* and *cloudy* on the board or chart paper. Help children identify the base words. (*quick*, *cloud*) Explain that *quickly* means *in a way that is quick*, and *cloudy* means *covered in clouds*.

**Practice**

Write the following words on index cards or construction paper: *slow*, *mess, sad, sleep, bad*, and *loud*. Cut several index cards in half and write *y* on half the cards and *ly* on the other half. Instruct students to choose a word card and add one of the endings to make a new word. Allow students to experiment with both endings, saying each word aloud. Ask, *Is this a word?* If necessary, have students look up the word in a dictionary. When finished, write the new words on the board or chart paper so that students read the words together.

**Apply**

Have students write sentences using words that end in *-y* or *-ly*. You might want to suggest that they use some words from this lesson. When finished, have students share their sentences with classmates. Keep a list of the words students have identified, and ask them to read the list together.

**Review Raising Dragons**

Present Time

Teach

Act out several actions, for example, clap your hands, look at your watch, write on the chalkboard. As you do each one, invite students to identify the action. Write the following sentences on the board:

I clap my hands.
I look at my watch.
Now I write on the chalkboard.

Point out each verb and underline it. Explain that the verbs are in present time because they show an action that happens now.

Have students demonstrate different actions and use sentences with verbs in present time to tell what they are doing. Write these sentences on the board, and have students underline each present-time verb.

Practice

Direct the students to page 366 of Raising Dragons. Tell students to retell the story as if it is happening now, in present time.

Pa doesn’t know a thing about raising dragons. He raises corn and peas and barley and wheat. He raises sheep and cows and pigs and chickens. He raises just about everything we need for life on our farm, but he doesn’t know a thing about raising dragons.

Tell students that authors often write their stories in present time to make us feel as if we are part of the story.

Apply

Have students describe a common activity to each other as they act it out. Possible activities include making a sandwich, writing a letter, making chocolate milk, playing a game, putting on gloves or shoes. Remind them to use present-time verbs.

Objectives
• identify verbs used in present time
• use present-time verbs in their writing

Materials
• Anthology: Raising Dragons
• Leveled Reader: My Green Thumb
Preview *My Green Thumb*

Walk students through *My Green Thumb*, and discuss the illustrations, using words from the story such as *feasted* and *burst*.

Have students use the picture clues on pages 44 and 45 to predict what will happen in the story.
**Objectives**
- use clues and information to determine the author’s meaning
- draw conclusions based on the text and illustrations

**Materials**
- Anthology: *Raising Dragons*
- Leveled Reader: *My Green Thumb*

---

**Teach**

**Pretend** that you are searching for something in one of your desk drawers. Ask students what they think you are doing. When students respond correctly, ask them how they knew you had lost something. Guide them with questions such as *Have you seen someone do this before? Do you do this?*

**Point out** that they used clues and what they already knew to figure out, or draw conclusions about what is happening. Explain that authors often expect readers to draw conclusions based on story clues.

**Direct** students to look at the picture on pages 366–367. Read aloud the first three lines of the story. Ask: *Where does the speaker live? (on a farm) Has the story told us where the speaker lives? (no) How did we figure it out? (the picture shows a farmhouse, the text talks about raising crops and animals)*

**Practice**

**Write** the following chart on the board:

<table>
<thead>
<tr>
<th>I See</th>
<th>I Read</th>
<th>My Conclusion Is</th>
</tr>
</thead>
</table>

**Direct** the children to return to pages 322–323. Read the first paragraph, then ask: *What do you see in the picture? (large round object) What did you read? (not a rock) What could the object be? (an egg)* Fill in the columns on the chart.
Continue filling in the chart to help answer the following questions:

Page 376, first paragraph: Who plows the fields?

Page 378, second and third paragraphs: What does Hank do to the corn?

Remind students that drawing conclusions is putting together what we know with what we see and read.

Apply

Have students read *My Green Thumb* by Maxine Effenson Chuck in the Leveled Reader. Direct them to use what they know to draw conclusions about how the characters are thinking or feeling based on what they are doing or saying. Ask students to complete the questions and activity on the Responding page.

LITERATURE FOCUS: 10–15 MINUTES

Revisit *Raising Dragons* and *My Green Thumb*

Review with students *Raising Dragons* and *My Green Thumb*, examining how the story clues lead to the conclusion in each story. Also, help them look for words with the *-ly* suffix such as carefully (*Raising Dragons*, page 369), and really (*My Green Thumb*, page 44).
**Objective**
- read words that have prefixes un-, dis-, and non-

**Materials**
- Teaching Master ES 3-7
- Practice Master ES 3-7
- word cards: disconnect, dishonest, nondairy, nonfiction, unable, unpack
- Anthology: The Garden of Abdul Gasazi

---

**Prefixes un-, dis-, and non-**

**Warm-Up/Academic Language**

Explain to students that prefixes are added to the beginning of words and change their meaning. Tell them that identifying prefixes can help them read and understand longer words. Three prefixes are un-, dis-, and non-. Un- and dis- mean “not” or “the opposite of.” Non- means “not.”

**Teach**

Copy the chart on the board.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Base Word</th>
<th>New Word</th>
<th>Definition of New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>non</td>
<td>stop</td>
<td>nonstop</td>
<td>not stopping</td>
</tr>
<tr>
<td>un</td>
<td>safe</td>
<td>unsafe</td>
<td>not safe</td>
</tr>
<tr>
<td>dis</td>
<td>agree</td>
<td>disagree</td>
<td>not agreeing</td>
</tr>
<tr>
<td>un</td>
<td>afraid</td>
<td>unafraid</td>
<td>not afraid</td>
</tr>
</tbody>
</table>

Ask students to identify the base word and prefix in the new word nonstop. Record their answers in the Prefix and Base Word columns. Guide students to use the prefix to define nonstop. Record the definition in the right column.

Repeat the procedure for unsafe, disagree, unafraid.

Distribute word cards disconnect, dishonest, nondairy, nonfiction, unable, unpack to students, and have them use scissors to cut the base word from the prefix. (dis/connect; dis/honest; non/dairy; non/fiction; un/able; un/pack) Tell them to use the meanings of the prefix and base word to write a definition for the word.

Have students share their words and definitions with the group.
Guided Practice

Display or distribute Teaching Master ES3-7 to students, and read each question with students. Have them read the answers independently.

Instruct students to circle the prefix and underline the base word for the words in bold type.

Help students use the meanings of the base word and prefix to define the words in bold type.

Practice/Apply

Distribute Practice Master ES3-7 to students, and go over the directions.

Ask students to complete the Practice Master independently.

Have them read and explain their answers.

Check students’ responses to be sure that they understand how the prefixes un-, dis-, and non- affect word meaning.

Literature Focus: 10–15 Minutes

Preview The Garden of Abdul Gasazi Segment 1

Refer to the bottom of page 397 in the Teacher’s Edition and preview with students Segment 1 of The Garden of Abdul Gasazi (pages 396–405).

Note the suggestions in the Extra Support boxes on Teacher’s Edition pages 399, 403, and 404.
Objectives
• identify the three main components that make up story structure: characters, setting, and plot
• identify ways in which these elements interact with one another

Materials
• Teaching Master ES3-8
• Practice Master ES3-8
• Anthology: The Garden of Abdul Gasazi

Story Structure

Warm-Up/Academic Language

Explain to students that characters, plot, and setting are parts of story structure. Tell them that characters are the animals or people in a story. Setting is a story’s time and place. Plot is the order of the story’s events—what happens at the beginning, middle, and end of a story. The plot also includes the story’s problem and how it is solved.

Teach

Copy this chart without the answers.

<table>
<thead>
<tr>
<th>Character: Mary</th>
<th>Setting: July morning in a blueberry patch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning: Mary went blueberry picking.</td>
<td></td>
</tr>
<tr>
<td>Middle: It rained and Mary was worried about her clothes.</td>
<td></td>
</tr>
<tr>
<td>End: She raced under a giant tree.</td>
<td></td>
</tr>
<tr>
<td>Problem: Mary’s clothes might get wet.</td>
<td></td>
</tr>
<tr>
<td>Solution: She raced under a giant tree and stayed dry.</td>
<td></td>
</tr>
</tbody>
</table>

Read this story to students. Ask them to listen for the setting, the character, and the sequence of events.

Blueberry Picking

On a July morning, Mary went blueberry picking in a field. She picked plump berries. Mary plopped them in her mouth. Suddenly, a heavy rain began. Mary was worried that her clothes might get wet. She raced under a giant tree. The tree kept her warm and dry until the rain stopped.
Have students name the character and identify the setting for “Blueberry Picking.” Record it on the chart. Ask students to read the Beginning story event on the chart. Then, have students identify events from the Middle and End of the story. Record them on the chart. Finally, have students read the Problem and identify the Solution. Record both on the chart.

**Guided Practice**

**Display or distribute** Teaching Master ES3-8 to students, and review setting and characters.

**Read** the story and have students clap when they hear setting descriptions or characters’ names.

**Reread** the story and have students share events from the beginning, middle, and end of the story.

**Practice/Apply**

**Distribute** Practice Master ES3-8 to students, and go over the directions.

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

**Check** students’ understanding of characters, setting, and plot as they share their answers with the group.

**LITERATURE FOCUS:** 10–15 MINUTES

**Preview The Garden of Abdul Gasazi Segment 2**


**Note** the suggestions in the Extra Support boxes on Teacher’s Edition pages 408 and 412.
Prefixes un-, dis-, non-

**Teach**

Tell students that a word part or prefix added to the beginning of a word changes the meaning of the word.

Write the prefixes un-, dis-, and non- on the board or chart paper. Explain that the prefixes un-, dis-, and non- can be added at the beginning of a word to change the meaning to its opposite.

Write these words on the board or chart paper: happy, like, sense. Ask a student to write the prefix un- in front of happy. Explain that the opposite of happy is unhappy. In this word, un- means the same as not. Have a student write the prefix dis- in front of like. Explain that the opposite of like is dislike. In this word, dis- means the same thing as not. Finally, ask a student to write the prefix non- in front of sense. Explain that the opposite of sense is nonsense. In this word, non- means the same thing as not.

**Practice**

Write the three prefixes un-, dis-, and non- on index cards, one for each student.

Write the word fair on the board. Have students identify the prefix they can add to fair to change the meaning. (un) Ask one student with the prefix un- to come and change the word on the board.

Continue with the following words: disappear, disapprove, uncover, undo, nonstop, nonfiction.
**Apply**

**Write** the following words on the board or chart paper: lock, lucky, please, honest, speaking, stop. Have students read each word and then add one of the prefixes to the beginning of the word to change its meaning. Direct students to write the new words they have made on lined paper. Encourage students to use the dictionary if they are unsure about a particular word.

**LITERATURE FOCUS:** 10–15 MINUTES

**Review The Garden of Abdul Gasazi**

**Guide** students through the Comprehension Skill Lesson for Story Structure on page 396 in the Teacher’s Edition.
**Past Time and Future Time**

**Teach**

Complete the following sentences with your own experiences:

*Last Saturday, I…*

*Next Saturday, I…*

Write your sentences on the board, pointing out the signal words *Last Saturday* and *Next Saturday* as well as the past and future forms of the verbs. Then have students complete the same sentences. Point out the way in which the verbs change.

*Last Saturday, I worked on an art project.*

*Next Saturday, I will work on an art project.*

Continue asking questions such as, *What did you do last night? What will you do next weekend?* Encourage each student to answer at least one question. Explain to students that a verb in past time shows action *that has already happened* and often ends in *-ed*. Explain that a verb in future time shows action that will happen in the future, and most of these verbs have helping verbs that denote future, such as *will.*

**Practice**

Return to the story *The Garden of Abdul Gasazi.* Have students choose sentences from the story and draw a line under the verbs. Tell students to identify the tense of each verb, and then change the verb to future time.

Page 400, paragraph 1: *Alan decided to let Fritz lead the way across.* *(will decide)*

Page 408, paragraph 1: *The duck flew out ahead and grabbed the hat in midair.* *(will fly; will grab)*

**Objectives**

- identify verbs in past and future time
- form verbs in past and future time

**Materials**

- Leveled Reader: *Luna*
**Apply**

**Have** students write two past-time sentences and two future-time sentences. Direct students to leave a blank line under each sentence. Then have students exchange papers with a partner. On the paper they now hold, have students write a future-time sentence below each past-time example, and a past-time sentence below each future-time example. Encourage them to work with each other to create their new sentences. Ask some students to read a pair of sentences so the group can hear the contrast between past time and future time. Have students note how the meaning changes with the use of each.

**LITERATURE FOCUS:**

**Preview ***Luna***

**Walk** students through *Luna*, and discuss the illustrations using words from story such as *munch* and *moth*.

**Have** students identify the story characters and predict what they will do.
Story Structure

Teach

Have students think about a favorite story, or a familiar tale such as, Goldilocks. Ask the following questions:

• When and where does the story take place?
• Who are the characters in the story?
• Is there a problem in the story? If so, what is it?
• How does the problem get solved?

Explain to students that every story has a structure, or plan. Tell them the structure of the story is based on the questions they just answered. Explain that there is a setting that tells when and where the story takes place; characters, the people or animals that the story is about; and a plot that usually includes a problem and a solution.

Practice

Copy the following story map onto chart paper.

Direct students to return to the story The Garden of Abdul Gasazi. Ask students, Where and when does the story take place? (in a garden in the spring) Ask, Who are the main characters in this story? (Alan, the magician, Miss Hester, Fritz) What is the problem in the story? (accept any response that relates to Fritz’ escape) What is the solution? (accept any answer that relates to Fritz’ return home)

Record students answers on the story map.
**Apply**

**Have** students keep track of story structure with an eye to identifying setting, characters, and plot in the Leveled Reader selection *Luna* by Philemon Sturges. Ask students to complete the questions and activity on the Responding page.

**LITERATURE FOCUS: 10–15 MINUTES**

**Revisit The Garden of Abdul Gasazi and Luna**

**Review** story structure with students by having them compare and contrast the settings in *The Garden of Abdul Gasazi* and *Luna*. Also, help them look for words with the prefix *dis-* such as *discovered* and *disappeared* in *The Garden of Abdul Gasazi*, pages 402 and 408.