



Offline Resources for English Learners

For use with Reading Assistant™ Plus: Elementary

Scientific
Learning®

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About this guide

About the resources

The Reading Assistant Plus programs provide a solid base for students to learn about and practice the English language. However, students who are not familiar with English idioms, cultural references, and vocabulary may have a few extra hurdles when learning the English language. With this in mind, Scientific Learning has developed a set of English Learner offline resources to supplement the Reading Assistant Plus programs.

Where can I find the resources?

Download the offline resources from MySciLEARN Help.

What resources are provided?

The offline resources include individual, leveled lessons for the Reading Assistant Plus programs that provide targeted instruction for English Learners. The lessons are based on the [SIOP® Model](#), with added differentiation for the Fast ForWord exercises.

Many of the lessons provide writing tasks, including work with graphic organizers (for example, diagrams, tables, concept webs).

Which of the programs have resources?

With the exception of some new selections, most of the elementary selections in Reading Assistant Plus have resources, with multiple lessons for some of the longer and more complex selections.

Which students will benefit from the resources?

The offline resources were written with English Learners in mind, but are certainly not limited to those students. Feel free use them with any Reading Assistant Plus student that might benefit from a little extra practice. For example:

- Students who are new to our programs
- Students receiving intervention alerts in the Results reports
- Students classified as pre-emergent, emergent, beginning, developing, expanding, or bridging in English language
- Students being considered or progress-monitored for special education services
- Students receiving services for special education, speech language pathology, or occupational therapy

Which staff members can use the resources?

The offline resources were designed for these instructors, but any qualified instructor can use the offline resources with their Reading Assistant Plus students. For example:

- General education classroom teachers
- ELS teachers or ELL coordinators
- Special educators
- Speech language pathologists
- Occupational therapists
- School social workers or psychologists

When should I use the resources?

The offline resources are appropriate for any of these environments:

- Readers Workshop
- Writers Workshop
- Guided Reading
- ESL pullouts
- ELD/English Language Development blocks
- Intervention blocks
- Special education classes
- Occupational therapy sessions
- School psychologist/social worker sessions (with IEP or parent and administrator approval)

How to use the resources

The lessons can be incorporated into your instruction in a variety of ways. While each lesson is written for a 10 to 30 minute mini-lesson or class session, you can adapt the lessons as needed to meet your student or scheduling needs.

Each lesson includes the following components:

- **Standards.** Lists the “Can Do Descriptors” for the lesson, taken directly from the WIDA standards framework. To learn more see https://www.wida.us/standards/can_dos.
- **Targeted English Language Proficiency.** Lists the WIDA language proficiency levels targeted in the lesson: Entering, Emerging, Developing, Expanding, Bridging, and/or Reaching.
- **Objectives.** Provides the goals of the lesson; specifically language and content objectives.
- **Key Vocabulary.** Identifies important vocabulary words.
- **Materials.** Lists the items needed for the lesson.
- **Motivation.** Provides a context for the lesson.
- **Presentation.** Includes the actual lesson content to be presented to your students.
- **Practice/Application.** Outlines group or individual activities designed to reinforce the presentation content.
- **Review/Assessment.** Includes prompts for getting your students started on the Scientific Learning program.
- **ELD Differentiation (Fast ForWord only).** Provides scaffolds at the language proficiency levels of the lesson. The differentiation is not part of the SIOP model, but is included to help you adapt the lessons as

needed. For example, if you feel that a student may not be adequately challenged by a lesson, you can use the differentiation to help you craft a modified lesson plan for that student.

- **Extension.** Provides extra activities to further challenge students.

Throughout the lesson you'll see specific instructions for you (in plain text) and for your students (in bold text, to be read aloud to your students). The student instruction scripts are written in a casual tone to reflect a classroom environment. Here's an example:

Learning new words is something good readers do to help understand stories. Why is it important to understand what we read? Give students time to think and respond.

You may also notice some text in parentheses at the top of a section. The authors of SIOP include these familiar research-based terms to help you identify those sections.

Best practices for the classroom

Research shows the efficacy of providing native language support across the four language domains (reading, writing, listening, speaking), and we recommend using it where applicable and available.

In addition, the following supports can help boost student success, both with our products and in your classroom instruction. Feel free to incorporate and adapt these strategies as you see fit.

- Create word walls/cognate walls in your classroom
- Incorporate visuals and/or realia (real life objects) into your lessons
- Provide explicit vocabulary instruction
- Try some Total Physical Response (TPR) activities
- Preview essential learnings and key vocabulary from the Scientific Learning programs
- Expand your use of language scaffolding based on the techniques provided in the lessons or from other resources
- Celebrate student success by incorporating classroom motivation systems for activity in the programs

More resources

MySciLEARN provides several methods for getting help.

MySciLEARN Help

Use the Help link at the top of any page in MySciLEARN to access [MySciLEARN Help](#), which provides user-specific help topics and downloadable PDF guides.

MySciLEARN Toolbox

MySciLEARN Toolbox provides access to all program training information, including teacher materials, video tutorials, and staff training. Access it from <http://help.scilearn.com/toolbox>.

Knowledge base

Our knowledge base provides troubleshooting articles and tips on using the software. Go to <http://scilearn.force.com/Support>.

Support

If you need further assistance or have more questions, contact Customer Support.

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Web	www.scilearn.com/company/contact-us
Email	support@scilearn.com
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Hours	Monday - Friday 5 AM - 5 PM PT

Reading Assistant Plus lessons: K-3

This chapter includes the offline lessons for the Reading Assistant Plus program, elementary grades K-3. For specific details on the Reading Assistant Plus program and how to use it, see the Reading Assistant Plus program user guide or visit MySciLEARN Help.

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LESSON TOPIC: "An Elephant Never Forgets"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Writing: Produce original sentences.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to make connections to the story through graphic organizer and teacher support.

CONTENT – Students will be able to read "An Elephant Never Forgets" fluently in Reading Assistant.

KEY VOCABULARY

bark	fig	worrisome
supper	come along	feeling
chanted	dropping	dusky
stomped	bristly	ripe
swung	remember	wailed
rhythm	forest	sniffled
off to	this and that	clearing
branches	lost track	awfully

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Pencils

MOTIVATION

(Building Background)

One thing good readers do when they read is make connections. Today we will make connections between the story and our real lives. Today's story is about helping our parents. Do you like to help your parents? Do your parents tell you things to do and you have to do them?

Give students an opportunity to share their responses.

As we read today, let's think about all the things we do to help our parents.

Now, we're going to practice reading today. Why is reading important?

Have students Think-Pair-Share their responses.

Listen closely and follow along as I read.

Read the selection, pausing to define and give examples of key vocabulary. Give students an opportunity to practice saying new words.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Model pausing to make a connection to the selection. Think aloud and record your response on the graphic organizer to give students a clear picture of what to do.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together. As we read, we're going to make some connections to the story.

Pause students every few phrases to make a connection to the selection.

At each of these moments, ensure that every student has an opportunity to think and share, and then record their thoughts on the graphic organizer. Get students talking with guiding questions as needed. Write sentence frames on the board as students write to give them language support as needed.

Have students read the selection once more if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students make connections and record them on a graphic organizer with a different selection or independent reading text.

Supplemental Material: Selection text

An Elephant Never Forgets

"Now don't forget," said Momma Elephant to her son. "Pick some nice bananas and bark for supper."

As he entered the forest, little Elephant chanted over and over, "Bananas and bark, bananas and bark, don't forget bananas and bark." He stomped his feet and swung his trunk to the rhythm of his chant. "Don't forget bananas and bark." Stomp, stomp, stomp, stomp.

"Where are you off to?" called a voice from high in the branches of a fig tree. It was his friend Monkey.

"I'm off to get supper for Momma," answered Elephant. "Want to come along?"

"Sure," said Monkey, dropping onto Elephant's bristly back. "What are we looking for?"

"Bananas and bark. You have to help me remember bananas and bark," said Elephant.

"You don't need help remembering. An elephant never forgets," Monkey said.

Deep into the cool forest they went, talking about this and that, chasing butterflies, and splashing in puddles. The friends had such a grand time playing that they soon lost track of the hours, and the shadows grew long. Elephant had a worrisome little feeling that there was something he should be doing. Something very important. But he couldn't remember what.

"It's getting all dusky out, Monkey. I have to go home, but I think I'm forgetting something." "You can't be," said Monkey. "An elephant never forgets." They made their way back to Monkey's fig tree. Seeing the ripe figs helped Elephant remember.

"I'm supposed to get supper! Now what did Momma want? Loquats and leaves? Grapes and grasses? Figs and ferns? What do I do?" he wailed. "You'll remember. An elephant never forgets," called his friend, swinging into the tangle of leaves overhead.

Little Elephant felt so bad that he started to cry great, big elephant tears. "Who ever heard of a forgetful elephant?" he sniffled as he walked home with an empty trunk.

When little Elephant reached the clearing where he lived, his momma was waiting for him with a very worried mommy look. She hugged him tight and said, "It's so late. Where have you been?"

"You sent me out to get supper," said little Elephant, "and I couldn't remember what to get. Are you awfully mad?" "Oh, dear," she said. "Did I ask you to get supper?"

Supplemental Material: Vocabulary

bark
supper
chanted
stomped
swung
rhythm
off to
branches
fig
come along
dropping
bristly
remember
forest
this and that
lost track
worrisome
feeling
dusky
ripe
wailed
sniffled
clearing
awfully

Supplemental Material: Graphic organizer

Name _____

Date _____

An Elephant Never Forgets: Making Connections

I have a connection!

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON TOPIC: "Background: Blizzard of 1888"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to discuss what they would do if they were in a blizzard through guiding questions and text support.

CONTENT – Students will be able to read "Background: Blizzard of 1888" fluently in Reading Assistant.

KEY VOCABULARY

blizzard
impossible
huge
northeast
miles an hour
severe
snow drift
buried
telephone lines

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Pictures of the "Great White Hurricane"

MOTIVATION

(Building Background)

Have you ever been in the snow? (or) What do you like to do most when it snows?

What is your favorite thing about snow?

Have students share their experiences and things they love to do with snow. If students have never seen snow, have students talk about what they imagine it to be like.

Elicit as much rich vocabulary as you can from students: icy, snowflakes, icicles, sledding, gloves, shivering, freezing, frosty, ice cold, slippery, frozen, white blanket, etc.

Now, we're going to practice reading today. Why is reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read about a type of storm called a blizzard, I want you to think about what you might do if you were ever caught in a blizzard.

Read the selection once, modeling fluency and expression. As you read, pause to define or give examples of the key vocabulary words and give students time to practice saying each word.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, as we read the story a second time, think about some key activities you would do during a blizzard, including helping your mother or father and communicating with others in the neighborhood.

Show them pictures of the blizzard of 1888; encourage students to discuss or share their ideas about the pictures; ask guiding questions or get students asking questions about this blizzard.

Read the selection again with students, modeling fluency and expression. After reading, ask them the following questions one at a time to discuss:

What do you think you would do first during a blizzard?

What would you do to help your family or friends?

What would you want to do that you couldn't do any other time of the year?

Now, imagine if you lived during this blizzard.

Ask the following questions one at a time:

If you lived in 1888, would there be TV?

Would there be phones?

What would you do for fun?

If students are shy, have them answer these questions with a partner first and then share out. Encourage creative thinking and out-of-the-box ideas. Have students read the selection to you once more.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students draw a picture of some of the things they would do during a blizzard and use complete sentences to describe them to the other students.

Supplemental Material: Selection text

Background: Blizzard of 1888

Blizzards are severe snowstorms. A blizzard is a storm that has winds of at least 35 miles an hour. It has snow that makes it impossible to see where you're going. The storm lasts for at least three hours.

In March 1888, a huge blizzard struck the northeast part of the United States. Winds blew at over 45 miles an hour. It snowed heavily for three days. This storm was one of the most severe blizzards to ever strike the United States.

By the time it finally stopped snowing, snow drifts were as high as fifty feet in some places. Entire houses were completely buried in snow. Trees were knocked down. Roofs had been blown off houses. Telephone lines were down. Roads were closed and trains could not move. Some people could not leave their houses for days.

People called the blizzard of 1888 the Great White Hurricane. It became one of the most famous storms in the history of the United States.

Supplemental Material: Vocabulary

blizzard
impossible
huge
northeast
miles an hour
severe
snow drift
buried
telephone lines

LESSON TOPIC: "Background: Lighting the Way"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Match people with jobs or objects with functions based on oral descriptions.

Interpret information from oral reading of narrative or expository text.

Follow modeled multi-step oral directions.

Find details in illustrated, narrative, or expository text read aloud.

Speaking: Use first language to fill in gaps in English (code-switching).

Participate in class discussions on familiar social and academic topics.

Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to ask and answer questions of a text.

CONTENT – Students will be able to read "Background: Lighting the Way" fluently in Reading Assistant.

KEY VOCABULARY

lighthouses

sea

warn

ships

danger

ago

special

oil

whales

ran out

lit

sailors

able

keeper (lighthouse keeper)

each

took care

made sure

built

far

reached

island

went out (lights)

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Pictures of: lighthouses, whales, whale oil, sailors, sea, ships, lighthouse keeper, islands

MOTIVATION

(Building Background)

Have you ever seen a lighthouse?

Show pictures of lighthouses.

Lighthouses are buildings that have a big light at the top. The light shines very brightly so that people on boats can see it. If boats are in a storm, they see the light and they know that land is there so they don't crash into it. It helped people on big ships a long time ago.

Show pictures of ships.

Before we had GPS or smartphones or the internet, people on ships used maps and different tools to know where they were going and where they were. If a big storm came, though, they would get thrown around on the ocean and the storm might push the boat into land, so for that reason they had lighthouses on land to tell everyone on the ship: 'Hey! There's land here! Watch out!'

Lighthouses were also used for telling ships they reached land. If they traveled very far and they saw the light from the lighthouse that told them they were close to land and they had made it.

Now, we're going to practice reading today. Why is reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Show all the pictures of the objects from the selection and describe them, point to the word they show, and talk about what it is. Give students time to ask clarifying questions or tell any stories they might have associated with the picture. If they are quiet as you speak and have no stories to add or are feeling shy, ask probing questions to get students talking similar to those below:

Have you ever seen this before?

What does this make you think of?

Have you seen this on TV or in movies?

What seas/islands/sailors/whales do you know? (Captain Jack Sparrow, Hawaii, Cuba, Caribbean Sea, Mediterranean Sea, Captain Hook...)

The story we will read today takes place near a lighthouse.

As we read, think about questions you might have about the text. There's a lot of information in this story, and good readers ask themselves questions as they read to help them understand all the new stuff they are learning.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once to students, pausing at the key vocabulary words and phrases to define, give examples, and allow students time to practice pronouncing them. Model asking questions of the text. For example:

Hmm. Two hundred years ago they used whale oil, what do they use now? How did they get whale oil?

Read the selection again with students. Pause after every couple of sentences to let students ask questions about the text. Spend additional time modeling if needed. Give each student an opportunity to share their questions.

When students finish, have them read the selection again if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. As student read the selection, have them write their questions down on a sheet of paper or graphic organizer. Have students reflect at the end of their reading to see if any questions were answered.

Supplemental Material: Selection text

Background: Lighting the Way

Lighthouses stand next to the sea. Their lights warn ships that there is danger. A long time ago, their light came from a fire. Then, candles were used.

About two hundred years ago, a special lamp was used in lighthouses. This lamp was kept lit by burning oil. The oil for the lamps came from whales. If the lamps ran out of oil, they would not stay lit. If the lamps were not lit, sailors on ships would not be able to see the lighthouse. They would not know there was danger.

A lighthouse keeper lived near each lighthouse. The lighthouse keeper took care of the lighthouse. The lighthouse keeper made sure the lamps worked. The lighthouse keeper made sure the lamps were lit.

Being a lighthouse keeper was not always easy. Some lighthouses were built far from towns. Some were built on islands. The nearest town could be reached only by boat. Getting food was not always easy. Getting oil for the lamps was not always easy. Even so, lighthouse keepers kept the lamps lit. If the lamps went out, lives might be lost.

Supplemental Material: Vocabulary

lighthouses

sea

warn

ships

danger

ago

special

oil

whales

ran out

lit

sailors

able

keeper (lighthouse keeper)

each

took care

made sure

built

far

reached

island

went out (lights)

LESSON TOPIC: "Busy Saturday"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Use learning strategies (e.g., context clues).

Distinguish between general and specific language (e.g., flower v. rose) in context.

Sort illustrated content words into categories.

Listening: Compare/Contrast according to physical attributes (e.g., size, shape, color) based on oral information.

Classify objects according to descriptive oral statements.

Speaking: Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to compare and contrast what they do on Saturdays with what the characters do in speaking using key words and sentence frames.

CONTENT – Students will be able to read "Busy Saturday" fluently in Reading Assistant

KEY VOCABULARY

Saturday	practice
busy	coach
special	flapjacks
farmers market	tank
many	later
fresh	waves (in greeting)
syrup	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Large Venn diagram on a whiteboard, chalk board, or some other clearly visible surface (page 5)

MOTIVATION

(Building Background)

What do you like to do on Saturdays?

Give students wait time. Have them describe their days and their favorite things about Saturdays.

We're going to practice reading today. Why is it important to practice reading?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read today, think about some things you do like the characters do in the story. Think about how Saturdays for the characters are different than your Saturdays.

Read the selection once to students, speaking slowly and clearly.

Model the first couple of phrases in the Venn diagram, comparing your Saturday to that of the characters in the selection.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection a second time with students, and then have students read the selection to you. Have students practice pronouncing any words where they struggle.

Complete the Venn diagram together, allowing students to compare and contrast their Saturdays with that of the characters. If students are shy, have them share with a partner first and then come together in a group to share out similarities and differences.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a story about their perfect Saturday. Pose the questions below to students to get them thinking, then give them some time to talk aloud about their ideas and then write complete sentences in response.

If you could do anything in the whole world, what would be your perfect Saturday?

What would you eat for breakfast?

Who would you be with?

Where would you go?

What would you do?

Supplemental Material: Selection text**Busy Saturday**

Saturday is a busy day for many families. Some families go shopping. Some families visit friends. Some families play sports. Some families do things at home. Some families have a special day. They do things together that they have no time to do on other days.

Jay Chen lives with his grandparents. On Saturday, the Chens go to the farmers' market. Many other people are at the market. They buy fresh eggs. They buy fresh syrup. They buy apples. They buy nuts.

Fran has soccer practice on Saturday. Fran's dad is the coach of her team. Fran and her dad go out for breakfast before practice. Fran eats flapjacks. Her dad eats eggs.

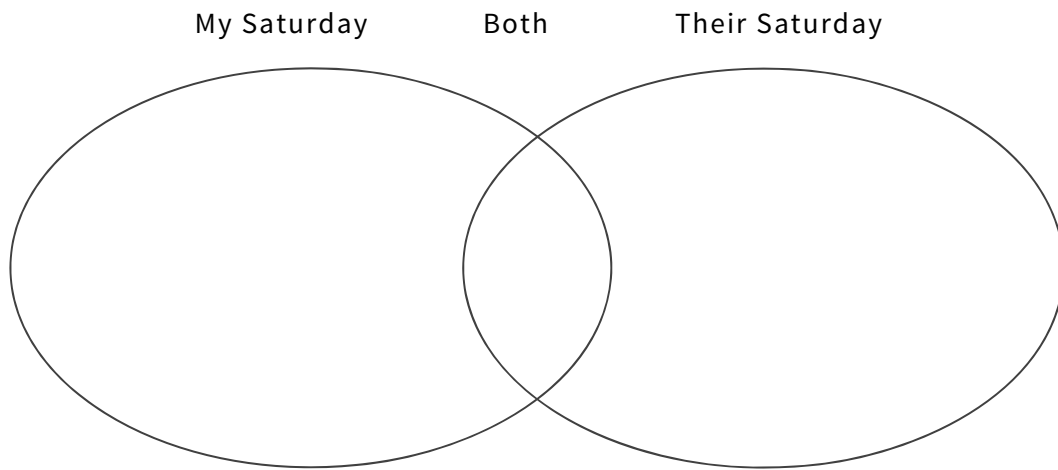
Cal and his mother go shopping on Saturday. Cal gets a new fish for his tank. Next, they go to the farmers' market. Cal sees his friend Jay. Later, Cal and his mother watch a soccer game. Cal waves to Fran.

Saturday is a busy day. It is a time when families can do things together. That makes Saturday special!

Supplemental Material: Vocabulary

Saturday	practice
busy	coach
special	flapjacks
farmers market	tank
many	later
fresh	waves (in greeting)
syrup	

Supplemental Material: Venn diagram example



LESSON TOPIC: "Celebrations Around the World"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to make connections to the story with their own experiences through speaking, reading, and listening using sentence frames and teacher support.

CONTENT – Students will be able to read "Celebrations Around the World" fluently in Reading Assistant.

KEY VOCABULARY

New Year	bad deed
celebrations	saint
history	piñata
fireworks	grease
midnight	slippery
black-eyed peas	rice yogurt

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible as needed (page 3)

MOTIVATION

(Building Background)

What is your favorite holiday? Why?

Have students share their favorite holidays using descriptive words and complete sentences.

Today as we read we're going to do something called *make connections*. Let's say that together: make connections. When we read, our brains naturally make connections. Making a connection is when we think of something like what we are reading, or maybe the reading reminds us of something we did or something that happened.

We're going to read together, and as we read, think about a time when you celebrated a holiday. As we are reading, when you make a connection, do this with your hands:

Put your hands in front of you, with your palms facing toward you and the tips of your fingers overlapping. Then wiggle your fingers back and forth together so it looks like synapses connecting:



Have students practice this motion.

Now that we know what it looks like, why do you think it's important to make connections as we read?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read through the selection once, modeling fluency and expression and giving short definitions or examples of key vocabulary words where needed. Give students an opportunity to practice their pronunciation of unfamiliar words. Explain cultural references as needed. Additionally, model making a connection. For example:

(Making motion with hands to signal a connection as you begin talking)

Oh, I have a connection. I remember when I was younger I was hanging around the house on New Year's Day. My sister insisted that we cook black-eyed peas. I asked, 'Why?' My mother said, 'It's a New Year's tradition to eat black-eyed peas on New Year's.' I said, 'We've never had black-eyed peas on New Year's before... it's not *our* tradition.' She said, 'Who cares? If your sister wants to do it, she can do it.' I said, 'OK, but I'm not eating them.' At the time I didn't like black-eyed peas.

Model making a connection several more times as you read so students have a good idea of what to do.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read with students this time, and have them make the hand motion and share connections as they read. Make sure each student shares at least one connection. If students need help getting started, have them use sentence frames:

My connection is _____.

I have a connection. When I _____.

I know this word/holiday because _____.

This makes me think of _____.

This reminds me of one time when _____.

The makes me remember that _____.

Have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For more of a challenge, have students write a short description of their connections on a T-chart, recording the block of text that made them think of the connection on one side and the connection on the other.

Supplemental material: Selection text

Celebrations Around the World

People all over the world have celebrations. People celebrate important events from their country's history. They celebrate to honor soldiers who have died. They celebrate religious events. Different people celebrate different things, but almost everyone celebrates birthdays and the coming of the new year.

In the United States, the new year is celebrated on December 31 and January 1. December 31 is New Year's Eve, the last day of the old year. January 1 is New Year's Day, the first day of the new year. People celebrate New Year's Eve with family and friends. They watch fireworks, eat, and sing. Children may be allowed to stay up until the new year begins at midnight. On New Year's Day, some people make a list of things they will do in the new year. They may eat special foods, like black-eyed peas, for good luck.

Not everyone celebrates the new year on January 1. In China, it is celebrated in late January to early February. This is because the Chinese New Year is decided by a Chinese calendar that is based on the moon. The moon's path is different from year to year. The Chinese New Year celebration usually lasts for 15 days.

In China, red stands for fire. Fire is said to drive away bad luck. During the Chinese New Year celebration, there are lots of fireworks. People wear red clothes. They write poems on red paper.

In Thailand, the new year is celebrated for three days, from April 13 to April 15. People celebrate by singing, dancing, and having parties with their families. They throw water on one another. They do this to bring rain in the year ahead. They also believe the water gets rid of bad deeds. It makes a clean start to the new year.

People around the world also celebrate birthdays. Some birthdays are extra-special. For example, children may be given the key to their house to honor becoming an adult. Some birthdays have two celebrations. One is a party on the person's birthday. The other is a religious celebration to honor the saint for whom a person is named.

In Mexico, children celebrate their birthday with family and friends. At these celebrations there is often a piñata. A piñata is made of paper. It is filled with things like candy, fruits, and nuts. Children try to break the piñata so they can enjoy the treats inside.

In parts of Canada, people put grease on a birthday child's nose. The grease is said to make the child slippery. That way, bad luck can't catch him or her.

In Nepal, people put colored rice yogurt on a birthday child's forehead. This is supposed to bring good luck.

Celebrations bring people together. They mark important dates. They are times to honor family and friends. They mark the passage of time. They give us reasons to make new goals that help us become better people. And of course, they provide reasons to have fun! Which celebration do you like best?

Supplemental Material: Vocabulary

New Year
celebrations
history
fireworks
midnight
black-eyed peas
bad deed
saint
piñata
grease
slippery
rice yogurt

LESSON TOPIC: "Down in the Grass"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Match voice to print by pointing to icons, letters, or illustrated words.

Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Mimic gestures or movement associated with statements (e.g., This is my left hand).

Carry out two- to three-step oral commands (e.g., Take out your science book. Now turn to page 25.").

Match people with jobs or objects with functions based on oral descriptions.

Speaking: Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to say new words in English using movement and teacher support.

CONTENT – Students will be able to read "Down in the Grass" fluently in Reading Assistant.

KEY VOCABULARY

coiled

to and fro

heap

move about

lies

jaws

fast asleep

caught

blow

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Today you will read a story about a snake. Do you know what a snake looks like?

Give students time to respond. Explain with movement, examples, pictures, or drawings.

Each word we will learn today requires that we move. So as we read, we will move along with the story. Now, before we begin, let's take a second and think. Why do you think it's important to practice reading?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection one time through, modeling the motions:

- **coiled** – make a circular wrapping motion with your finger
- **heap** – shape your hands like you're holding a heap of laundry or something similar
- **lies** – pretend to lay back
- **fast asleep** – pose like you're sleeping, with hands pressed against the side of your head, eyes closed
- **blow** – make a dramatic blowing motion with your mouth
- **to and fro** – wave your arms as though they were branches of a tree swaying in the wind
- **move about** – simply move or dance
- **jaws** – dramatically bite
- **caught** – clasp your hands together like you just caught something small that moves quick

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Before reading, practice the motions with students. Then, read the story with students, doing the motions and pausing to define or discuss any challenging words. Use the pauses as an opportunity for students to practice sounding out those words. Then, have students read the story with the motions, this time without your support.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students retell the story to one another without looking at the selection text or the key vocabulary words.

Supplemental Material: Selection text

Down in the Grass

Down in the grass, coiled up in a heap,

Lies a fat snake, fast asleep.

When he hears the grasses blow,

He moves his body to and fro.

Up and down and in and out,

Watch him slowly move about!

Now his jaws are open, so —

Ouch! He's caught my finger!

Oh!

Supplemental Material: Vocabulary

coiled

heap

lies

fast asleep

blow

to and fro

move about

jaws

caught

LESSON TOPIC: "Doctor Paulie's Amazing Worm Digger"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Use learning strategies (e.g., context clues).

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to make predictions about the selection using sentence frames, graphic organizers, and teacher support.

CONTENT – Students will be able to read "Doctor Paulie's Amazing Worm Digger" fluently in Reading Assistant.

NOTE: This lesson will last 3 or 4 sessions.

KEY VOCABULARY

Kid's Life magazine
ads
formula
pop out
jar

counter
cabinets
horseradish
disgusting
poured

labels
clomped
stomped
had some explaining to do
pitiful

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 9)
- Pencils

MOTIVATION

(Building Background)

When was the last time you invented something? Have you ever made something new? Or, have you ever tried to sell something or wanted to get rich from something?

Have students share out their responses. Give verbal sentence frames as needed.

Now, before we begin reading today, let's take a second and think. Why do you think it's important to practice reading?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Something interesting that we do as good readers is called "making predictions." As we read, we think about what is happening and make a guess about what is going to happen. Sometimes we do this as we turn the page, or sometimes we stop after a chapter and think about things, but most of the time we do it without even thinking about it. As we read this story, we will practice making predictions. As we read, we will confirm or change our predictions, and that means that we will pause and think about if our prediction was correct, or if we should change it.

Let's get started with the title of the reading. 'Doctor Paulie's Amazing Worm Digger.' Hmm. That's an interesting title. Let's make some predictions now of what we think this story will be about and write them on the sheets in front of us. I'll make a prediction and then you can make your own.

Hmm... 'Doctor Paulie's Amazing Worm Digger' ...I think this story will be about_____.

Fill in this space with what you think will happen in the selection. Model recording your prediction on your graphic organizer.

Have students take a moment and think about their own predictions (if they are not that different from your initial prediction, that's OK for now, but encourage them to get creative). Have students share their own predictions with a partner using the sentence frames below:

I think _____.

I think this story will be about _____.

Have students record them on their graphic organizers.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the first chapter to students. Review the definitions for the key vocabulary words as you come to them and give examples. Then, have students read the chapter with you. Model confirming or changing your prediction through a think-aloud and then on your graphic organizer.

Have students share their original prediction with a partner and then talk about confirming or changing it, then have them do it on their paper. Remind students to use what they've read so far to inform their predictions, but at the same time be creative. They can use the following sentence frames as needed:

I need to change my prediction to _____ because my original prediction said _____.

I can confirm my prediction because _____.

I predict that _____.

I think what's going to happen is _____.

Have students read the second chapter with you and then confirm or change their predictions as practiced. Review key vocabulary as students read. Have students read the chapter once more if needed to practice pronunciation. Repeat this for Chapters 3 and 4.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selections in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students create their own invention and draw a picture of it with a description. Have them present to their classmates. Have them answer questions like: What makes your invention unique? Who will your invention help? What will your invention do?

Supplemental Material: Selection text

Doctor Paulie's Amazing Worm Digger: Chapter 1

It was a cloudy day. Paulie was lying on his bed reading his Kids' Life magazine. It was his favorite thing to do on a cloudy day.

Mom said reading was good for the mind. Paulie read the ads, mostly.

That was how he learned about a wonderful new way to make money.

It was an ad on the very last page:

"Hey, kids! Do you love to fish, but hate digging for worms? Doctor Wormy's Worm Digger will do it for you!

With this AMAZING formula, worms pop out of the ground like magic!

Only three dollars for a six-ounce bottle. Order yours today!"

"If I can make a formula like that," said Paulie, "I'll be rich!"

Paulie thought about how to make worms pop out of the ground.

"Worms like to be in the ground. So the only thing that will make them come out of the ground is something they want."

He frowned.

"But if it sinks into the ground, they'll stay there.

So it should be something they don't want—something they hate."

That was it!

Paulie ran downstairs to the kitchen. He found an empty jar under the sink.

He climbed up on the counter and looked through the cabinets.

Supplemental Material: Selection text

Doctor Paulie's Amazing Worm Digger: Chapter 2

He looked in the refrigerator. He found everything he needed.

Then he mixed up the secret formula for Doctor Paulie's Worm Digger:

"A spoon of this, a spoon of that, a few shakes of this, a few shakes of that, a little of this—a lot of that, and a big scoop of—horseradish."

When the jar was full, he stirred it well. Doctor Paulie's formula was disgusting. It smelled so bad it made him cough.

"Perfect!" said Paulie.

Then he put everything away. (A secret formula is a secret.)

Mom came into the kitchen.

"Paulie, what's in the jar?" she asked.

"Nothing," said Paulie, backing out the door.

Before she could stop him, Paulie was outside in the yard.

The sky was dark. It looked like rain.

Paulie crossed his fingers and poured the secret formula all over the grass.

"Okay, worms," he said. "Start popping!"

Doctor Paulie's Worm Digger sank slowly into the ground. There was nothing to do...but wait.

Supplemental Material: Selection text

Doctor Paulie's Amazing Worm Digger: Chapter 3

It rained all afternoon.

Mom worked on her painting. Dad watched football.

Paulie sat at his desk, making labels for his secret formula.

He was very happy. His Worm Digger was busy making all those juicy worms pop out of the ground.

Finally the rain stopped. Paulie put on his boots, clomped downstairs and slopped across the yard.

He looked. And looked. And everywhere he looked—worms!

"It worked!" he cried.

"I'M RICH, I'M RICH!"

Paulie ran inside the house.

"Mom! Dad!—"

"We're up here, Paulie."

They were in Paulie's room, looking at what was left of Doctor Paulie's Worm Digger.

And the way they looked... Doctor Paulie had some explaining to do.

Supplemental Material: Selection text

Doctor Paulie's Amazing Worm Digger: Chapter 4

"Paulie, what's in the jar?" asked Dad.

"Worm Digger," said Paulie.

"Worm Digger?"

"It's my secret formula for catching worms. I'm going to sell it and make money."

"It's disgusting!" said Mom.

"I know!" said Paulie. "Worms hate it so much, they pop right out of the ground! I tried it in the yard—and they're everywhere!"

Mom looked at Dad. Dad looked at Mom. They both looked at Paulie.

"Paulie," said Mom, "worms always come out when it rains."

"That's right," said Dad. "When you go out tomorrow, they'll be all over the street, all over the sidewalk—everywhere."

"I knew that," said Paulie.

Well...he knew it now.

Paulie looked so pitiful, Mom and Dad didn't ask what was in his secret formula.

(They didn't really want to know.)

"You could sell worms," said Dad.

Paulie tried. He collected worms in a jar—lots of them. Then he thought about worms on hooks...and let them all go.

Doctor Paulie's Worm Digger got tossed into the garbage.

It never made worms pop out of the ground. It never made Paulie rich.

But it was good for something.

Several days later, from the looks of the yard, it was very clear that Doctor Paulie's Amazing Worm Digger was amazingly good—for killing grass.

Supplemental Material: Vocabulary

Kid's Life magazine

ads

formula

pop out

jar

counter

cabinets

horseradish

disgusting

poured

labels

clomped

stomped

had some explaining to do

pitiful

Supplemental Material: Graphic organizer

Name _____

Date _____

Doctor Paulie's Amazing Worm Digger: Make Predictions

My Prediction	Confirm or Change?	New Prediction
Chapter 1		
1.		
2.		
3.		
Chapter 2		
1.		
2.		
3.		
Chapter 3		
1.		
2.		
3.		
Chapter 4		
1.		
2.		
3.		

LESSON TOPIC: "Elephants"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Sort illustrated content words into categories.

Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Match people with jobs or objects with functions based on oral descriptions.

Identify illustrated activities from oral descriptions.

Locate objects, figures, places based on visuals and detailed oral descriptions.

Speaking: Sort and explain grouping of objects (e.g., sink v. float).

Use first language to fill in gaps in oral English (code switch).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use rhyme to practice reading fluently in English.

CONTENT – Students will be able to read "Elephants" fluently in Reading Assistant.

KEY VOCABULARY

this and that

terribly

goodness gracious

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Today you will read a story about an elephant. Do you know what an elephant looks like?

Give students time to respond. Explain with movement, examples, pictures, or drawings.

Now, before we begin, let's take a second and think. Why do you think it's important to practice reading?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection one time through, modeling the rhyme and pronunciation.

'This and that' is what we say sometimes in English to describe how something moves. For example, I might say, 'I like to dance like this and that' and then move my body to show how I like to dance.

'Terribly' in this story means 'a lot.' When someone says, 'I am terribly hungry' it means they are very hungry.

'Goodness gracious' is an expression used in English to mean someone is surprised, like, 'Oh my goodness!' or 'Oh my gosh!'

Have students practice saying those key vocabulary words with you.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection with students once or twice through, then have students read the selection to you. Pause at any challenging words and give students an opportunity to sound them out and/or practice saying the words before continuing.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students retell the story to one another without looking at the selection text or the key vocabulary words.

Supplemental Material: Selection Text

Elephants

An elephant goes like this and that,
He's terribly big and he's terribly fat.
He has no fingers, he has no toes,
But goodness gracious, what a nose!

Supplemental Material: Vocabulary

this and that
terribly
goodness gracious

LESSON TOPIC: "Father's Fabulously Fantastic Flying Flapjacks"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Follow modeled multi-step oral directions.

Find details in illustrated, narrative, or expository text, read aloud.

Sequence a series of oral statements using real objects or pictures.

Apply ideas from oral discussions to new situations.

Speaking: Participate in class discussions on familiar social and academic topics.

Sequence stories with transitions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to write how to make pancakes in sequential order using key words, sentence frames, support from the story, and neighbor help.

CONTENT – Students will be able to read "Father's Fabulously Fantastic Flying Flapjacks" fluently in Reading Assistant.

KEY VOCABULARY

fabulously

fantastic

flapjacks

scoot

batter

recipe

buttermilk

baking soda

butter

flour

frying pan

measuring cup

pour

spill

shelf

sticky sweet

scrumptious

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 3)
- Paper and pencils

MOTIVATION

(Building Background)

Questions for discussion:

What is your favorite thing to eat?

Do you know how to make it?

Can you tell us how to make it?

Let students discuss as much or as little as they are willing or capable. Model speech by explaining a favorite dish you like to make. Give verbal sentence frames to students as they speak if appropriate.

Now, before we begin, let's take a second and think. Why do you think it's important to practice reading? Why do you think it's important to know how to do things like cooking?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we'll read about how to make pancakes. Listen carefully as we read, and when we finish, we're going to work in pairs to describe how to make pancakes.

Read the selection once to students, speaking slowly and clearly. Read the selection again, pausing after each step and checking that students heard what to do first, second, and third.

What did the main character do first?

What did they do second?

Third?

Last?

Allow students to use the sentence frames below for additional support:

First, put _____ **in a bowl.**

Then add _____.

Then, _____.

Next, _____.

Last, _____.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students read the selection to you the third time. Have students practice pronouncing any words where they struggle.

Have students work with a partner to write the steps for making pancakes using words from the selection. Allow them to talk about it before writing to get their ideas out, and to use the sentence frames to write. Model the first sentence using your copy of the selection and the key vocabulary words.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write out a recipe for a hot fudge sundae or something else everyone loves to eat.

Supplemental Material: Selection text

Father's Fabulously Fantastic Flying Flapjacks

Saturday morning: scoot downstairs! It's time for Father's fabulously fantastic flying flapjacks! This morning we will mix the batter for Father. We can get everything ready because we know the recipe by heart. We need flour, buttermilk, baking soda, sugar, salt, and an egg. Don't forget the butter!

Down, Rascal! This is not for you. Find the frying pan—the big, black, heavy one—and the bowl, measuring cup, and mixing spoon, too. Crack! Crack! Plop! The egg goes into the bowl. Add the buttermilk and butter next.

Mix, mix, mix! Stir, stir, stir! Measure the flour, baking soda, sugar, and salt. Pour them into the bowl. Mix, mix, mix! Stir, stir, stir! Don't spill. Well, don't spill a lot.

We almost forgot the maple syrup! Where is the maple syrup? Up high, on the top shelf. Mmm-mmm. It's sticky-sweet and smells scrumptious. Down, Rascal! We told you, this is not for you.

Is everything ready for Father's fabulously fantastic flying flapjacks? The table is set. The batter is mixed. Our stomachs are rumbling. Everything is ready, except...

Zip upstairs! Show Father the clock. Wake up! It's Saturday morning! Scoot downstairs again. Find a seat. Hold out your plate. Whoosh! Father's fabulously fantastic flying flapjacks! Catch some if you can! Eat them while they're hot! Whoosh! That one is shaped like a bunny. This one is shaped like a heart. There goes one that looks like me!

Whoosh! Whoosh!

More of Father's fabulously fantastic flying flapjacks sail by. Try to catch them! Whoosh! Splat! Oops! Rascal, this one is for you! We're ready for more fabulously fantastic flying flapjacks, please!

Supplemental Material: Vocabulary

fabulously	flour
fantastic	frying pan
flapjacks	measuring cup
scoot	pour
batter	spill
recipe	shelf
buttermilk	sticky sweet
baking soda	scrumptious
butter	

LESSON TOPIC: "For He's a Jolly Good Fellow"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Put words in order to form sentences.

Make text-to-self connections with prompting.

Listening: Apply ideas from oral discussions to new situations.

Interpret information from oral reading of narrative or expository text.

Speaking: Use first language to fill in gaps in English (code-switching).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to build background knowledge on the selection through listening, reading, and speaking using key words and discussion.

CONTENT – Students will be able to read "For He's a Jolly Good Fellow" fluently in Reading Assistant.

KEY VOCABULARY

jolly	around	battle	everywhere
fellow	1709	queen	country
deny	French soldier	popular	
famous	melody	England	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Paragraph, copied for each student or written somewhere clearly visible (page 6)

MOTIVATION

(Building Background)

What is a song you love to listen to?

Have students share out songs they enjoy (it's OK if it's a language other than English).

How does it go?

Get students singing! Then ask:

Do you know who wrote the song? Hmm. Did the singer write the song?

Give students wait time.

Sometimes singers write them, but sometimes they don't. Sometimes they sing songs other people wrote. Some songs have a long history and have been around a long time, and some songs are brand new, like some of the ones you just sang.

Now, let me ask you a different question. How did you first hear the song? Where were you? Was it on the radio, on a phone, on a computer, on TV, or some other way? Did you hear it at a concert?

Have students share out where they hear music most.

Before we had technology like smartphones and computers and TVs, how do you think songs were passed along?

Have students guess at how songs were spread. Give students wait time and clues as to life back then.

Songs were spread by people singing them at concerts or events, and then the people who went to the concerts would sing them, and so on and so on. So people picked up songs by listening to one another, taking music lessons, going to concerts, and things like that. Can you imagine?

Give students a moment to take in that information.

Do any of you play an instrument?

Have students share out their experiences with playing instruments or singing. If they haven't done these things, have them talk about people they know who are musicians or play an instrument: a friend or family member, perhaps.

Today we will read a very famous song, but before we do, it's important to know that this song is old. Very old. So we're going to read a little about how it lasted until today.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let's take a minute to look at this paragraph. I'm going to read this paragraph, and you can follow along with the words. Then we'll read it together.

Read the paragraph below aloud clearly. Pause to have students practice saying the highlighted words.

'For He's a Jolly Good Fellow' is a **famous** song in English. **Around** the year **1709** a **French soldier** sang a song with the same **melody** about a **battle** in France. Later the French **queen** made the song **popular** all over France. It became famous in **England** soon after that. After many years it was heard in the United States and **everywhere** else. In the United States the song ends with, 'which nobody can deny' but in England they sing, 'and so say all of us.' Almost every **country** in Europe has the song in its own language.

Now we are going to read this together. Don't worry about making mistakes as we read, just keep on reading.

Read the paragraph with students once through. If this is not appropriate for the English language proficiency level of your students, read it once more aloud and have them follow along.

So now that we have read, about how old is this song?

Have students use clues from the text to come up with an answer. If students are curious and have questions, here are some more facts about this song:

This song was originally sung by the French soldier satirizing an English general named Marlborough, and the song caught on.

A nurse sang the song to an infant of Marie Antoinette as a lullaby and Antoinette overheard and liked it. It got very popular in France at that point and spread to England.

It was used for a long time in teaching how to play instruments and became more well-known as a celebration song over the years.

(Source: <http://musicofyesterday.com/history/ancient-origin-famous-song/>)

Ask the students a few questions to check for literal comprehension, such as:

Who sang the song first? Who made the song popular all over France?

How would we sing the last verse if we were in England?

What does 'melody' mean?

Do you think the songs we sung at the beginning of this lesson will last for that long? Do you think they will be famous forever? Why/why not?

Give students verbal sentence frames as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once aloud slowly. Pause at the key vocabulary words and have students practice saying them and talking about the definitions as needed. Then have students read the selection with you.

Now, does this song sound anything like the songs you sung at the beginning of this lesson?

Give students a moment to respond.

It probably doesn't because it is much older than the songs we have today.

Have students read the song lyrics once more.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own story of how the song came to be so well known today. Encourage them to get creative. If writing is a skill students are still working on, have them share out their ideas verbally first, or in place of writing. Alternatively, have students share in their native language aloud first, and then in English. Give an example to get them thinking. Model getting imaginative with storytelling.

Supplemental Material: Selection text

For He's a Jolly Good Fellow

For he's a jolly good fellow.

For he's a jolly good fellow.

For he's a jolly good fellow!

Which nobody can deny.

Which nobody can deny.

Which nobody can deny.

For he's a jolly good fellow.

Which nobody can deny.

Supplemental Material: Vocabulary

jolly

fellow

deny

famous

around

1709

French soldier

melody

battle

queen

popular

England

everywhere

country

Supplemental Material: Paragraph

"For He's a Jolly Good Fellow" is a famous song in English. Around the year 1709 a French soldier sang a song with the same melody about a battle in France. Later the French queen made the song popular all over France. It became famous in England soon after that. After many years it was heard in the United States and everywhere else. In the United States the song ends with, "which nobody can deny" but in England they sing, "and so say all of us." Almost every country in Europe has the song in its own language.

LESSON TOPIC: "Goose on Guard"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.
Use learning strategies (e.g., context clues)
Match phrases and sentences to pictures.

Writing: Communicate through drawings.
Give content-based information using visuals or graphics.

Listening: Find details in illustrated, narrative, or expository text read aloud.
Identify illustrated activities from oral descriptions.

Speaking: Participate in class discussions on familiar social and academic topics.
Express feelings (e.g., I'm happy because...)

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to visualize a story using key words and descriptive language.

CONTENT – Students will be able to read "Goose on Guard" fluently in Reading Assistant.

NOTE: This lesson may last a few sessions.

KEY VOCABULARY

geese	hatch
flock	goslings
shimmering	headed (this way)
hidden	creeps
reeds	bandit
marsh	warns
plucked	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Clipboards or some other hard surface students can use to hold in their laps and draw
- Paper and pencils
- Coloring utensils
- Highlighters

MOTIVATION

(Building Background)

We're going to start today with a little game.

Partner students up by numbering them off in 1s and 2s. Give each a blank piece of paper and a pencil. Have the 1s put their paper and pencil aside to start.

Today we're going to practice what is called *visualization*. Let's say that together: *visualization*. When we visualize, we see what the author is telling us, like a movie in our minds.

Authors have the power to create pictures in our minds with the words they use. The words they use are called 'descriptive language.' Descriptive language tells us what to imagine.

So we're going to start today off with some imagination. Right now, think of where you would like to be if you could be anywhere in the world—at the beach, at the park with your dog, at the top of the Eiffel Tower—wherever you'd like to be.

Close your eyes and imagine that place now. Get a picture in your mind of that place. What does it look like? What does it feel like? What do you see?

Give students 10-15 seconds to imagine that place.

Now, let's open our eyes. If you are a 2, grab a piece of paper, a clipboard (or some other hard surface for writing in your lap), and a pencil. If you are a 1, turn to your partner and I'm going to give you a minute to think about the words you could use to describe your place. Think for just a minute about some words that best describe the image in your mind we just imagined.

Give students 15-20 seconds to think.

Now before we begin, here are the rules:

1. Student 1 will use words to describe the image in their minds to Student 2.
2. Student 2 will draw a picture of what they hear Student 1 describing.
3. Student 1 has to keep his/her eyes closed at all times while describing the image in their mind.
4. Student 2 may not let Student 1 see the drawing.
5. Student 1 has three minutes to describe their place and have Student 2 draw the picture.
6. After three minutes you will switch: Student 1 will draw and Student 2 will describe.

Give students time to draw and share their descriptions. Then have students share their picture with their partner. Does it look like the image the other student had in his or her mind?

The words we use to create images in the reader's mind are called 'descriptive language.'
How was your descriptive language today?

Did your partner have problems?

Did you describe every little detail?

Did you use words to help your partner understand exactly what you saw?

Did you leave important things out?

Have students discuss these questions if they need prompting.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today as we read, listen carefully for the descriptive language. Then we'll draw a picture of what the author is telling us—we'll get to see the image the author wanted to illustrate for us. Why, as readers, should we create an image in our minds of what the author is saying?

Have students Think-Pair-Share their responses.

Read the selection once and have students listen and follow along. Pause at the key vocabulary words to clarify meaning, have students practice saying them, and define them as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, as we read, pay close attention to the language. When we finish we will draw a picture of what the author describes. What kind of language are we listening for?

Give students a moment to respond. Then have students read the selection along with you. Have them use highlighters if they would like to highlight key words/descriptive language that help them paint a picture in their minds.

Now, let's draw a picture of what the author described to us.

Have students create their own pictures of what they saw in their minds as they read (spend about 10 minutes). Then have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students tell their own stories using descriptive language. Have the other students draw a picture as they tell their stories. For added challenge, have students write a story rather than say it.

Supplemental Material: Selection text**Goose on Guard**

Springtime! Canada geese are returning to their homes in the north. But they must hurry. It's almost time to lay their eggs.

A pair of geese leaves the flock and lands beside a shimmering lake. They are tired, but they can't rest yet. They must find a place to build a nest.

They see a quiet spot hidden among tall reeds and marsh grasses. Here, the nest will be safe from enemies.

The mother goose builds her nest with leaves and dried grass. She lines it with soft feathers plucked from her own breast. When the nest is finished, she climbs in and lays four tan eggs.

The mother sits on her eggs, while the father goose swims close by in case of trouble. Almost thirty days must pass before the eggs will hatch into baby goslings. But the mother goose still needs to eat and bathe. She covers the eggs with feathers and grass to hide them and keep them warm until she returns.

But look! Something's moving in the tall grass, and it's headed this way. A hungry raccoon creeps closer and closer. The raccoon stops, arches its tail over its back, and sniffs the air. It's about to steal an egg for breakfast.

The raccoon reaches toward the eggs with sharp-clawed paws. Suddenly, an angry hiss shatters the quiet. Powerful wings flap wildly as the father goose roars toward the surprised bandit.

"HONK! HONK! HONK!" warns the angry goose. "Leave those eggs alone!"

The frightened raccoon runs away into the woods. There'll be no eggs for breakfast today!

Days later, mother and father goose are rewarded for their care. Four tan eggs finally hatch.

Hello, baby goslings!

Supplemental Material: Vocabulary

geese	hatch
flock	goslings
shimmering	headed (this way)
hidden	creeps
reeds	bandit
marsh	warns
plucked	

LESSON TOPIC: "Harley Hippo"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Sort illustrated content words into categories.

Match voice to print by pointing to icons, letters, or illustrated words.

Match phrases and sentences to pictures.

Listening: Match people with jobs or objects with functions based on oral descriptions.

Identify illustrated activities from oral descriptions.

Locate objects, figures, places based on visuals and detailed oral descriptions.

Speaking: Sort and explain grouping of objects (e.g., sink v. float).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to define words in English through pictures.

CONTENT – Students will be able to read "Harley Hippo" fluently in Reading Assistant.

KEY VOCABULARY

hike	mountain
baboon	spied
lemming	rooster
lake	ranch
cricket	branch
moose	dome
fountain	cried

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with short definitions and pictures if available), copied for each student or displayed somewhere clearly visible
- Blank coloring paper, pencils and coloring utensils

MOTIVATION

(Building Background)

Have you ever been on a hike? A hike is where you walk in nature. A lot of times you take a trail. On the trail you see plants and sometimes animals. Some people hike very far into mountains or along the beach. Some people sleep overnight out in nature on their hike.

Have students share any stories of when they might have gone on a hike.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we'll read a story about a hippopotamus that goes on a hike. On his hike he sees many many things. To help us learn the things he sees, we will draw our own maps as we follow him along in the story.

Read through the selection once, pausing at the key vocabulary words to explain them: use pictures or descriptions, provide definitions, use think-alouds, or give examples. For example:

'Harley Hippo on a hike met a baboon on a bike.' Baboon. Hmm. A baboon is a type of monkey or ape. Do monkeys ride bikes?

Give students wait time to respond.

No, monkeys don't ride bikes. But Harley Hippo saw one! Let's keep reading. 'He found a lemming at the lake.' Hmm, lemming. A lemming is a kind of animal. It looks kind of like a mouse or a gerbil or a guinea pig—a very tiny animal. He found this lemming at a lake. Who knows what a lake is?

Give students wait time to respond.

Very nice. That's exactly what a lake is. It can be very big. Let's keep reading. 'He found a cricket...'

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that we kind of know what Harley Hippo saw, let's each draw a map to see where Harley Hippo went. Everyone's map will be different and that's OK. This map shows where you think Harley Hippo went.

Give students a pencil, coloring utensils, and a blank sheet of paper. Model drawing a Harley Hippo and begin the map on one side of your paper. Draw a trail up through the center of the paper and wind over, then try your best to draw a monkey and a bike in one little area. Then as the group keeps reading, add to the trail, winding it around the paper, and adding the things the hippo sees in different places. (See a completed example on page 5.)

Have students follow along with you for the first couple of lines, then have them take their trails wherever they would like on the page.

When the students have completed their drawings, have them color them in, then label their animals and locations if there is room.

When finished, have students read the selection aloud one more time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a sentence or a few sentences on the back summarizing where Harley Hippo went.
2. Have students translate the selection into their native language, in speaking or writing.
3. Have students add on to the selection by describing new places that Harley Hippo might have gone to, in speaking or writing or both.

Supplemental Material: Selection text

Harley Hippo

Harley Hippo on a hike met a baboon on a bike.

He found a lemming at the lake.

He found a cricket in his cake.

He met a moose on a mountain.

Fed a fish in a fountain.

He saw a turtle on a train.

He saw a rat in the rain.

He spied a rooster on a ranch.

He spied a bluebird on a branch.

He spied a duck on a dome.

He cried, "Heloise, I'm home!"

Supplemental Material: Vocabulary

hike

baboon

lemming

lake

cricket

moose

fountain

mountain

spied

rooster

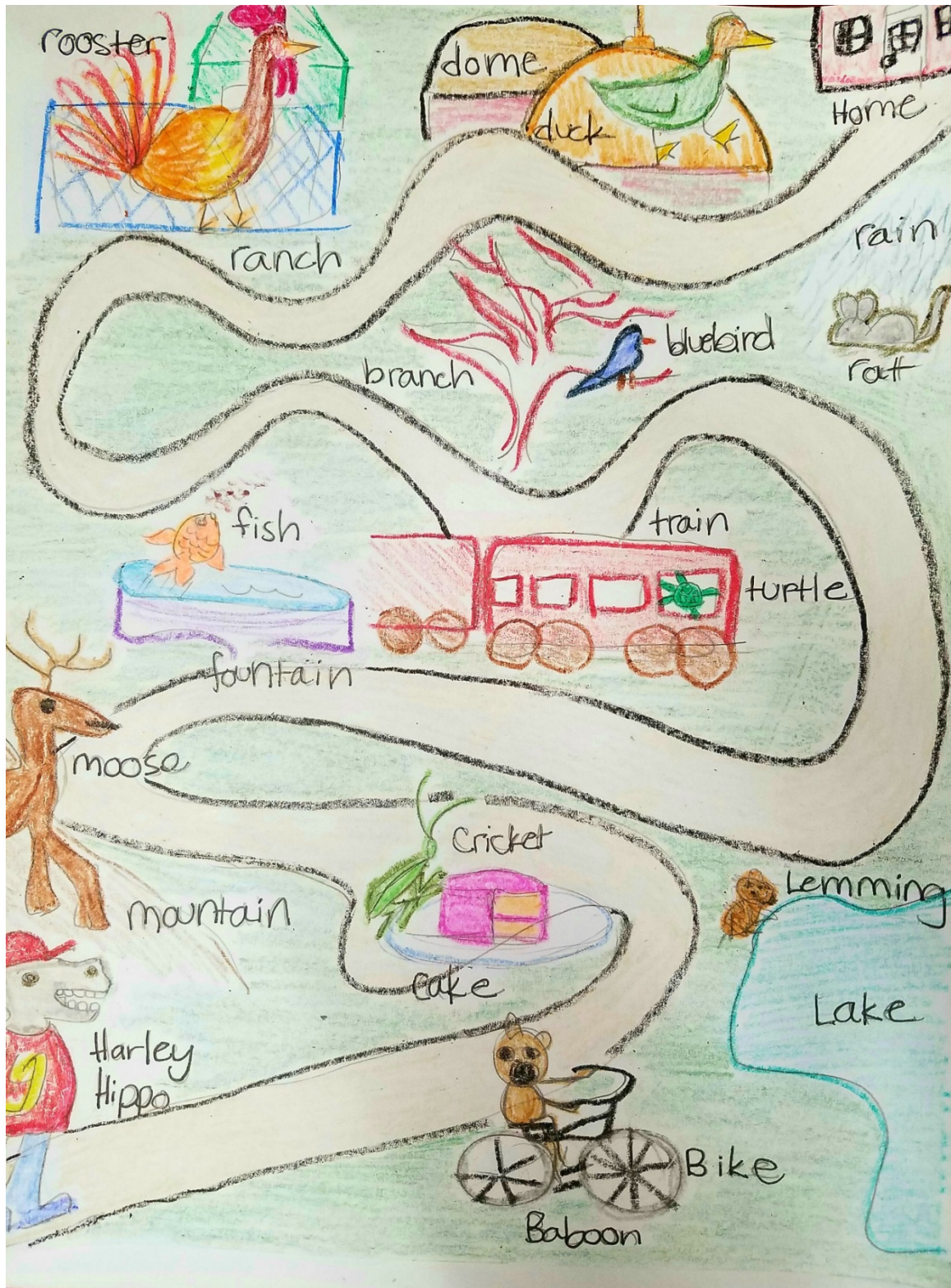
ranch

branch

dome

cried

Supplemental Material: Map example



LESSON TOPIC: "I Can Ride a Bike"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Writing: Produce original sentences.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write sentences in English about their own experiences riding a bike using sentence frames and native language support.

CONTENT – Students will be able to read "I Can Ride a Bike" fluently in Reading Assistant.

KEY VOCABULARY

Jack	pedals
bike	uncle
ride	stop
steer	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames written somewhere clearly visible, with possible answers posted based on student needs (page 2)
- Paper and pencils

MOTIVATION

(Building Background)

Today we will practice our writing in English, but before we do that, let's think for a minute about bikes. The story you will read today is about learning how to ride a bike. Do you know how to ride a bike?

Let students share if they have ridden a bike or what learning to ride a bike was like. Help them with words as they speak if needed. If they are having trouble coming up with their own sentences, ask:

Did your brother teach you?

What color is your bike?

Do you ride your bike with friends? Or by yourself?

If you don't ride a bike, do you want to learn?

Who do you want to teach you to ride a bike?

Give students an opportunity to share their experiences.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let's get thinking...where do you like to go on your bike? Who taught you how to ride a bike? Where did you learn? When do you want to learn? Let's write some sentences about bike riding.

_____ taught me/will teach me to ride a bike. (mom, brother, dad, sister, friend)

I like to _____ on my bike. (go really fast, stop really fast, pop wheelies)

I ride with _____. (my friend Tom, by myself, with my brothers and sisters)

Depending on your students' experiences, you can add or change questions.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now we are going to read about a boy named Jack and how he learns to ride a bike.

Read aloud and have students follow along on their papers. Have them circle unfamiliar words as you read.

When you finish, pronounce any words the students circled. Read again and have students read with you. Then, have students read it together aloud to you, with your help where appropriate.

ELD Differentiation

Before writing, have students use their native language in speaking for support understanding the sentences. For beginner English speakers, have a handout printed with these or similar stems (page 2). Have them draw a picture to go with their sentences. For intermediate learners, have these printed with no sample answers. For students reaching proficiency in English, have them write the sentences on a piece of paper while listening to you say them aloud—no copying. Have each student read their sentences aloud when they finish.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students practice forming their own sentences or a story about riding a bike.
2. Have students brainstorm an alternate ending to the selection in speaking, and then write a sentence or two and draw a picture to illustrate their new ending. This can be done in a group, in pairs, or individually.

Supplemental Material: Selection text

I Can Ride a Bike

Uncle John gave Jack a new bike.

The new bike had a bell.

The new bike had two wheels.

"I like my new bike," said Jack. "But I do not know how to ride it. What if I cannot steer? What if I cannot stop? What if I fall?"

"If you practice, you will learn," said Uncle John. "Are you ready to try?"

"Yes, I am ready to try," said Jack.

"Climb on," said Uncle John.

Jack climbed on.

"Hold the handles," said Uncle John.

Jack held the handles.

"Put your feet on the pedals," said Uncle John.

Jack put his feet on the pedals.

"I will hold the bike," said Uncle John. "You pedal."

Jack pedaled. Uncle John held the bike. He walked behind Jack.

"Pedal, Jack," said Uncle John.

Jack pedaled. The bike went faster.

The bike came close to a tree.

"Steer, Jack," said Uncle John.

Jack steered. He turned away from the tree.

The bike came close to the street.

"Stop, Jack!" said Uncle John.

Jack stopped.

"Let's practice more," said Jack.

Jack practiced. Uncle John held the bike. Jack pedaled. He steered. He stopped. He started again.

"Good work, Jack," Uncle John called out. He sounded far away. Jack looked. Uncle John was far behind him! Jack was riding by himself!

The bike wobbled.

"Pedal, Jack!" called Uncle John.

Jack pedaled. The bike wobbled more.

"Steer, Jack!" called Uncle John.

Jack steered. The bike did not wobble.

Jack stopped.

Uncle John ran up to him.

"I did it!" said Jack. "I pedaled. I steered. I stopped."

"And you did not fall," said Uncle John.

"I can ride a bike!" said Jack.

Supplemental Material: Vocabulary

Jack

bike

ride

steer

pedals

uncle

stop

LESSON TOPIC: "I Can Swim"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Match voice to print by pointing to icons, letters, or illustrated words.

Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Mimic gestures or movement associated with statements (e.g., This is my left hand).

Carry out two- to three-step oral commands (e.g., Take out your science book. Now turn to page 25.").

Match people with jobs or objects with functions based on oral descriptions.

Speaking: Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use pictures and movement to help understand key words in the selection.

CONTENT – Students will be able to read "I Can Swim" fluently in Reading Assistant.

KEY VOCABULARY

jump	kick
splash	duck
float	fish
leaves	frogs
blow bubbles	

MATERIALS

- Selection text with pictures, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Today we will look at pictures to help us learn new words in a story called 'I Can Swim.' Do you like swimming? Can you swim?

Have students talk about their experiences swimming. If they have never been swimming, tell them that they will learn all about swimming today when reading "I Can Swim."

We're going to practice our reading today. Why is practice reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

In the first picture, what is the girl doing?

If students don't know the word after you give wait time, provide the answer.

'The girl is jumping.' Let's say 'jump' together.

Point to the word as students say it and as you say it. If students want, have them jump as they say the word. This may take modeling.

Have students see if they can find another picture showing jumping. Talk about what the kids are doing and how it feels to jump in the water. Have students use sentence stems if they struggle to come up with their own sentences. For example:

It feels ____ when I jump in the water.

The water is ____ (cool/warm/fun).

I like to _____.

My favorite thing to do when I go swimming is _____.

Repeat these steps for "splash," "float," "blow bubbles," and "kick." See if students can come up with movements for each verb. Have students show you each picture that shows these verbs.

What animals are in the story?

See if students can look at the page and find the word that is an animal. If not, direct them to "frogs" and have them practice saying "frog" and repeat for "duck" and "fish." If students have the oral language, ask them why the author might have put duck and frogs and fish in the selection (because the kids swimming are doing the same things as the animals).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud with students pointing to the words as you say them. Have students use the movements you came up with as they read.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students compare and contrast their swimming experience with the characters in the selection, either in speaking or in writing sentences. Did they have a brother and sister they swim with? Do they like to jump or blow bubbles too? What do they like to do when they are swimming that they didn't show in the selection?

Supplemental Material: Selection text with pictures (page 1 of 5)

I Can Swim

I can jump.

I can jump in the water.

My sister can jump.

My brother can jump.

Now I can jump, too.



We jump together.

Jump, jump, splash.

We are like frogs.

We jump in the water.



Supplemental Material: Selection text with pictures (page 2 of 5)

I can float.
I can float in the water.
My sister can float.
My brother can float.
Now I can float, too.



We float together.
Float, float, splash.
We are like leaves.
We float in the water.



I can blow bubbles.
I can blow bubbles in the water.
My sister can blow bubbles.
My brother can blow bubbles.
Now I can blow bubbles, too.
We blow bubbles together.
Bubble, bubble, splash.
We are like fish.
We blow bubbles in the water.



Supplemental Material: Selection text with pictures (page 3 of 5)

I can kick.

I can kick in the water.

My sister can kick.

My brother can kick.

Now I can kick, too.



We kick together.

Kick, kick, splash.

We are like ducks.

We kick in the water.



Supplemental Material: Selection text with pictures (page 4 of 5)

My sister can dive.

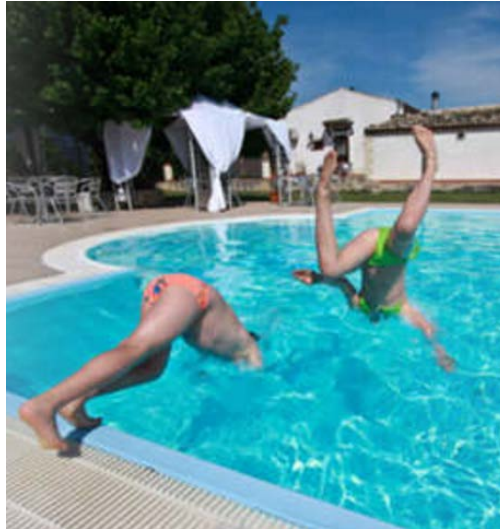
My brother can dive.

They are like dolphins.

They dive in the water.

Can I dive, too?

Can I dive like a dolphin?



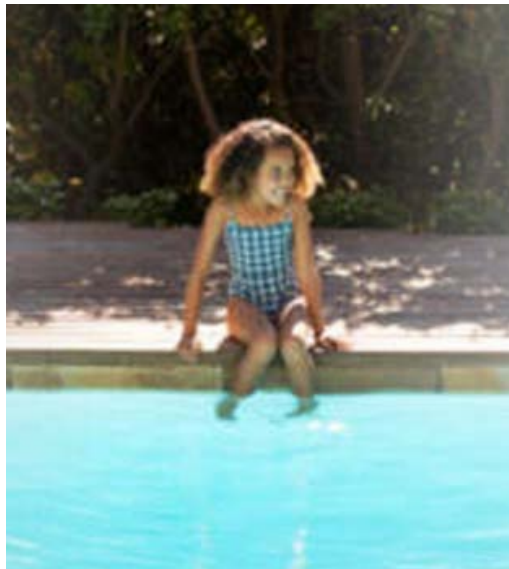
I do not know how to dive yet.

I will practice.

I will practice and learn.

I will learn to dive like a dolphin.

Then we will dive together.



Supplemental Material: Selection text with pictures (page 5 of 5)

We can swim.

We can swim in the water.

My sister can swim.

My brother can swim.

Now I can swim, too.



We swim together.

Splish, splish, splash.

I can swim.



Supplemental Material: Vocabulary

jump
splash
float
leaves
blow bubbles
kick
duck
fish
frogs

LESSON TOPIC: "I Can Take Care of My Pet"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Put words in order to form sentences.

Make text-to-self connections with prompting.

Listening: Apply ideas from oral discussions to new situations.

Interpret information from oral reading of narrative or expository text.

Speaking: Use first language to fill in gaps in English (code-switching).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use real life connections to understand words and common phrases in English in the passage.

CONTENT – Students will be able to read "I Can Take Care of My Pet" fluently in Reading Assistant.

KEY VOCABULARY

feed

go for a walk

tank

cage

brush

bath

my room

mouse wheel

yarn

play ball

mouse

take care of

best friend

beautiful

eats from my hand

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Highlighters

MOTIVATION

(Building Background)

Today we will think about things in the story that happen in our real life. We will read a story, and then we will think about what we have done that is the same as in the story.

Give each student a copy of the selection and a highlighter.

One thing good readers do is make connections as they read to help them understand words or parts of a story. Why is it important to understand what we read?

Have students Think-Pair-Share responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Ok, as I say a word, you will say it back to me and then find it on your copy of the story. After you find it, you will use your highlighter to color over it.

Model highlighting a word on the page as the students will do. Then review each key vocabulary word with the students, following these steps for each word or phrase:

1. Call out a vocabulary word or phrase. Have students find it in their copy of the selection. If they can't find it, write the word on the board or show them a card with the word on it. After they highlight the word or phrase, ask students if they know what it means.
2. For more proficient speakers, have students come up with their own definition for a word or phrase and then record it on the board for them. For more advanced learners, have them write their own definitions and draw a picture. For beginner learners, tell them what the word means and ask them if they know that word in their native language.
3. Have students talk briefly about the word. Use questions such as these:

When was a time you fed an animal?

Or brushed an animal? What else have you brushed? Your hair? Your teeth?

Do you have a best friend?

Have you ever seen yarn? Gone for a walk? Played ball? Seen something beautiful? Seen fish in a fish tank? etc.

If students need help getting started talking, give them verbal sentence frames such as this:

One time I saw _____.

I have a _____.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud with students pointing to the words as you say them. Have students pronounce the words you learned together, without your help where appropriate.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students compare and contrast their own experience with a pet with the characters in the selection, either in speaking or writing. Do they take care of their pet like the characters do? What do they do that's similar? What do they do differently?

Supplemental Material: Selection text

I Can Take Care of My Pet

I love my cat. She is soft and warm. Every day I feed my cat. Every day I brush her. Every day I play with her. We play with yarn. My cat sleeps on my bed. I love my cat.

I love my dog. He is my best friend. Every day I feed my dog. Every day we go for a walk. Every day I play with him. We play ball. I keep my dog clean. I give him a bath. I love my dog.

I love my fish. They are beautiful colors. Every day I feed my fish. Every week I clean their tank. I watch them swim. My fish stay in my room. I love my fish.

I love my mouse. She is small and soft. Every day I feed my mouse. She likes apples. She eats from my hand. Every week I clean her cage. I watch my mouse run on her wheel. I love my mouse.

I love my pet. I take good care of my pet. I feed my pet every day. I keep my pet clean. I play with my pet. It is hard work to take care of a pet. But it is fun, too. I can take care of my pet.

Supplemental Material: Vocabulary

feed
brush
yarn
best friend
go for a walk
bath
play ball
beautiful
tank
my room
mouse
eats from my hand
cage
mouse wheel
take care of

LESSON TOPIC: "I Can Tie a Bow"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Sort words into word families.

Writing: Generate lists of words/phrases from banks or walls.

Listening: Follow modeled multi-step oral directions.
Classify objects according to descriptive oral statements.

Speaking: Use first language to fill in gaps in English (code-switching).
Repeat simple words/phrases, and memorized chunks of language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to say and write rhyming suffixes in English.

CONTENT – Students will be able to define "rhyme" and give examples in English or their native language.

KEY VOCABULARY

laces	stumble	tight	last
flop	tumble	right	fast
trip	shoe	run	slide
slip	two	fun	tied

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- T-chart, copied for each student and displayed somewhere clearly visible (page 7)
- Pencils

MOTIVATION

(Building Background)

Who knows the word *rhyme*?

Give students wait time. Have students say the word.

Rhyme is when two words sound the same. For example, listen carefully:

- pail, mail, kale, fail, rail, sail

Here's another set of rhyming words:

- pick, stick, quick, Rick, lick

What did you notice?

Have students describe what they heard. Have students come up with some examples in English of rhyming words, then come up with a group definition for rhyme.

We're going to practice reading today. Why is it important to practice reading?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we will read a story that rhymes, and we will have to find the words that rhyme. When we look at the words closely, we will find some things that are the *same*. Something about the words that rhyme will look the same. We have to find the things that are the *same*.

Give students a copy of the selection, a T-chart, and a pencil. For older learners, have students create the T-chart on a piece of paper.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud with students, pointing to the words as you say them. Pause after the first line and ask students to circle the rhyming words. Then, have them find what looks the same about them. On the right side of their T-charts have students write all the rhyming suffixes they can find throughout the whole selection.

Read it aloud together as many times as you need for students to find all the rhyming suffixes. On the left side, fill in all the prefixes. There is no imperative need to teach students the words "prefix" and "suffix" at this time, unless you think it is appropriate.

- ip,
- umble
- oe/wo
- ight
- un
- ast
- ide/ied

A completed T-chart will look like this:

Beginning (or Prefix)	Ending (or Suffix)
sl- tr-	-ip
st- t-	-umble
sh- t-	-oe/wo
t- r-	-ight
r- f-	-un
l- f-	-ast
sl- t-	-ide/ied

Alternatively, you could have students simply use Rhyming Word 1 and Rhyming Word 2:

Rhyming Word 1	Rhyming Word 2
slip	trip
stumble	tumble
shoe	two
tight	right
run	fun
last	fast
slide	tied

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students create their own rhymes using a word bank or on their own.

Supplemental Material: Selection text

I Can Tie a Bow

My laces flop.
My bows slip.
My shoes are not tied.
My feet trip!

My laces drag.
My feet stumble.
Oh, no!
My knees tumble.

It's time to stop
And tie my shoe.
I pull the laces,
One and two.

I make a bow.
I tie it tight.
My left shoe first,
And then my right.

I can do it,
I learned how!
I tie my shoes,
I do it now.

Now I hop, and skip,
And run.
These bows stay tied
As I have fun.

These bows will last
And last and last.
Even when I run
So fast.

My laces don't flop,
My shoes don't slide.
My feet don't slip,
My bows stay tied!

Supplemental Material: Vocabulary

laces
flop
trip
slip
stumble
tumble
shoe
two
tight
right
run
fun
last
fast
slide
tied

Supplemental Material: T-chart

Name _____

Date _____

I Can Tie a Bow

LESSON TOPIC: "I Can Walk to School"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Writing: Produce original sentences.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write sentences in English from a selection, using sentence frames and native language support.

CONTENT – Students will be able read "I Can Walk to School" fluently in Reading Assistant.

KEY VOCABULARY

Anna	street	look	wave	side-by-side
backpack	remember	before	friend	turn
yourself	show	way	corner	
cross	carried	steps	Lily	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible, with possible answers as needed (page 2)
- Paper and pencils

MOTIVATION

(Building Background)

Today we will practice writing in English, but before we do that, let's think for a minute about getting to school. The story you will read today is about walking to school. Do you walk to school?

Ask how students get to school in the morning. If they are having trouble coming up with their own sentences, ask:

Do you ride the bus?

Do your parents or a friend bring you in a car?

Do you ride a bike?

Do you ever come with friends? Do you come with your brothers or sisters?

Have students talk about who they come to school with. You can give students a sentence frame like:

I come to school in the mornings with _____.

Now, we're going to practice our reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let's get thinking...what does walking to school in the morning look like for you? Do you eat breakfast? Do you have your backpack? Let's write some sentences about coming to school.

In the morning I _____ to school. (ride, walk, bike, take the bus)

I come to school with _____. (mom, dad, brother, sister, friend Billy...)

I bring my _____. (lunchbox, backpack...)

I like to _____ in the morning on the way to school. (look outside, eat breakfast, listen to music, talk with my mom...)

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now we are going to read about a girl named Anna and how she gets to school in the morning.

Read the selection aloud and have students follow along on their printouts. Have them circle unfamiliar words as you read. When you finish, pronounce any words circled by the students. Then read the selection again, this time with students reading with you. Finally, have students read it together aloud to you, with your help where appropriate.

ELD Differentiation

Before writing, have students use their native language in speaking for support understanding the sentences. For beginner English speakers, have a handout printed with these or similar stems (page 2). Have them draw a picture to go with their sentences. For intermediate learners, have these printed with no sample answers. For students reaching proficiency in English, have them write the sentences on a piece of paper while listening to you say them aloud—no copying. Have each student read their sentences aloud when they finish.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students practice forming their own sentences or a story about walking to school in the mornings.
2. Have students brainstorm an alternate ending to this selection in speaking, then have students write a sentence or two and draw a picture to illustrate their new ending. This can be done in a group, in pairs, or individually.

Supplemental Material: Selection text**I Can Walk to School**

It was time to go to school. "I want to walk by myself," said Anna. "You want to walk by yourself?" asked Dad.

"Yes," said Anna. "Can you carry your backpack by yourself?" asked Dad. "Yes, I can," said Anna.

"Can you cross the street by yourself?" asked Dad. "Yes, I can," said Anna.

"Can you remember the way by yourself?" asked Dad. "Yes, I can," said Anna. "Show me," said Dad.

Anna and Dad walked to school. Anna carried her backpack. She looked both ways before she crossed the street. She remembered the way. Dad said, "You did it! You are ready to walk to school by yourself."

Anna smiled. The next day, Anna walked to school by herself. She walked down the steps. She walked down the street. She looked back at Dad. Dad waved. Anna waved back. Anna turned the corner. She saw her friend Lily. "I am walking to school by myself," said Anna. "Me too," said Lily.

They walked side by side. They came to the street. "We have to look both ways before we cross the street," said Anna.

They looked both ways. Then they crossed the street. They walked side by side. They came to the corner.

"We have to turn here," said Lily. They turned the corner. There was the school. "We did it!" said Anna.

"We walked to school by ourselves."

Supplemental Material: Vocabulary

Anna	show	wave
backpack	carried	friend
yourself	look	corner
cross	before	Lily
street	way	side-by-side
remember	steps	turn

LESSON TOPIC: "If You're Happy and You Know It"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Connect print to visuals.

Match phrases and sentences to pictures.

Put words in order to form sentences.

Listening: Follow modeled multi-step oral directions.

Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.

Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to understand new words in English using pictures and movements.

CONTENT – Students will be able to read "If You're Happy and You Know It" fluently in Reading Assistant.

KEY VOCABULARY

happy

clap

hands

stomp

feet

shout

hurray

surely

MATERIALS

- Selection text copied on large sheet of chart paper, displayed somewhere clearly visible (page 4)
- Flash cards of key vocabulary words, with pictures where relevant

MOTIVATION

(Building Background)

There are many songs in English that have been around a long time. Sometimes we sing those songs to help us feel good or celebrate. Today we will read a song that talks about what we do when we are happy.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

What does happy look like?

Show flash card with "happy". Have students show you what they think happy looks like.

Show the flash card with "clap" and clap. Have students clap, too.

Show the flash card with "stomp" and stomp. Have students stomp, too.

Show the flash card with "shout" and shout (quietly). Have students pretend to shout.

Show the flash card with "hand" and show your hand. Ask students where their hands are.

Show the flash card with "feet" and show students your feet. Ask them to show you where their feet are.

Show the flash card for "hurray" and say "hurray!" and have students say "hurray!" See if they can think of any word like "hurray" in their native language, a saying that means "great!" or "woohoo!"

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read through the song on chart paper together and have students do the action or show the action as you're reading together. Point to the words as you read and have students either listen, read along, repeat after you, or read to you. Do this two or three times until students get comfortable.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students perform the song to the class after creating a dance incorporating the key words and movements.

Supplemental Material: Selection text

If You're Happy and You Know It

If you're happy and you know it, clap your hands.

If you're happy and you know it, clap your hands.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands.

If you're happy and you know it, stomp your feet.

If you're happy and you know it, stomp your feet.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, stomp your feet.

If you're happy and you know it, shout "Hurray!"

If you're happy and you know it, shout "Hurray!"

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, shout "Hurray!"

If you're happy and you know it, do all three.

If you're happy and you know it, do all three.

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, do all three.

Supplemental Material: Vocabulary

happy

clap

hands

stomp

feet

shout

hurray

surely

LESSON TOPIC: “Keep the Lights Burning, Abbie”

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Use learning strategies (e.g., context clues).

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Use context clues to gain meaning from grade-level texts read orally.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to read and understand idioms and expressions in English.

CONTENT – Students will be able to read “Keep the Lights Burning, Abbie” fluently in Reading Assistant.

NOTE: This lesson will last 3-4 sessions.

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 10)
- Pencils

KEY VOCABULARY

Chapter 1

out at sea
safe to go out in
get back
take care of
trim the wicks
raise the sail
carry off

Chapter 2

henhouse
make me feel better
running out of
last (endure)
supper
whitecaps
winter storm

Chapter 3

wished
picked up
box of matches
struck a match
wick
glowed
steered
tower
crash
scrapes
checked
blew
blew out

Chapter 4

roared
tired of
left (remaining)
sick of (something)
seemed
all right

MOTIVATION

(Building Background)

What are some sayings in your native language that you would never hear in another language? Sayings are things people say that only some people say in that language. For example, in English, we have some sayings¹:

- **A hot potato:** An issue (mostly current) that many people are talking about and which is usually disputed.
- **A penny for your thoughts:** A way of asking what someone is thinking.
- **Actions speak louder than words:** People's intentions can be judged better by what they do than what they say.
- **An arm and a leg:** Very expensive or costly. A large amount of money.
- **At the drop of a hat:** Without any hesitation; instantly.
- **Ball is in your court:** It is up to you to make the next decision or step.
- **Barking up the wrong tree:** Looking in the wrong place. Accusing the wrong person.

¹ <http://www.smart-words.org/quotes-sayings/idioms-meaning.html>

What are some sayings where your family is from?

Have students share out some things people say in their native language that may not make sense in English. It’s OK if students can’t translate them or explain them, just that they share expressions means they understand the concept.

Why do you think we have sayings? What do sayings help us do?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we will read a story that has a lot of sayings. Another way to say ‘sayings’ is expressions or idioms.

As we read, we will learn some new expressions and idioms. This graphic organizer will help us to understand the new expressions and help us use them in a new sentence or say them another way.

Read the selection once for students, pausing at key vocabulary words to allow students to practice pronunciation as needed. Model writing out the first few expressions on your graphic organizer, explaining the examples and adding to the list. Use the key vocabulary to guide your work on what to point out.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection with students, one chapter at a time. In each chapter, pause students at the expressions and explain them. Have students record them on their graphic organizers and explain them back to a partner in their own words. Before moving to the next chapter, have students read the chapter once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students find expressions and idioms in conversation and other books they read, and then collect them on the graphic organizer. Have students bring them to the group after a few days and review them to discuss their meaning and how they are used.

Supplemental Material: Selection text

Keep the Lights Burning, Abbie: Chapter 1

Abbie looked out the lighthouse window. Waves washed up on the rocks below. Out at sea, a ship sailed safely by.

“Will you sail to town today, Papa?” Abbie asked.

“Yes,” Captain Burgess answered. “Mama needs medicine. The lights need oil. We need food. The weather is good now. So it’s safe to go out in Puffin.”

“But what if you don’t get back today?” asked Abbie. “Who will take care of the lights?”

Papa smiled. “You will, Abbie.”

“Oh, no, Papa!” said Abbie. “I have never done it alone.”

“You have trimmed the wicks before,” said Papa. “You have cleaned the lamps and put in the oil. Mama is too sick to do it. Your sisters are too light. You must keep the lights burning, Abbie. Many ships count on our lighthouses.”

Abbie followed Papa down the steps. Another day, she would have raced. This morning, her legs felt too heavy to run.

She and Papa walked down to the shore. Their little boat, Puffin, pulled on its rope. Captain Burgess jumped into the boat. He raised the sail. Puffin moved away from the shore.

“Keep the lights burning, Abbie!” her father called.

“I will, Papa,” Abbie cried. But the wind carried off her words.

Abbie watched Puffin slide out to sea. Far away, she could see Matinicus Island.

She knew Papa was a fine sailor. He could sail in rain. He could sail in fog. But if the wind blew up again, he could not sail back to Matinicus Rock today. The waves would be too high for the little boat.

Then she would have to care for the lights.

Keep the Lights Burning, Abbie: Chapter 2

Abbie looked up. The two lighthouse towers seemed as high as the sky. Her family's stone house sat between the towers.

Not far away stood Abbie's henhouse. Abbie went to feed her chickens. She threw some corn on the ground. The hungry hens hurried to it.

Abbie sat on a rock and watched them.

"Now listen, Hope, Patience, and Charity," she said. "Don't eat it all too fast. There is not much corn left. But Papa will bring you more."

Abbie sighed. "I hope he gets home today. I am a little afraid to care for the lights alone."

Patience pecked Abbie's shoe. Hope turned her head. Charity ruffled her feathers.

Abbie laughed. "You three always make me feel better."

Abbie walked to the house. Esther opened the door.

"When is Papa coming back?" she asked.

"This afternoon," said Abbie.

"What if another storm starts?" asked Mahala.

"Don't worry," Abbie told her. "Papa will come back as soon as he can. You two run and get the eggs. How is Mama?" Abbie asked her sister Lydia.

"Still too sick to get up," Lydia answered.

"It's a good thing Papa went today. Mama needs medicine. And we are running out of food."

"Then we must be careful," said Abbie. "If there is another storm, Papa will not get back today. We must make the food last."

That afternoon, Abbie helped Mahala write her letters. Esther helped Lydia cook supper. Everyone helped take care of Mama.

Outside, the sky turned gray. The wind put whitecaps on the waves. Another winter storm was coming.

When the sun went down, Abbie put on her coat. She had to light the lamps.

Abbie ran up the lighthouse steps. She stopped at the top to look out. The waves were like big hills. The wind blew rain at the windows. She could not even see Matinicus Island. She knew Papa could not sail back.

Keep the Lights Burning, Abbie: Chapter 3

Abbie was afraid. She wished her brother, Benjy, were home. But he was away fishing. What if she could not light the lamps?

She picked up a box of matches. Her hands were shaking. She struck a match, but it went out. She struck another. This one burned.

Abbie held the match near the wick of the first lamp. The wick glowed. The light made Abbie feel better.

One by one, she lit all the lamps. Then she went to the other lighthouse tower. She lit those lamps as well. Out at sea, a ship saw the lights. It steered away from the dangerous rocks.

That night, the wind blew hard. Abbie could not sleep. She kept thinking about the lights. What if they went out? A ship might crash.

Abbie got out of bed. She put on her coat. She climbed the lighthouse steps. It was a good thing she had come. There was ice on the windows. The lights could not be seen.

All night long, Abbie climbed up and down. She scraped ice off the windows. She checked each light. Not one went out.

In the morning, the wind still blew. Waves rolled across Matinicus Rock. Abbie blew out each light. She trimmed each wick. She cleaned each lamp. She put in more oil. Then she went to breakfast.

Then, at last, she went to bed.

Keep the Lights Burning, Abbie: Chapter 4

For over a week, the wind and rain roared. For a while, the family had to move into one of the strong towers.

One morning, water ran under the door. “My chickens!” Abbie cried. “They will be washed away.”

“Don't go outside,” said Lydia. “You will be washed away, too.”

Abbie picked up a basket. “I go outside every night,” she said. “I haven't been washed away yet.”

She opened the door. Water splashed into the room. Abbie ran out into the rain. She waded to the henhouse. She put Patience under one arm. She pushed Hope and Charity into the basket.

Just then she heard another big wave coming. It sounded like a train!

Abbie raced to the tower. “Open the door!” she yelled.

Lydia opened the door. Abbie ran inside.

“Oh, look!” Mahala cried. “Look there! The sea is coming!”

The wave crashed over Matinicus Rock. It washed away the henhouse. The girls pushed the door shut. Then the wave hit it. Abbie felt the lighthouse shake. She was shaking, too. They had shut the door just in time.

Day after day, it snowed or rained. Abbie wished it would stop. She was tired of the wind. She was tired of the waves. She was tired of climbing the lighthouse steps.

And she was tired of eggs. The only thing left to eat was eggs, and Abbie was sick of them.

Then one morning, the waves seemed smaller. The sky was not so black. The wind did not blow so hard.

Late that afternoon, the girls heard a voice outside. It was Papa. They ran to help him carry in the boxes. There was medicine for Mama. There was oil for the lamps. There was mail, and there was food. And there was corn for Abbie's chickens.

“I was afraid for you,” said Papa. “Every night I watched for the lights. Every night I saw them. Then I knew you were all right.”

Abbie smiled. “I kept the lights burning, Papa.”

Supplemental Material: Vocabulary

Chapter 1

out at sea
safe to go out in
get back
take care of
trim the wicks
raise the sail
carry off

Chapter 2

henhouse
make me feel better
running out of
last (endure)
supper
whitecaps
winter storm

Chapter 3

wished
picked up
box of matches
struck a match
wick
glowed
steered
tower
crash
scrapes
checked
blew
blew out

Chapter 4

roared
tired of
left (remaining)
sick of (something)
seemed
all right

Supplemental Material: Graphic organizer

Name _____

Date _____

Keep the Lights Burning, Abbie

Expressions/Idioms	Used in a Sentence/Other Ways to Say It
Example: out to sea	Example: on the ocean in a boat
Example: get back	Example: When will you get back from lunch?

LESSON TOPIC: "Little-Like-Me Baby"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Use learning strategies (e.g., context clues).

Distinguish between general and specific language (e.g., flower v. rose) in context.

Sort illustrated content words into categories.

Writing: Describe people, places, or objects from illustrated examples or models.

Form simple sentences using word/phrase banks.

Listening: Compare/Contrast according to physical attributes (e.g., size, shape, color) based on oral information.

Classify objects according to descriptive oral statements.

Speaking: Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to compare and contrast animals using text evidence and sentence frames in speaking and writing.

CONTENT – Students will be able to read "Little-Like-Me Baby" fluently in Reading Assistant.

KEY VOCABULARY

furry	popped	feathers	claws
lake	scratched	bald	squeaked
settled down	wondered	croaked	flicked
nest	broad	webbed feet	true
before long	bill	bulging	belly
laid	quacked	mole	platypus

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)
- Pictures of: a platypus, a frog, a duck, a mole, and a beaver
- Pencils

MOTIVATION

(Building Background)

Ask students the following questions and give each student an opportunity to respond. If they don't know the animal, move on to the next. Say the animal in students' native language if possible to get students talking. Have students share stories of their experiences with these animals.

Have you ever seen a platypus?

Have you ever seen a duck?

Have you ever seen a frog?

Have you ever seen a beaver?

Have you ever seen a mole?

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Our story today asks us to compare and contrast these animals. Can anyone remind me what *compare* means? What about *contrast*?

Have students come up with a definition of compare and contrast, giving them explanations and examples where appropriate. Allow students to discuss in their native language first for additional scaffolding.

Sentence frames for support:

_____ are like platypuses (or insert animal here) because _____.

_____ are different than platypuses (or insert animal here) because _____.

One way _____ and _____ are the same is _____.

One way _____ and _____ are different is _____.

These two animals are different because _____.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Show students a picture of each animal and have students verbally compare and contrast what each animal looks like. At first, model/think aloud to demonstrate desired student behaviors, then allow students to gradually take over.

Read the selection once for students, modeling vocabulary and defining key vocabulary words. Give students time to practice saying new words. Then have students read the selection aloud with you.

When finished, have students use their graphic organizer to categorize what makes each animal unique. Students should use each box to record what makes that animal different than the rest. Model the first two from the selection; for example, ducks have bills and frogs have webbed feet. Have students do the next few along with you, and then have students complete the activity on their own or with a partner for language scaffolding.

Have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students orally compare and contrast different animals they are familiar with.

Supplemental Material: Selection text**Little-Like-Me Baby**

Two furry, brown animals swam around the lake. Then they swam around each other. Then they settled down in a nest. Before long, Mrs. P. laid an egg. And out of the egg popped a baby. It wasn't brown and it wasn't furry.

The baby's parents scratched their furry, brown heads. "Who does this baby look like?" they wondered. The other animals tried to help.

The duck opened her broad bill and quacked, "It looks a little like me." Mr. P. wasn't sure about that. Duck was covered with feathers. Baby was bald.

"It looks a little like me," croaked the frog, kicking up his two webbed feet. Mr. P. wasn't sure about that. Frog had such big bulging eyes. Baby had tiny ones.

The mole stopped scratching in the dirt with her strong claws. She squeaked, "It looks a little like me." Mr. P. wasn't sure about that. Mole had a pointy nose. Baby didn't have a pointy nose. Baby had two holes in her bill.

Even Beaver said, as he flicked his long, flat tail, "It looks a little like me." Mr. P. wasn't sure about that. Beaver had BIG front teeth. Baby had small teeth, and Mr. P. didn't have any teeth at all!

Mrs. P. said, "It's true. Our baby looks a little like all of you. Feet like Frog. Bill like Duck. Claws like Mole. Tail like Beaver."

With her own flat tail, Mrs. P. hugged the baby to her belly and gave the baby milk to drink. Then, one day, after the baby's thick brown fur had started to grow, Mrs. P. called out: "Mr. P.! Mr. P.! Our baby looks a little like all the others, but she looks a lot like us. She's a pretty Platypus!"

Supplemental Material: Vocabulary

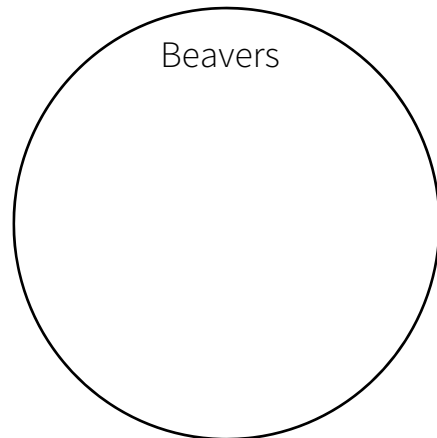
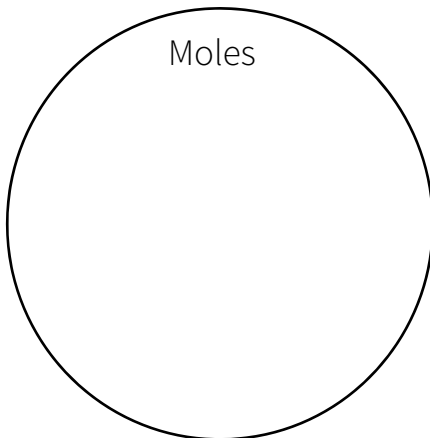
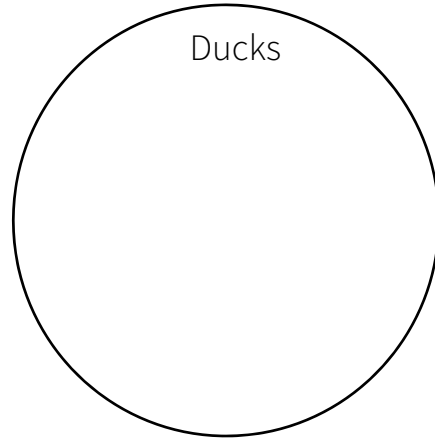
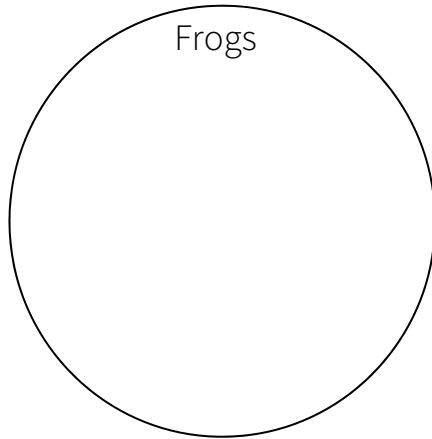
furry	wondered	bulging
lake	broad	mole
settled down	bill	claws
nest	quacked	squeaked
before long	feathers	flicked
laid	bald	true
popped	croaked	belly
scratched	webbed feet	platypus

Supplemental Material: Graphic organizer

Name _____

Date _____

Little-Like-Me Baby: How Are These Different?



LESSON TOPIC: "Pollywog Pete"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify main ideas.

Use learning strategies (e.g., context clues).

Put words in order to form sentences.

Listening: Find details in illustrated, narrative, or expository text read aloud.

Identify ideas/concepts expressed with grade-level content-specific language.

Speaking: Retell stories with details.

Sequence stories with transitions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames, key words, and guiding questions to retell a story in English.

CONTENT – Students will be able to read "Pollywog Pete" fluently in Reading Assistant.

KEY VOCABULARY

puddle

middle

street

moose

pollywog

duck

stuck

tough luck

salamander

jog

splash about

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with pictures and short definitions, copied for each student or displayed somewhere clearly visible
- Sentence frames, where appropriate, displayed somewhere clearly visible (page 3)

MOTIVATION

(Building Background)

Has there ever been a time when you wanted to be a grown-up or an adult? Do your parents stop you from doing some things because you are still young?

Have students share stories of times when their parents wouldn't let them do something.

Today we will read a story about a frog. But frogs are not born frogs. When they hatch from their eggs, they start as something called *pollywogs*. Let's say that word together: *pollywogs*. A *pollywog* is a baby frog, and they can't do some things when they are young, just like you can't do things sometimes because you are still young.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read today, listen for what Pollywog Pete wants to do or have. Then, we'll read on to find out what happens—if he gets it or if he doesn't.

Read the selection through one time slowly and clearly. Pause before Dominick Duck and ask students what Pollywog Pete wants. Discuss why Pollywog Pete might want feet. Pause after the Salamander Sue dialogue and have students guess what will happen. Give students wait time and verbal sentence frames as needed.

During your reading, have students identify unknown words by tapping their nose or touching their ear, and then talk about the words students might not know. Bring up images or give examples to help students build understanding of unfamiliar words. Have students practice saying unfamiliar words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection with the students the second time. Have students read the selection to you on the third time. Then, have students retell the story to the person sitting next to them. Use sentence frames where appropriate.

First, Pollywog Pete was in a _____ in the middle _____.

Then a _____ came and asked him _____.

Then, _____.

Next, _____

Finally, Pollywog Pete grew _____.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a short retelling of the selection with sentences in English.

Supplemental Material: Selection text

Pollywog Pete

Mortimer Moose met Pollywog Pete in the middle of a puddle in the middle of the street.

"My, my," said the moose. "Have you got no feet?"

"Not yet," said Pete.

Then Dominick Duck met Pollywog Pete, still stuck in the puddle in the middle of the street.

"Tough luck," said the duck. "Have you got no feet?"

"Not yet," said Pete.

Then the pollywog grew in the puddle in the street.

And Salamander Sue said, "Say there, Pete. It seems to me, you have two feet."

"Too small," said Pete.

Then a frog took a jog to the puddle in the street.

"Fine day," said the frog.

"Come play," said Pete.

So the frog hopped in, and they splashed about in the middle of the puddle.

Then two hopped out.

"Hurray," said the frog. "You have frog feet!"

"You bet!" said Pete.

Supplemental Material: Vocabulary

puddle

middle

street

moose

pollywog

duck

stuck

tough luck

salamander

jog

splash about

LESSON TOPIC: "Precocious Piggy"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Use learning strategies (e.g., context clues).

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Use context clues to gain meaning from grade-level texts read orally.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use context clues to infer the meaning of unknown words.

CONTENT – Students will be able to read "Precocious Piggy" fluently in Reading Assistant.

KEY VOCABULARY

precocious	ball	fate
see the world	jig	butcher
foolish	masquerade	grown
landscape gardening	barber	high time
spade	wig	hop the twig
gig	bewails	
yet	approaching	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with short definitions, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 6)

MOTIVATION

(Building Background)

What do you do when you come to a word you do not know when you are reading? Do you skip it? Do you try to read it? What do you do?

Have students share what they do when they come to a word they don't know. Ask probing questions to get students talking candidly.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Good readers use the clues around a word to figure out what it could mean. Today, we'll use a graphic organizer to help us understand these new words and help us use clues.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once slowly so that students can identify new words. Have them follow along on their own copies. Model using context clues to come up with a meaning for the first few words on your graphic organizer.

Read the selection again with students. Have them complete the selection and complete the graphic organizer in pairs or individually.

Have them read the selection to you one last time if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students read a different selection or story and use context clues to determine the meaning of new words in that story.

Supplemental Material: Selection text

Precocious Piggy

Piggy Goes Out to See the World

Where are you going to, you little pig?

"I'm leaving my mother, I'm growing so big!"

So big, young pig!

So young! So big!

What, leaving your mother, you foolish young pig?

Piggy Takes to Landscape Gardening

Where are you going to, you little pig?

"I've got a new spade and I'm going to dig!"

To dig, little pig!

A little pig dig!

Well, I never saw a pig with a spade that could dig!

Piggy Goes Out Driving

Where are you going to, you little pig?

"Why, I'm going to take a nice ride in a gig!"

In a gig, little pig!

What—a pig in a gig!

Well, I never yet saw a pig ride in a gig!

Piggy Goes to a Grand Ball

Where are you going to, you little pig?

"Why, I'm going to the ball to dance a fine jig!"

A jig, little pig!

A pig dance a jig!

Well, I never before saw a pig dance a jig!

Piggy Goes to a Masquerade

Where are you going to, you little pig?

"I'm going to the barber's to buy me a wig!"

A wig, little pig!

A pig in a wig!

Why, who ever before saw a pig in a wig?

Piggy Bemoans His Approaching Fate

Where are you going to, you little pig?

"The butcher is coming, I've grown so big!"

The butcher! Poor pig!

Are you grown so big?

Well, I think it's high time then you hop the twig

Supplemental Material: Vocabulary

precocious
see the world
foolish
landscape gardening
spade
gig
yet
ball
jig
masquerade
barber
wig
bewails
approaching
fate
butcher
grown
high time
hop the twig

Supplemental Material: Graphic Organizer

Name _____

Date _____

Precocious Piggy

Words	Clues	What It Could Mean
precious		
see the world		
foolish		
landscape gardening		
spade		
gig		
ball		
jig		
masquerade		
barber		
wig		
bewails		
approaching		
fate		
butcher		
grown		
high time		
hop the twig		

LESSON TOPIC: "Saturday Morning"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Sort illustrated content words into categories.

Match voice to print by pointing to icons, letters, or illustrated words.

Match phrases and sentences to pictures.

Listening: Match people with jobs or objects with functions based on oral descriptions.

Identify illustrated activities from oral descriptions.

Locate objects, figures, places based on visuals and detailed oral descriptions.

Speaking: Sort and explain grouping of objects (e.g., sink v. float).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use key words, pictures, and sentence frames to speak in English about their favorite Saturday activities.

CONTENT – Students will be able to read "Saturday Morning" fluently in Reading Assistant

KEY VOCABULARY

stir	chin
batter	pretend
flour	in space
rumbling	wonder
set the table	decide
melts	probably
flapjacks	tide pool
sticky	supper
maple syrup	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Two sets of index cards, one with key vocabulary words and another with corresponding pictures
- Sentence frames displayed somewhere clearly visible (page 2)

MOTIVATION

(Building Background)

Questions for discussion:

What is your favorite breakfast food?

Why is that your favorite?

Have you ever had pancakes?

Do you like pancakes?

What do you like to do after breakfast on Saturdays?

Model using these sentence frames as needed:

My favorite breakfast food is _____.

I love _____ because _____.

I like pancakes because _____.

I don't like pancakes because _____.

My favorite activity on Saturdays is _____.

After breakfast I love to _____.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We will need to know some new words to understand the story today, so to learn these new words, we will play a little game. We're going to practice reading today through learning new words. Why is learning new words important?

Have students Think-Pair-Share their responses.

On this table we have pictures and words. We need to work together to put the pictures that match the words together.

Have students work together to match words with pictures. On one side of the table lay all of the picture cards face up, and on the other side lay all of the vocabulary cards face up. For added challenge, lay one set face down and have students play a "Memory" version of this game.

Have students think aloud while they work. Model doing this with the first couple of pairs. To include students who don't talk as much as others, have students go in turns.

Read the selection once to students, speaking slowly and clearly.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection a second time with students. Then for the third reading have students read the selection to you. Have students practice pronouncing any words where they struggle.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students use the flash cards to quiz each other on the vocabulary words they learned.

Supplemental Material: Selection text**Saturday Morning**

Stir, stir, stir. Mix, mix, mix. Mama stands in the kitchen. She is making batter with flour and eggs.

My stomach is rumbling as I set the table.

Butter melts on my hot flapjacks. Sticky maple syrup runs down my chin.

At breakfast, we make plans for the day. I want to see a star show. "No!" says Sammy. "I want to see fish."

"I know a place where we can do both," says Mama with a smile.

We clean up. Then we go to the museum. Mama says, "The star show begins soon. Let's go there first."

I lean back in my seat and look up. I see many stars. I pretend I am flying in space.

I wonder what people eat in space. Do they eat flapjacks? Does the maple syrup run down their chins? No, I decide. Probably no flapjacks in space.

After the star show, we visit the fish. I pet the starfish in the tide pool. Crabs crawl across the bottom. "What is the ocean like?" I ask Mama. "It is cold and salty, with big waves," she says.

I pretend I am a whale in the cold, salty ocean. I wonder what whales eat in the ocean. Do they eat flapjacks? Does the maple syrup run down their chins? No, I decide. Probably no flapjacks in the ocean.

We say goodbye to the fish. It's time for lunch. Sammy and I are hungry. We eat sandwiches that Mama packed for lunch.

"Mama?" I ask. "Can we have flapjacks for supper?" She just smiles and wipes a spot of syrup that runs down my chin.

Supplemental Material: Vocabulary

stir	chin
batter	pretend
flour	in space
rumbling	wonder
set the table	decide
melts	probably
flapjacks	tide pool
sticky	supper
maple syrup	

LESSON TOPIC: "Such Foolishness!"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Match phrases and sentences to pictures.

Writing: Provide information using graphic organizers.
Describe people, places, or objects from illustrated examples and models.
Use classroom resources to compose sentences.

Listening: Follow modeled multi-step oral directions.
Match people with jobs or objects with functions based on oral descriptions.
Interpret information from oral reading of narrative or expository text.
Identify ideas/concepts expressed with grade-level content-specific language.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to define new words using flash cards, dictionaries, thesauri, and teacher support.

CONTENT – Students will be able to read "Such Foolishness!" fluently in Reading Assistant.

NOTE: This lesson may last 2-3 sessions.

KEY VOCABULARY

department store	sparkly	candle
mannequins	actually	loaded
reminded	gave a squeeze	at the top of their lungs
creek	lot of fuss	rubbed
gurgle	sensible	sputtered
moss-covered	buried	seems
allowance	glimpsed	lovely
foolishly	lump	dig up
swept	honey bear	patted
litter box	shrugged	for the longest time

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Set of index cards, with a key vocabulary word written clearly on one side of each card (leave the other side blank)
- Dictionaries and/or thesauri for each student (bilingual dictionaries for students' native language if available)
- Pencils

MOTIVATION

(Building Background)

Today we are going to read a story about a girl who does something special for her mother, but the mother doesn't want anything special done for her. Have you ever done something special for a family member?

Give students wait time. Have students share times when they did something special to help or honor a family member or friend.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Before we read, there are many words and phrases we will need to know. All of the words and phrases we need to know are in this pile here. But there is one big problem with this pile! The cards with words on them in this pile have nothing written on the back of them to tell you what they mean. We have to come up with definitions for these words!

Before we do, let's go through the list once and find any words we *already know*. That way, we aren't repeating things we've already learned.

Read each of the words aloud as you hold up the card. Have students raise their hand, touch their elbow, touch their nose, tap the desk as a sign that they know the word already. If they indicate they know the word, ask the student to define the word or describe it to the other students. Fill in any gaps so it's clear for the other students before moving on. Place any words the students define in a separate pile. Place the rest of the words back in a pile in front of everyone.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have each student take a card one at a time until the deck runs out.

All the cards you have are the ones you are in charge of looking up and teaching to the other students. When you look up a word, write its definition on the back. Be prepared to explain what the word means to the rest of the group. If you have any questions, feel free to ask me and I can help with definitions or looking up a word.

Give students time to look up their words and record definitions on the back of their cards. For sayings, explain them to students and have them come up with their own definition.

Let's come together and share our definitions. Before we do that, everyone take your deck and pass it to the person next to you.

Now, you will read these definitions out loud, and the author will explain more if we need.

Have students read out each definition and talk about what it means. If students get confused, provide examples or clarify where needed.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For an added challenge, have students write their own definitions without any help or resources, or for additional language scaffolding, have them draw pictures instead of writing definitions.
2. For groups of students who are shy, have them instead trade decks and teach one another what their words mean rather than sharing in a big group.
3. Alternatively, have quick-working students write their own definitions down on their own key word lists.

Supplemental Material: Selection text**Such Foolishness!**

One morning Mimi checked her calendar and saw that Mama's birthday was coming. On her walk to school, she stopped in front of Connelly's Department Store window. She looked at the mannequins modeling clothes, and at the jewelry, purses, and scarfs arranged at their feet. Mimi wished she could buy them all for Mama.

Especially the flower-shaped earrings. How their tiny green stones sparkled! They reminded Mimi of the creek behind their house, where she and Mama watched clear water gurgle over moss-covered stones. They reminded her of all the shining green growing things Mama loved. Oh, those earrings were just right!

At school Mimi's teacher said the class should write poems about something or somebody special. Mimi wrote:

Those earrings
Are the sparklingest green
If Mama could wear them,
She'd look like a queen.

Mimi had some money saved from her allowance and odd jobs. After school she walked into Connelly's Department Store and asked how much the earrings cost. She thought it would be a hundred dollars. But it wasn't!

Mimi jumped over sidewalk cracks all the way home. "Mama tells me not to spend money foolishly," she thought. "But what does that mean? Probably buying something you don't want. Like cauliflower instead of oranges, when it's oranges you like best."

Mimi knew she wanted to buy those earrings. She could just see them on either side of Mama's wonderful smile. Nothing foolish about that. And she had the perfect reason—Mama's birthday.

"I'm home!" Mimi called as she rushed into the house. She ran to her bedroom and counted the money in her money jar. Almost enough!

That afternoon she helped her friend Tyler deliver newspapers. She swept the sidewalk for her neighbor, Mrs. Trimaldi. She even cleaned out Mrs. Trimaldi's cat's litter box while her cat, Stinker, watched. Finally, Mimi had enough money.

The next day Mimi told the clerk at Connelly's Department Store that she would like to buy the sparkly green earrings. "For Mama's birthday," she said proudly.

The clerk lifted the earrings from the window and held them for Mimi to see up close. He polished the earrings with a soft cloth and laid them on cotton in a little box.

Mimi counted out her money and paid for the earrings. She couldn't believe she was actually going to take them home for Mama.

That evening Mimi asked, "Aren't you excited, Mama, about your birthday? I can't wait to give you your present."

Mama looked up from her book. "Oh, dear, is it that time of year again already? Sweetheart, I don't need a present."

"But, Mama!"

Mama gave Mimi a squeeze. "I mean it," she said. "Don't go spending money on me. It would be foolish to buy me something I don't need."

Mimi was stunned.

"Don't look so sad!" Mama said with a smile. "I don't need a lot of fuss just to remind me I'm another year older."

Daddy had been listening. "Your mama is a sensible woman," he said fondly. "It's sometimes surprising how sensible she is."

Mimi went to her room. She hid the earring box under socks in her drawer. She worried about foolishness as she climbed into bed and pulled up the covers.

Every day until Mama's birthday, Mimi worried. If she gave the earrings to Mama, Mama might call it foolishness. But if she didn't give them to Mama, those sparkly green earrings would sit buried under socks forever, and that would be foolish, too!

Mama's birthday came on a Sunday. Mimi woke up early to wonderful cooking smells. Waffles! She slipped past her parents' bedroom and glimpsed the long lump of Mama still in bed. She tiptoed down the stairs and found Daddy in the kitchen.

"Morning, honey bear!" he whispered. "Want to help me serve Mama breakfast in bed?"

"But Mama said not to make a fuss about her birthday," Mimi whispered back. "She says it's foolishness."

Daddy shrugged his shoulders. "This doesn't have to be for her birthday. We could call it something else."

"I know!" said Mimi. She whispered her idea to Daddy.

Mimi found a fat candle and put it on a holder on a tray. Daddy loaded breakfast onto the tray, and Mimi added a cloth napkin. Then they marched upstairs singing at the top of their lungs, "HAPPY FOOLISHNESS DAY TO YOU!"

Mama sat up in bed and rubbed her eyes. "What . . . what's this?" she sputtered. "What's all this foolishness? You know I told you not to make a fuss for my birthday."

"Seems as though you're the one who's making the fuss," said Daddy. "Who said anything about your birthday?"

"Yeah," said Mimi. "This is Foolishness Day!"

Daddy lit the candle, and Mama looked anything but mad.

"Oh, lovely!" she said.

When Mama was finished eating, Mimi ran to her room. She threw socks on the floor to dig up the little box. Then she carried her present in to Mama.

Mama said, "What's this, Mimi? More foolishness?" She patted the bed. "Sit here, next to me." She opened the box.

Mimi stared at her lap. She couldn't look at Mama. Then she heard Mama say, very softly, "Wow."

Mimi looked up. Her mother had put on the left earring. Now she was putting on the right. And next, Mama smiled. She didn't say, "Such foolishness."

"Mama looks just like a queen," thought Mimi. Mama opened her arms wide, and Mimi nestled in.

"Just so long as you understand," said Mama, "that you don't have to buy me a present. I already know you love me. Every day you show me."

"Yes, Mama," said Mimi.

Mama wore those sparkly green earrings every day for the longest time after that. She wore them for working and playing and walking along the creek. For all Mimi knew, Mama even wore those earrings to bed. Such foolishness!

Supplemental Material: Vocabulary

department store

mannequins

reminded

creek

gurgle

moss-covered

allowance

foolishly

swept

litter box

sparkly

actually

gave a squeeze

lot of fuss

sensible

buried

glimpsed

lump

honey bear

shrugged

candle

loaded

at the top of their lungs

rubbed

sputtered

seems

lovely

dig up

patted

for the longest time

LESSON TOPIC: "The Green Grass Grows All Around"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Put words in order to form sentences.

Make text-to-self connections with prompting.

Listening: Apply ideas from oral discussions to new situations.

Match people with jobs or objects with functions based on oral descriptions.

Interpret information from oral reading of narrative or expository text.

Speaking: Use first language to fill in gaps in English (code-switching).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use pictures and make connections to help them read key words in English aloud.

CONTENT – Students will be able to read "The Green Grass Grows All Around" fluently in Reading Assistant.

KEY VOCABULARY

grass

tree

ground

green

bird

hole

around

nest

ever did see

prettiest

branch

MATERIALS

- Chart paper with "The Green Grass Grows All Around" selection text written in clear print (page 4)
- Set of flash cards with key vocabulary words written clearly on one side, with pictures where relevant

MOTIVATION

(Building Background)

Have you ever seen a bird's nest?

Show the "nest" and "bird" flash cards with pictures. Have students talk about their experiences seeing nests or birds in nests.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we will read the story and as we read there are some words we need to know. Two of them are 'bird' and 'nest.'

Where can you find a bird's nest?

If students struggling to produce language, ask:

On the ground?

In your house?

In a car?

Wait for students to respond. Show them the flash card. Have students repeat the word.

Then, talk about "branches" and where trees grow—in a "hole" in the "ground." Have students think of these same words in their native language and have them practice writing them in their personal word walls if appropriate.

Talk about "prettiest" and "green" and ask stem questions like:

What are some things that are green?

What is something that's pretty? (a flower, for example)

What is the word for pretty in (student's native language)?

Demonstrate "around" by holding your arms in a circle or walking around the room. Have students show "around" by having them walk in a big circle while spinning their arms up in the air. Then have them sit back down.

Talk about the phrase "ever did see." What do students think it means?

It's just a funny way of saying 'ever seen.'

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read through the song on chart paper together and have students show the action as you're reading together where relevant. Point to the words as you read and have students either listen, read along, repeat after you, or read to you. Do this two or three times until students get comfortable.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students create a dance that incorporates key words and movements, and then perform the song and dance for the class.

Supplemental Material: Selection text

The Green Grass Grows All Around

There was a tree
All in the wood.
The prettiest tree
That you ever did see.
The tree in a hole,
And the hole in the ground.
And the green grass grows all around, all around,
The green grass grows all around.

And on that tree
There was a branch.
The prettiest branch
That you ever did see.
The branch on the tree,
And the tree in a hole,
And the hole in the ground.
And the green grass grows all around, all around,
The green grass grows all around.

And on that branch
There was a nest.
The prettiest nest
That you ever did see.
The nest on the branch,
And the branch on the tree,
And the tree in a hole,
And the hole in the ground.
And the green grass grows all around, all around,
The green grass grows all around.

And in that nest
There was a bird.
The prettiest bird
That you ever did see.
The bird in the nest,
And the nest on the branch,
And the branch on the tree,
And the tree in a hole,
And the hole in the ground.
And the green grass grows all around, all around,
The green grass grows all around.

Supplemental Material: Vocabulary

grass
green
around
prettiest
tree
bird
nest
branch
ground
hole
ever did see

LESSON TOPIC: "The House That Jack Owns"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Sort illustrated content words into categories.

Match voice to print by pointing to icons, letters, or illustrated words.

Match phrases and sentences to pictures.

Listening: Match people with jobs or objects with functions based on oral descriptions.

Identify illustrated activities from oral descriptions.

Locate objects, figures, places based on visuals and detailed oral descriptions.

Speaking: Sort and explain grouping of objects (e.g., sink v. float).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use pictures and make connections to help them read key words in English aloud.

CONTENT – Students will be able to read "The House That Jack Owns" fluently in Reading Assistant.

KEY VOCABULARY

man	milks	dog	killed	lay
girl	cow	cat	rat	owns
helps	moos	chased	corn	

MATERIALS

- Chart paper with the last nine lines of selection text written in clear print (page 3)
- Set of flash cards with key vocabulary words written clearly on one side, with pictures where relevant
- Pictures of farms and animals on farms

MOTIVATION

(Building Background)

Have you ever been on a farm?

Have students talk about their experiences seeing farms or farm animals. If students don't have the language, show them pictures of farms and the animals you can find on a farm.

See if students know the names of the animals in English or their native language.

Today we are going to read a story about a special farm. A man named Jack owns the farm. Can you say 'Jack?' What does it mean that Jack owns a farm?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Owning something means it's yours.

Give some examples of things you own and things the students own, like their markers or their sneakers.

Jack is a man.

Show the "man" flash card.

Who else is a man that you know?

Have students name a man they know—their dads, or uncles, or another teacher or paraprofessional.

Today in the story there is a girl. Who is a girl that you know?

See if students can name girls they know, perhaps student(s) in the class.

Let's say those words together: man, girl. Now you try.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

Just like above, talk about the rest of the key words, seeing if students know examples in real life or know the word in their native language. If students struggle to talk, give them some sentence stems like:

I know _____.

I saw a _____ when I was _____.

I know what a _____ is because _____.

Have students write these words in their personal word walls if appropriate. Spell them out together.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read through the selection lines on the chart paper together and have students show the action as you're reading together where relevant. Point to the words as you read and have students either listen, read along, repeat after you, or read to you. Do this two or three times until students get comfortable.

This is the man

That helps the girl

That milks the cow

That moos at the dog

That chased the cat

That killed the rat

That ate the corn

That lay in the house

That Jack owns.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a sentence about a farm and what you can find there.

Supplemental Material: Selection text

The House That Jack Owns

This is the house that Jack owns.

This is the corn
That lay in the house
That Jack owns.

This is the rat
That ate the corn
That lay in the house
That Jack owns.

This is the cat
That killed the rat
That ate the corn
That lay in the house
That Jack owns.

This is the dog
That chased the cat
That killed the rat
That ate the corn
That lay in the house
That Jack owns.

This is the cow
That moos at the dog
That chased the cat
That killed the rat
That ate the corn
That lay in the house
That Jack owns.

This is the girl
That milks the cow
That moos at the dog
That chased the cat
That killed the rat
That ate the corn
That lay in the house
That Jack owns.

This is the man
That helps the girl
That milks the cow
That moos at the dog
That chased the cat
That killed the rat
That ate the corn
That lay in the house
That Jack owns.

This is the house that Jack owns. He calls it home.

Supplemental Material: Vocabulary

man

girl

helps

milks

cow

moos

dog

cat

chased

killed

rat

corn

lay

owns

LESSON TOPIC: "The Joke's on Us"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Put words in order to form sentences.

Listening: Follow modeled multi-step oral directions.

Speaking: Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to read and deliver jokes with fluency and expression.

CONTENT – Students will be able to read "The Joke's on Us" fluently in Reading Assistant.

KEY VOCABULARY

checkers
unusual
centipede
realized
highway

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words with short definitions, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

I want us to think for a minute. What makes a joke funny? I'll give you a minute to think about this.

Give students 30-45 seconds to think. Have students share out their responses. Use sentence frames as needed; for example:

I think what makes jokes funny is _____.

What makes a joke funny to me is _____.

If I hear a joke, what makes me laugh is _____.

Have you ever read a joke book?

Give students time to think about it and give their responses.

Joke books make us read and think about the jokes. Are they as funny as the jokes you hear from your friends or family?

Have students respond.

When you tell a joke, one thing that makes it funny is the way the person tells it, right? So, if you tell a joke with no expression in your voice, it probably isn't as funny as if you were to say it with expression. I will tell a joke first with a flat voice—no expression. Then I will tell a different joke with expression, and we'll see when you laugh.

Read the first joke as though you were reading it like a robot, then read the second joke fluently like you would normally say it:

- 1. What did the traffic light say to the car? Don't look, I'm changing!**
- 2. What do you eat when you're cold and angry? A brrrgrrr!**

When we read jokes, we have to read them as though we were saying them, otherwise the joke isn't very funny.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read today, we'll practice reading jokes and stories fluently and with expression, like we were talking to a friend on the playground.

Listen as I read for where I stop at the punctuation, add expression to my voice, and how that makes the stories more fun than reading them with no expression.

Read the selection once and have students follow along on their copies. Pause at key words and define or give examples as needed. Model using the punctuation to guide your fluency.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, we're going to read this story together, and let's read it with as much expression as possible so as to make them funny. We're going to talk like we are telling this story to our friends on the playground.

Read the selection a second time with students and have them practice pronunciation, fluency, and expression. If students need practice reading with expression, pause students to model it as many times as needed until students are able to adopt a more natural speech pattern while reading the selection.

Have students read the selection one more time to you without help.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Choose a different selection and have students practice reading a paragraph or two using expression, fluency, pronunciation, and punctuation.

NOTE

Jokes can be challenging for ELs for several reasons. First, students may or may not have heard idioms and expressions commonly used in English that make the joke funny (as in the astronaut joke in the selection). Second, humor differs greatly across cultures. What may be funny in one culture is seen as simply not funny in a different culture, and can in some cases be off-putting. Additionally, humor is difficult to sell if students don't have background knowledge of the social constructs that lead to the humor in a joke. For example, this joke about rabbits:

What do you call a parade of rabbits hopping backwards? A receding hare-line.

This is only funny if you know that a receding hairline is something in U.S. culture that men are sensitive about and if you know that it's called a receding hairline. Here's another example:

I wanted to grow my own food but I couldn't get bacon seeds anywhere.

Students in practicing Jewish or Islamic families might not eat pork, so this joke may not be relevant to them as they have never had bacon.

Jokes and humor, in essence, are very culturally specific, so if students don't get the jokes in the selection or the jokes you tell, and their native language jokes are lost in translation to English, that's OK. The focus of the lesson is fluency, so if they are reading with expression, the lesson has been successful.

Supplemental Material: Selection text

The Joke's on Us

Jokes are fun to read and tell. Here are three jokes you might like.

The Dog Who Played Checkers

A boy went to visit his friend. When he walked into his friend's house, he found his friend playing checkers—with his dog!

The boy was amazed. He had never seen a dog play checkers.

He said to his friend, "That must be the smartest dog in the world!"

His friend said, "He's not so smart. I beat him every other game."

The Talking Centipede

A girl decided that she wanted a very unusual pet. She went to a pet store and asked for the most unusual pet they had.

The man in the pet store said, "I have just what you want. It's a talking centipede."

The girl was amazed. She took the centipede home and put him in a little box. Then she said, "Hey centipede, do you want to go get some ice cream?"

The centipede didn't answer.

The girl thought, "I'll wait five minutes. Then I'll ask again."

Five minutes passed. The girl went back to the centipede. "Hey centipede, do you want to go get some ice cream?"

The centipede didn't answer.

The girl thought, "I'll watch a TV show. Then I'll ask again."

The girl watched a TV show for half an hour. Then she went back to the centipede. "Hey centipede, do you want to go get some ice cream?"

The centipede said to the girl, "I heard you the first time. I'm still putting my shoes on."

Lost

A man driving down a road realized he was lost. He saw a farmer standing in a yard. He said to the farmer, "I'm lost. Can you tell me how to get to the nearest town?"

"I don't know," said the farmer.

"Can you tell me how to find the nearest highway?" the man asked.

"I don't know," said the farmer.

"Can you tell me where I can find someone else to ask?" the man asked.

"I don't know," said the farmer.

The man said, "You don't know very much, do you?"

The farmer said, "Maybe not. But I'm not lost."

Supplemental Material: Vocabulary

checkers

unusual

centipede

realized

highway

LESSON TOPIC: "The Little Mouse"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify basic elements of fictional stories (e.g., title, setting, characters).
Use learning strategies (e.g., context clues).

Writing: Copy written language.
Use first language to help form words in English.
Describe people, places, or objects from illustrated examples and models.
Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Find details in illustrated, narrative, or expository text read aloud.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Use academic vocabulary in class discussions.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer and teacher support to chart the characteristics of a fable for "The Little Mouse."

CONTENT – Students will be able to read "The Little Mouse" fluently in Reading Assistant.

KEY VOCABULARY

journey	handsome	fleeing
rolling hills	splendid	gasped
bubbling brooks	silky	ferocious
stuffed	crest	realize
hay	cruel	creature
inspect	polite	appearances
oddest	screeched	characteristics
dozing	fierce	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- The characteristics of a fable, copied for each student or displayed somewhere clearly visible (page 3)
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 7)
- Pencils

MOTIVATION

(Building Background)

Questions for discussion—give students 10-20 seconds wait time after each question to give students an opportunity to think about their responses:

What is something you have learned from stories you have read?

Have your parents or siblings ever told you a story to teach you a lesson?

When I was growing up, my mother told me stories to teach me things like ‘don’t lie’ and ‘do the best you can do.’ Why should we learn from stories?

Have students Think-Pair-Share their responses.

Have students share out stories they have heard that had a lesson to them. If students can’t think of any, ask them about these stories: *The Three Little Pigs*, *The Tortoise and the Hare*, *The Boy Who Cried Wolf*. Have students talk about them.

**These are all examples of a type of story called a *fable*. Let’s say that together: *fable*.
A fable is a special kind of story.**

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Fables have a few parts to them. You know a story is a fable if it has these characteristics:

Characteristics of a Fable

It is short.

The characters are animals with human characteristics.

There is a lesson or moral at the end of the story (sometimes it's not always obvious).

Fables also...

Could have good and evil.

Could have a theme, such as courage or honesty.

Could have a rule of threes (3 wishes, 3 characters, 3 tries)

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

As I read, follow along and see if you can find all the characteristics of a fable we just talked about.

Read the selection once, slowly. Pause to define or explain any key vocabulary words as necessary.

Read the selection again, with students this time. When the students finish, have them complete the graphic organizer. Model with the "Characters" section, do the "Problem" section together, and for added scaffolding have students complete "Story" and "Moral/Lesson" individually or in pairs.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a summary of the fable using the graphic organizers they created.

Supplemental Material: Selection text**The Little Mouse**

Once upon a time, there was a little field mouse who lived all by himself in a hole in the ground. One day the little mouse decided it was time to see the world. He packed some food for his journey. Then he locked his door and set off for the unknown.

And what a wonderful world he saw! There were tall, tall trees, rolling hills, and bubbling brooks. There were birds and flowers and butterflies that he had never set eyes on before. On and on he hiked, seeing something new at every turn.

Finally, he came to a house. Next to the house was another building. This other building was very strange indeed. It was bigger than the house, and it was painted red. On one end of this building was a huge door. On the other end was a round tower that was stuffed with hay.

After having a bite to eat, the mouse decided to inspect the strange building. He crawled under the fence, and what did he see? There, right in front of him, were two of the oddest animals ever!

One of the creatures was dozing in the shade. It was large and handsome with a long tail and splendid white whiskers. It had four legs and was covered from head to toe with soft, silky fur.

The other creature had only two legs. It was covered with red, yellow, and green feathers and had a bright red crest on the top of its head. This animal was wide awake, and did not look kind at all. Its cruel black eyes glared at the little mouse.

The little mouse tried to be polite. "How do you do, sir?" he began. The feathered creature puffed out its chest and screeched cock-a-doodle-doo! Then it began to strut toward the mouse, looking very, very fierce. The little mouse looked down at the creature's long, sharp toes. Then he looked up at its sharp, yellow beak.

"I must run!" he squeaked, fleeing as fast as his legs would carry him. Just in time, he saw a hole in the wall and dived right in. Inside, three little mice stared at him.

"Where did you come from?" asked one of the mice. "I've come from far away!" gasped the little mouse breathlessly. "Where am I now?" "You are in our home," said the second mouse. "We're barn mice. What happened to you?" The little mouse told them about the two animals he had met, one soft and harmless, the other brightly colored and ferocious. The three barn mice laughed.

"Sit down," said the third mouse. "Have a cup of tea. You do not realize the danger you were in! The creature that scared you is only a rooster, but the soft harmless one is a cat! If the cat had seen you, you wouldn't be here to tell the tale." As you see, you can't always judge from appearances.

Supplemental Material: Vocabulary

journey
rolling hills
bubbling brooks
stuffed
hay
inspect
oddest
dozing
handsome
splendid
silky
crest
cruel
polite
screeched
fierce
fleeing
gasped
ferocious
realize
creature
appearances
characteristics

Supplemental Material: Graphic organizer

Name _____

Date _____

The Little Mouse: What Is a Fable?

Characters	Problem
Story	Moral/Lesson

LESSON TOPIC: "The Ocean Is Big, My Father Said"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Use learning strategies (e.g., context clues).

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Use context clues to gain meaning from grade-level texts read orally.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use background knowledge and context clues to guess the meaning of key words in English.

CONTENT – Students will be able to read "The Ocean Is Big, My Father Said" fluently in Reading Assistant.

KEY VOCABULARY

packed	piece	waded	stood
ship	roll in	knocked me over	starfish
trip	buckled	scrambled	crabs
tides	monsters	back out	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

What large bodies of water have you seen? Rivers, lakes, oceans?

Encourage students to talk about what they saw, heard, tasted, smelled, and felt. Show students a globe or map and point to any blue section.

What is most of the Earth covered with?

Give students wait time and help them with words as needed.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Questions for discussion (provide verbal sentence frames where appropriate):

During high tide, water covers the beach. During low tide, the beach is bare and sandy. When would you rather visit the beach?

I would rather visit the beach when _____ because _____.

I like it when the beach is _____ because _____.

When you step into a puddle, you make waves. Where else could you make waves?

I could make waves in a _____ or _____.

A pool is a small body of water. When have you been in a pool?

I was in a pool _____.

There is a pool at/in _____.

Seawater is the salty water in a sea or ocean. Would you like to taste seawater? Why or why not?

Yes, because _____.

No, because _____.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once to students, speaking slowly and clearly. Have them think about it. Have students turn to a partner and discuss what they think some of the key vocabulary words could mean. They can use the following sentence frames:

I think _____ means _____.

I think that word means something like _____.

I think this words means _____.

I know that this word means _____ because _____.

Encourage students to use what they already know about the ocean, swimming, and their experiences to guess what the words might mean. Make sure each student has a chance to talk with their partner about the words they might know.

When students finish, bring them together and go through each word to see if they figured out what the words mean. It's OK if students did not discuss all of the words. Explain or give examples for any words students did not talk about.

Read the selection a second time with students. The third time, have students read the selection to you. Have students practice pronouncing any words where they struggle.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Pair up students and have them analyze the characters and come up with words or phrases to describe each, then share out their descriptions to the whole group.

Supplemental Material: Selection text

The Ocean Is Big, My Father Said

"What's the ocean like?" I asked my father as he packed the car.

"The ocean is big," my father said. "A ship takes two weeks to cross it."

"What's the ocean like?" I asked my mother as she made sandwiches for our trip.

"The ocean is always moving," my mother said. "The tides go in and out. The waves roll in forever."

"What is the ocean like?" I asked my brother and sister as we buckled our seat belts.

"The ocean is deep," my brother said, "and full of monsters. There are whales as big as our house and sharks as big as the car."

"The ocean is cold," my sister said, "and the water tastes like salt."

"Will I like it?" I asked. I really wanted to know.

"Oh, yes!" said my father and mother.

"Of course," said my brother and sister.

I went down to the beach. I stared out at the ocean. My father was right. The ocean was big. It made me feel very small. My mother was right. The waves rolled in and in and in.

I waded into the water. One wave was so big it knocked me over. I scrambled to my feet. My sister was right. The water was cold and salty.

Was my brother right, too? Were there monsters in the ocean? I backed out and stood on the beach.

Nobody was right about one thing—I didn't like the ocean at all. I walked away.

I found a pool filled with seawater. It was left behind when the tide went out. The pool was not too big. It was not too deep. It was not too cold. I waded in. Tiny fishes swam around my toes. There was a starfish hiding in the rocks, and two little crabs were on the bottom.

It was a piece of the ocean just my size, and I liked it.

Supplemental Material: Vocabulary

packed

ship

trip

tides

roll in

buckled

monsters

waded

knocked me over

scrambled

back out

stood

starfish

crabs

piece

LESSON TOPIC: "The One-Horse Farmer"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify basic elements of fictional stories (e.g., title, setting, characters).
Use learning strategies (e.g., context clues).

Writing: Copy written language.
Use first language to help form words in English.
Describe people, places, or objects from illustrated examples and models.
Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Find details in illustrated, narrative, or expository text read aloud.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Use academic vocabulary in class discussions.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to infer character traits using text evidence, guiding questions, and a graphic organizer.

CONTENT – Students will be able to read "The One-Horse Farmer" fluently in Reading Assistant.

KEY VOCABULARY

kingdom	boast	pile
poor	arrest	manage
fellow	taxes	omelet
indeed	exclaimed	afford
sighing	surely	eyebrows
sorry lot	neither	wool
royal	talk it over	stable
tax collector	unfair	
to what do I owe this honor	harsh	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 4)
- Character map, copied for each student and displayed somewhere clearly visible (page 7)

MOTIVATION

(Building Background)

Today we will read a story about a man who might or might not be telling the truth. As we read, we will use what we learn from the story and what we know about people to *infer* what he is like as a person. Let's say that together: *infer*. When you *infer* something, you take what you already know about the world and what you see or read, and make an idea of what is really happening that might not be so obvious. Why do you think it's important to know how to *infer*?

Have students Think-Pair-Share their responses.

For example, let's say you are at the beach playing. You see a young child playing in the water down the beach. You see the parents nearby. They are watching their child. A little later you see that same child in the water but much deeper. The parents are putting on sunscreen. They are not looking at their child. The child has his or her arms in the air and looks like they are not having fun. Now, you see a situation happening. Let's think for a minute about what we already know about the world.

What do we know about water?

Have students share what they know—water is deep, you can go underwater and be in trouble, you have to know how to swim, waves can be dangerous, and so on.

What do we know about little children?

Wait for students to respond.

So, now, what do we have? We know water can be very dangerous, especially waves on the beach, and we know that little children probably can't swim very well. Now let's go back to the situation. What can we *infer* or guess about the situation we see?

Give students an opportunity to respond.

We can *infer* that the child might be drowning. Is the child going to walk up to you and say 'Excuse me, I'm drowning can you please help?' It's not always that easy, right? So we have to use what we know about the world and what we see to infer what is really happening. Then what should we do?

Have students Think-Pair-Share their responses.

Today, as we read, think about what kind of character our main character is. As we read, we will not only practice reading fluently but also we will *infer* what kind of person this man is.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection once to students, pausing at the key words and phrases to define, give examples, and allow students time to practice pronouncing them. Then, read the selection again, this time with students. As you read, think aloud about the farmer, the tax collector, and soldier. Begin working on your character map to model to students:

Hmm, this story says that the one-horse farmer can't pay taxes to the king because he doesn't have anything to pay taxes on, so what does that tell me about the farmer? I think to me that says that he's probably a poor person. So I'm going to record that here as a part of his character map.

Write "One-Horse Farmer" in the first large circle and "Tax Collector" and "Soldier" in the lower larger circle. Write "poor" in one of the circles connected to One-Horse Farmer's circle.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Move through the rest of the selection with students, completing the concept maps for these characters as you go. As students read along with you, pause them where appropriate (if they do not pause on their own) to have them think about who the characters are as people. Use the guiding questions below to get students thinking. Have them verbalize why they think what they think using evidence from the text.

What does this part of the story tell us about this character?

What clues do we have that tell us _____?

Why do you think a person would _____?

Is _____ someone you would be friends with in real life? Why/why not?

Does that seem like a good thing/bad thing to do? Why is that?

Have students record their observations about the characters on their graphic organizers. Model the first few as needed and then do several with students. Have them complete the selection aloud, and complete their character maps individually or in pairs. Once students finish, have them read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For an added challenge, have students use a thesaurus to get creative with the words they use to describe the characters.
2. For extended practice, have students complete their own concept maps for a few characters in a different story during small group work or independent reading.

Supplemental Material: Selection text**The One-Horse Farmer**

Once upon a time there was a farmer who had but one horse. In the kingdom where he lived, most farmers had two or three horses, and some had even more, so he thought himself a poor fellow indeed.

One day as the farmer sat at breakfast, sighing and shaking his head at his sorry lot, a knock came at the door. He went to answer it, and there stood one of the king's soldiers along with the royal tax collector.

"Well," said the farmer, "to what do I owe this honor? One of the king's own soldiers and the tax collector, both at the same time! Not many one-horse farmers can boast as much."

The tax collector bit his lip. The soldier looked at his boots, and his face grew red. "The fact of the matter," said the tax collector, "is that we have come to arrest you for not paying your taxes."

"Taxes?" exclaimed the farmer. "How can the king expect a poor one-horse farmer to pay taxes! Surely there's been some mistake."

The soldier and the tax collector looked at each other. Neither was a harsh man. "Well," said the tax collector, "let us come in and talk it over. No one wants to be unfair."

The farmer let the soldier and the tax collector enter. They sat down at the table where the farmer had been eating breakfast, and the tax collector pulled out a pile of important-looking papers.

"Now then," he said, "you say you have only one horse. How many cows do you have?"

"None," said the farmer.

"How many pigs?"

"None."

"Sheep? Goats? Chickens?"

"Not a one to my name," said the farmer sadly. "Just one horse. That's all I have."

"Why, how do you manage?" asked the tax collector. "I see you have a nice omelet in the pan on the stove. How do you afford eggs?"

"Oh," said the farmer, "my horse lays an egg each morning—but only one. If she would lay a few more, I could sell the eggs and then I could pay my taxes."

The tax collector was amazed. A horse that could lay eggs! Still, as the farmer said, one egg a day wouldn't pay taxes.

"You poor fellow," said the soldier. "Times must be hard for you. Yet your clothes don't look like those of a poor man. That's a nice wool shirt you have on, and there's a heavy blanket on your bed."

Well, as to that," said the farmer, "my horse has a thick coat of wool I shear each spring for my clothes and blankets. If she had wool in the fall, too, I could sell that to pay my taxes."

The tax collector's black eyebrows shot high. "A horse that lays eggs and is covered with wool? Astounding! But you say she gives you only enough for your own needs. I'm surprised you had enough money to buy milk for your oatmeal."

"Oh, I don't buy that," said the farmer. "My horse gives me enough milk for my oatmeal every morning. If she gave more milk, I could milk her twice a day and then sell the evening's bucket to pay my taxes."

The tax collector and the soldier looked at each other. A horse that gave eggs and wool and milk! Still, as the farmer said, he couldn't pay his taxes with an egg he'd already eaten, or milk he'd drunk, or wool he was wearing.

"Well," said the tax collector, gathering up his papers. "I can't promise what the king will do, but he is not a hard man. I'm curious, though. Didn't you ever think to sell that remarkable horse for a great deal of money?"

The farmer looked surprised. "Now, why would I do that?" he asked. "If I sold my horse, I wouldn't have eggs for my omelets, or milk for my oatmeal, or wool to keep me warm. And on top of that, if I had money, the king would be sure to make me pay my taxes. No, I'm only a one-horse farmer, but that's what I want to be."

The soldier and the tax collector said good-bye and hurried off to tell the king that the farmer was a poor man who couldn't pay any taxes.

The farmer stood in the doorway, waving good-bye. "Sell my horse!" he said aloud. "What a silly idea."

Over by the stable door, the horse lifted her head and looked at the farmer. "I should think so," the horse said. "If you sold me, you wouldn't have anyone to play checkers with."

Supplemental Material: Vocabulary

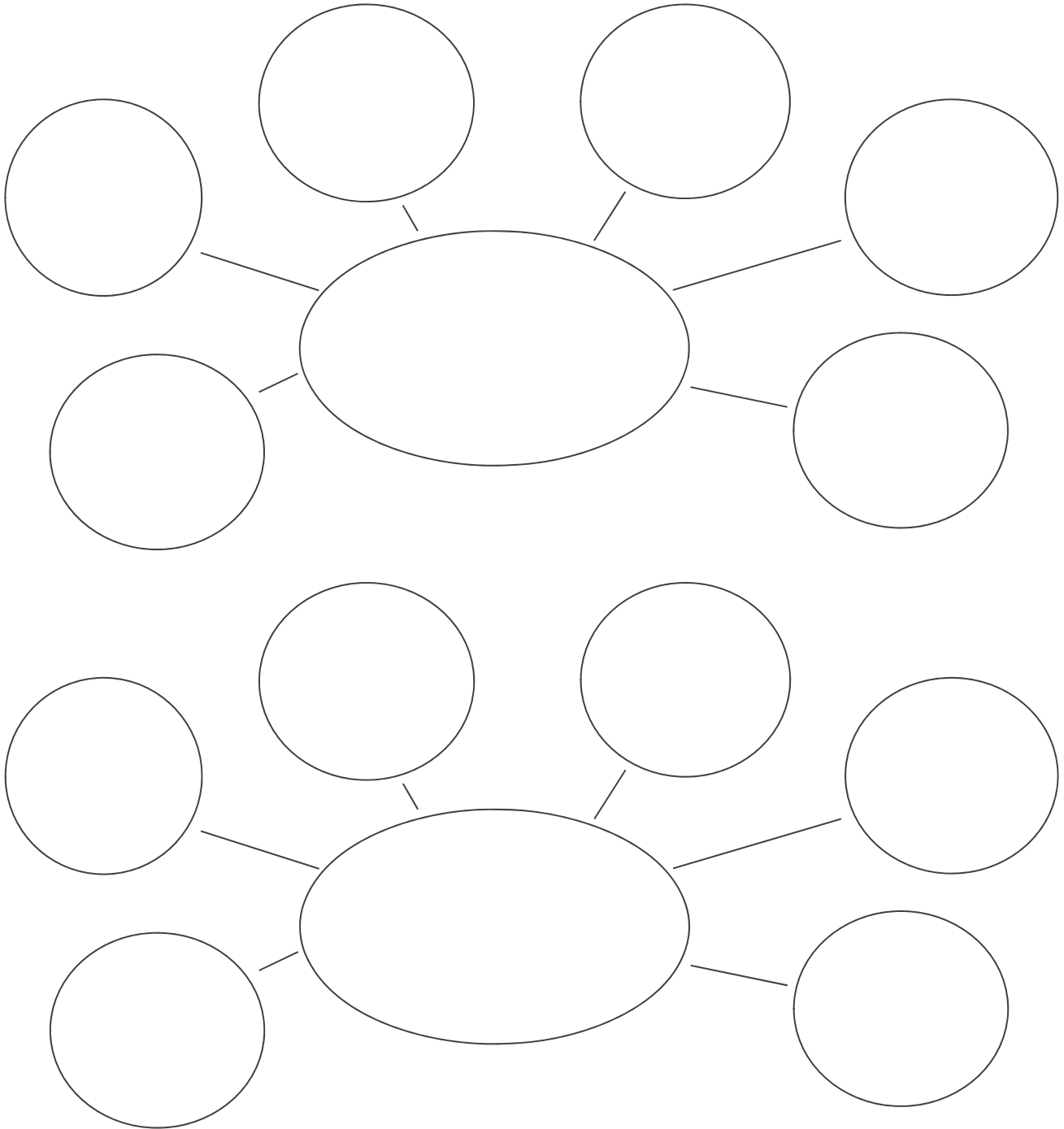
kingdom	boast	pile
poor	arrest	manage
fellow	taxes	omelet
indeed	exclaimed	afford
sighing	surely	eyebrows
sorry lot	neither	wool
royal	talk it over	stable
tax collector	unfair	
to what do I owe this honor	harsh	

Supplemental Material: Graphic organizer

Name _____

Date _____

The One-Horse Farmer: Character Map



LESSON TOPIC: "The River Otter"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.
Copy written language.
Use first language to help form words in English.

Listening: Classify objects according to descriptive oral statements.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to define words in speaking, listening, and writing using native language support.

CONTENT – Students will be able to read "The River Otter" fluently in Reading Assistant.

KEY VOCABULARY

otter	crayfish
think	treat
waterproof	slippery
shaped	juggle
stomach	balancing
dive	den
float	rest

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Graphic organizer copied for each student (double-sided, page 5)
- Pictures of river otters doing various activities
- Pencils

MOTIVATION

(Building Background)

Have you ever been to the zoo?

Give students wait time to respond.

What do you see at the zoo?

Have students share what they see and do at the zoo. Get students talking about all the things they see animals doing.

What was that animal doing when you saw it?

Today we're going to read about an animal and all the things it does. The animal we will learn about is called an otter. Have you ever seen an otter?

Show students pictures of an otter and have students talk about what they see the animal doing in the pictures. Give them wait time or sentence frames as needed.

If students are shy to talk, model for them. Then have them talk with a partner instead of to the whole group.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As I read, we're going to learn some new words to help us talk about otters. When I pause, we're going to talk about the new word and what it means. Then you'll write your own definition or draw your own picture of what the word means.

To get us started, we'll begin with the most important word in the story: otter. Let's look now at the graphic organizer in front of us. What is it asking us to write here?

Have students share out what they see on the graphic organizer. Give them wait time as needed.

Let's do the first word together. Our first word is 'otter.' We're asked to write if it is a noun, a verb, or an adjective. Do any of us know what those words mean?

Have students share out if they are familiar.

Define "noun," "verb," and "adjective." Have students decide which word best defines "otter." Have students draw a picture of an otter or write some words about what it is. If they know the word in their native language, have them share that out (they might not know how to write it in their first language, which is OK).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud once slowly. Then read the selection a second time, this time pausing at the key words to define them and have students fill out their graphic organizers. Define and give examples of words as needed and have students practice saying the word. Have students read the selection once more if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students add words from the reading or words you call out to their graphic organizers, identifying the word as a noun, verb, or adjective, and drawing a picture or writing a few sentences defining the word.

Supplemental Material: Selection text

The River Otter

A river otter is at home in ponds, lakes, and rivers. Her thick brown fur is waterproof. It keeps her warm and dry, even when she swims in cold winter waters.

The river otter is a great swimmer. Her long body is shaped for swimming, and her big back feet help her move quickly through the water. She can swim on her stomach or dive deep into the water. Sometimes, though, she just likes to float on her back.

Her dinner might be fish or frogs she catches. Crayfish are a favorite treat. She eats in careful little bites.

River otters love to play. In the deep snow, they play hide-and-seek. Another fun game is to slide down a slippery hill, splash! right into the water. Sometimes a river otter will dive for rocks. Then she will juggle a rock in her paws. Balancing a leaf on her nose and chasing her own tail are a lot of fun, too.

The river otter sleeps in a den on a bed of dry leaves. After a rest, it's time to eat, swim, and play some more.

Supplemental Material: Vocabulary

otter
think
waterproof
shaped
stomach
dive
float
crayfish
treat
slippery
juggle
balancing
den
rest

Supplemental Material: Graphic organizer (double-sided)

Name _____

Date _____

The River Otter

Key Word	Noun, Verb, or Adjective?	My Picture or Definition
otter		
thick		
waterproof		
shaped		
stomach		
dive		

Key Word	Noun, Verb, or Adjective?	My Picture or Definition
float		
crayfish		
treat		
slippery		
juggle		
balance		
den		
rest		

LESSON TOPIC: "The Smallest Dragon"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Match voice to print by pointing to icons, letters, or illustrated words.

Distinguish between general and specific language (e.g., flower v. rose) in context.

Listening: Mimic gestures or movement associated with statements (e.g., This is my left hand).

Carry out two- to three-step oral commands (e.g., Take out your science book. Now turn to page 25.).

Match people with jobs or objects with functions based on oral descriptions.

Speaking: Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use body movements to learn new words in English.

CONTENT – Students will be able to read "The Smallest Dragon" fluently in Reading Assistant.

KEY VOCABULARY

peeked out
underneath
stack
quilts
whispered
check
bent
nor

flung open
lid
snore
shadows
stuffed
scratched its icy fingers
windowpane
brave

patchwork
tip
patted
as big as the ocean
swung
crawled
snuggled
scales

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Do you have a favorite toy you like to go to bed with?

Are you scared of the dark?

Have you ever hid from a monster in your bedroom?

Do you have a favorite toy?

Have students Think-Pair-Share their responses to these questions.

Today we will move around as we read our story.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Listen closely and follow along as I read.

Read the selection once through with no movement.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together. As we read, let's practice some new words through acting them out.

Read the selection with students and have them act out all the key words, getting creative with words that don't have an easily identifiable movement.

Have students read the selection once more with the movements, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students discuss and write their own story using the key vocabulary words for which they created movements.
2. Have students practice writing the key vocabulary words and creating a sentence or definition explaining what each word means.

Supplemental Material: Selection text

The Smallest Dragon

Smallest Dragon peeked out from underneath his stack of quilts. "Please," he whispered. "Check under my bed. I heard something there." Mother Dragon bent all the way down and looked.

"Nothing's there," she said. "Nor in here," she added as she flung open the closet. "And not even in your toy box. See?" Mother Dragon opened the lid wide.

Smallest Dragon saw nothing. But still, he thought he'd heard something. "Snore well," said Mother Dragon, and she closed the door. Smallest Dragon lay in bed staring into the dark shadows. "I don't hear anything," he said to his stuffed elephant.

He reached over the side and slowly pushed Elephant under the bed. "Keep everything safe now, Elephant." Smallest Dragon lay back down.

The winter wind scratched its icy fingers against the windowpane. Smallest Dragon thought of brave Elephant keeping watch under his bed. Elephant might be cold. "Elephant," said Smallest Dragon. "Here is something warm."

Smallest Dragon chose one of his patchwork quilts and leaned over the side of his bed. He covered up Elephant until only the tip of his trunk stuck out from underneath the quilt. "Snore well," said Smallest Dragon as he patted Elephant's head. "And keep everything safe."

Smallest Dragon now had one quilt and no Elephant to share his bed. With Elephant gone, the bed felt as big as the ocean. Smallest Dragon began to think about brave, warm Elephant who was all alone under his bed. Elephant might be lonely. "Elephant," called Smallest Dragon as he swung his feet over the side of the bed. "I'll come and help you. We should always do things together."

So Smallest Dragon crawled underneath his bed. He hugged Elephant close and snuggled under the patchwork quilt until only the tip of Elephant's trunk peeked out. "Elephant is brave, and very warm, and very, very happy now," thought Smallest Dragon. And he closed his eyes. Mother Dragon opened the door to check on Smallest Dragon. "Oh, my scales!" she cried. "Something IS underneath Smallest Dragon's bed." "Snore well," said Mother Dragon. And she closed the door.

Supplemental Material: Vocabulary

peeked out
underneath
stack
quilts
whispered
check
bent
nor

flung open
lid
snore
shadows
stuffed
scratched its icy fingers
windowpane
brave

patchwork
tip
patted
as big as the ocean
swung
crawled
snuggled
scales

LESSON TOPIC: "The Snow Walker"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.
Copy written language.
Use first language to help form words in English.

Listening: Classify objects according to descriptive oral statements.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use the parts of speech to learn descriptive language in English from "The Snow Walker."

CONTENT – Students will be able to read "The Snow Walker" fluently in Reading Assistant.

NOTE: This lesson will last 7-8 sessions.

KEY VOCABULARY

22 verbs, 30 nouns, 8 adjectives or adverbs

Chapter 1

jolted
 rattled
 tossing
 parlor
 kerosene lamp
 blocking
 icebox
 foolish
 exclaimed
 snow drifts
 second story

Chapter 2

barrel hoops
 slats
 cord
 piled on
 overcoat
 mittens
 waist
 shrieked
 shawl
 Alaskan parka
 sled
 landmarks
 clothesline

Chapter 3

biting wind
 hardly
 recognized
 window ledge
 a crack
 condensed milk

Chapter 4

tugged
 dog sleds
 admired
 noon whistle
 lint
 clung

Chapter 5

frantic
 begged
 stockings
 wagons and
 carriages
 telegraph pole

Chapter 6

prescription
 clothespin
 urged
 flapping
 nervously
 pleading

Chapter 7

icy bits
 wobbling
 ached
 awkward

Chapter 8

violent
 gust
 barely
 exactly
 trudged
 glimpsed
 spirits soared
 struggled
 sill
 supper
 declared

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words displayed somewhere clearly visible
- Flash cards of all the key vocabulary words with a simple definition or picture on the back
- Graphic organizer copied for each student (double-sided, page 14)
- Pencils

MOTIVATION

(Building Background)

As we read today, we are going to see a lot of what is called *descriptive language*. Let's say that together: *descriptive language*. As I read, follow along and look for any words you might not have seen before or that you know are interesting. Chances are, that is probably *descriptive language*. *Descriptive language* helps us understand exactly what the author is trying to show us—it describes precisely what things look like, sound like, or feel like, and makes us feel like we're there.

Now, we're going to practice reading by learning some new words today. Why is learning new words important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Before we begin, we need to know three things. First, we need to know 'nouns.' Second, we need to know 'verbs.' Last, we need to know 'adjectives.' Can anyone tell me what any of these things are?

Have students share out what they know. Give wait time as needed. Build on what students say with your own definitions and write those definitions somewhere clearly visible next to the word they define. For students who may quickly forget, have them write the definitions on their own graphic organizers in the spaces next to the words.

Place the flash cards face down on the table. Together, have students choose a card, talk about the word, and then label it *noun*, *verb*, or *adjective*. Then have students sort them into three piles (one for each part of speech). Start this activity with a lot of support, then gradually provide less and less until students are doing the activity for some time on their own.

Read the first chapter once, modeling fluency and expression. As you read, pause to give students time to practice saying key words or difficult words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the first chapter again with students, modeling fluency and expression. As students come to a key vocabulary word, have them define the word on their graphic organizers and then do the following:

- If the word is a noun, have students draw a picture next to the word showing what it is.
- If the word is a verb, have students act out the word.
- If the word is an adjective, have students write a sentence using that word.

Then have students look up each word in the thesaurus and write down a synonym. If there is still time, have students read the chapter to you one more time.

Complete this activity for the rest of the chapters and words in the selection. Feel free to incorporate your own words, or have students contribute to the list as they come to words they don't know. If students already know some of these words, feel free to omit them or replace them with other less common words.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own story about what it would be like to be in a blizzard in their own neighborhoods, using as much descriptive language as possible with the story still making sense.

Supplemental Material: Selection text (page 1 of 8)

The Snow Walker: Chapter 1

Monday, March 12, 1888

Crack! The sound jolted Milton awake. A howling wind rattled the window. Milton jumped out of bed and pushed aside the curtains. A smile lit his face. Snow!

Snow was everywhere. He saw that a giant branch had broken from the maple tree. Now wind was tossing it crazily across the yard.

Quickly, Milton pulled on his school clothes and ran downstairs. Snow covered all the windows. The hall and parlor were dark. Back in the kitchen, Mama had lit the kerosene lamp. Everyone was eating breakfast, even baby Jerome in his high chair.

"Mama! Why didn't you call me?" Milton asked. "It's after 7:30. I'll be late for school."

"No school today," his mother replied. "There's a wall of snow blocking the front door."

"We'll all stay home," said his father. "It's dangerous out in that storm."

"We have plenty of food," Mama said, checking the icebox. "But I do wish we had more milk."

"I'll go and buy some," Milton offered.

"Don't be foolish, Milton!" his father exclaimed. "The drifts are already climbing to the second story. You would be buried out there."

"I could go on snowshoes," Milton insisted.

"And where are you going to get snowshoes?" his father asked.

"We could make some," Milton replied. "At school, we've been studying the Alaska Territory. There are pictures of snowshoes in my geography book. I bet we could make a pair. Could we try, Papa? Please?"

His father laughed. "All right, son. Eat your oatmeal," he said. "Then we'll try to make you some snowshoes."

Supplemental Material: Selection text (page 2 of 8)

The Snow Walker: Chapter 2

After breakfast, Milton and his father set to work. They used wooden barrel hoops, thin slats, wire, heavy cord, and the bottom of an old pair of roller skates with the wheels off. Finally, after almost two hours, the snowshoes were ready to try out.

Everyone crowded into the little upstairs bedroom. Milton piled on sweaters, an overcoat, a wool hat, a scarf, and mittens. His father helped him strap on the snow shoes. Then he tied a rope around his son's waist.

"Okay, Milton. I'll hold onto the line until we're sure your snowshoes work," he said. "If you start to sink, I'll pull you back."

He opened the window. An icy wind swept snow into the room. The girls shrieked. Mama covered Jerome with her shawl.

Milton pulled his hat down over his ears and his scarf up over his mouth. He wished he had an Alaskan parka. He took one step, then a second, and a third. He had to keep his feet apart. Otherwise, he stepped one snowshoe on the other, and couldn't walk.

Milton climbed up and down the snowdrift to the window several times.

At last, his father nodded. The snowshoes worked. Milton untied the clothesline. His father handed him a sled with a wooden box nailed to it.

"Watch for landmarks so you don't get lost," Papa warned.

"Please be careful," his mother called.

Supplemental Material: Selection text (page 3 of 8)

The Snow Walker: Chapter 3

Milton leaned into the biting wind. He snow-shoed across the front yard and over the garden fence. Wind had swept the road clear to an icy base in some places. In others, Milton had to climb over drifts of snow. Some drifts were as hard as icebergs. Some moved beneath his feet.

At times, gusts of wind scooped up fallen snow and tossed it back into the air. When that happened, Milton saw nothing, only whiteness swirling around him. He hardly recognized the houses he passed. Everything looked so different piled with snow and hung with icicles.

Milton reached the spot where he knew Mike Ash's grocery store should be. At first, he couldn't find it. The sign had blown away, and snow covered the door and window. Then he climbed up the snowdrift and tapped on the window of the Ashes' apartment above the store. He held onto the window ledge to keep from being blown away.

Mr. Ash opened the window a crack. "Milton! What are you doing out in this storm?" he yelled above the wind.

"How did you get up here?" his son Mickey wanted to know.

"My mother needs milk, Mr. Ash," Milton shouted back with a grin. "Like my snowshoes, Mickey?"

"No fresh milk was delivered today, Milton," said the grocer. "But I can sell you condensed milk."

Milton gave him fifty cents. Mr. Ash went downstairs to the store. He returned with five cans of milk. Mickey leaned out the window for a better look at Milton's snowshoes. Quickly, Mr. Ash pulled him back in and shut the window.

Supplemental Material: Selection text (page 4 of 8)

The Snow Walker: Chapter 4

Milton tugged his scarf up over his face and started for home. A neighbor who was watching from her upstairs window shouted, "Young man, can I buy some of that milk?"

Milton sold her a can of milk. He asked for ten cents, but the woman insisted he take a quarter. Another neighbor called to him. Then another.

Soon Milton had sold all the cans of milk. He snow-shoed back to Mr. Ash's store and bought more condensed milk. But again, at almost every house he passed, someone shouted for milk.

As he dragged his sled back to Ash's store, Milton pictured the dogsleds of Alaska. Maybe he and his father could make a dogsled, he thought.

When he got back to the store, he bought a whole case of milk with the extra money people had given him. He sold this milk, and then another case, to neighbors. By now, half the kids in the neighborhood had seen and admired his snowshoes.

Milton grinned when he thought of how surprised they would be if he came by on a dogsled. He imagined himself and all the dogs of the neighborhood out in the storm, and all the rest of the world snowed in.

Just then, the noon whistle blew at the factory. Milton was surprised. He didn't feel as if he had been out for almost two hours. He set out for home at once.

Snow clung to his clothes like lint. Snowflakes driven by the wind stung and reddened his eyes and nose. His toes ached from the cold. But Milton felt like cheering as he snow-shoed home, pulling the sled after him.

Supplemental Material: Selection text (page 5 of 8)

The Snow Walker: Chapter 5

Back at home, Milton's father helped him in through the bedroom window. "What took you so long?" he asked.

"We've been frantic with worry," his mother exclaimed.

"I'm sorry, Mama. I've been getting milk for our neighbors," said Milton. He pulled coins and bills from his pockets.

"Milton! How much did you charge them?" his mother asked.

"Ten cents," he said. "But people kept giving me more."

After lunch, Milton begged to go out again. "Honestly, Mama, I won't go far," he said. "It's great fun. And there are many more people who need milk. With these snowshoes, Papa, I'm safe."

Papa looked at Mama. "All right," he agreed after a minute. "The snowshoes seem to be holding up well. But be home well before dark. Five o'clock at the latest."

"Milton, put these on," said Mama. She handed him three pairs of wool stockings. "I don't want your feet to get frostbitten."

Milton had to wear a pair of his father's old shoes to fit over all those stockings. Bundled up, Milton stepped again through the window and into the blizzard. In his imagination, he was back in Alaska.

By three o'clock, Milton had bought and sold all the milk in Mr. Ash's store. He decided to go to Roach's grocery, four blocks away on Willis Avenue. On the way, Milton passed empty horse wagons and carriages. They were almost buried in snow. He cut across the road to avoid a broken telegraph pole that swung wildly from wires over the street.

Didn't Alaskans on their lonely travels sometimes face danger, too? he thought. Didn't they have to watch out for wolves and polar bears?

Snow covered Roach's grocery store. Mr. Roach was surprised to see Milton outside his apartment window. But he brought up a case of milk from the grocery store and sold it through the window.

As Milton pulled the sled over a snowdrift, he felt his right snowshoe loosen. A couple of the wires had snapped. With icy fingers, he twisted them onto unbroken wires. He would finish selling this case of milk, he decided, then head for home before the snowshoe came apart.

Supplemental Material: Selection text (page 6 of 8)

The Snow Walker: Chapter 6

Milton sold the last of the milk. Then a woman called to him from a third-floor window. "Sonny," she said, "would you please go to the drugstore for me? My husband is sick. He needs medicine."

She threw down a slip of paper held by a clothespin. It spun in the wind, and Milton grabbed for it. It was a doctor's prescription. He would get the medicine, he told himself, and then go straight home.

"Wait," the woman called. "I'll give you some money."

Milton didn't wait. He didn't think about his broken snowshoe. He headed for McKane's drugstore.

Mrs. McKane was shocked to see Milton peering over the windowsill of the apartment above the store. She called her husband. He took the prescription and hurried downstairs.

Soon, he came back with a small package. "Get this to the sick man as soon as possible," he urged.

"How much does it cost?" asked Milton.

"No charge," Mr. McKane replied. "Anyone who comes out in a storm like this doesn't have to pay for medicine."

Milton made his way back to the woman's house. He felt his right snowshoe flapping again. Another wire had broken. I have to get home, he thought nervously. Without snowshoes, I might sink into snow over my head. I might freeze in a snowdrift.

The woman whose husband needed medicine was watching for Milton. She lowered a can on a string so he could send up the package. "How much was the medicine?" she called.

"No charge," he shouted back.

A woman from the apartment below opened a window. "Young man," she pleaded, "would you please go to the store for me? We have no food in the house."

All right, Milton thought. I will get the food for this lady and then go home.

Supplemental Material: Selection text (page 7 of 8)

The Snow Walker: Chapter 7

Milton took the shopping list and money. He headed back to Roach's store. He twisted his scarf so that only his eyes showed. Still, as he pushed through the waves of snow, icy bits blew in. They stung his nose and cheeks. He thought of the woman and her sick husband. Did they need food, too?

"Please fill this order for a lady down the street," said Milton. "And, Mr. Roach, would you make up the same order for me?"

When Milton delivered the groceries, the woman told him to keep the change.

"Thank you," he said. "This bag of groceries is for the lady upstairs. Tell her I hope her husband gets better."

"God bless you, son. I will," the woman said.

By this time, it was after four o'clock. Milton tried to hurry home. But now both snowshoes were wobbling. The left one had a few broken wires. He could twist them back onto the slats. But his right snowshoe was coming apart. He stepped as lightly on it as he could.

Soon his legs ached with every awkward step. Even with three pairs of stockings, his toes felt icy. A frozen bird fell from a tree and landed on his shoulder. Milton jumped, stepping hard on his right snowshoe. Another wire snapped.

Suddenly, Milton was afraid. He was alone. He had not seen one other person out in the storm. What if he sank into a drift and disappeared? No one would know he was there.

Supplemental Material: Selection text (page 8 of 8)

The Snow Walker: Chapter 8

A violent gust of wind flung up a cloud of fallen snow. For several seconds, Milton could barely see or breathe. It was getting dark. Where exactly was he? He had to get home. He trudged on. He couldn't move fast enough to keep warm. He was beginning to get chilled.

Finally, Milton recognized his own street. Just ahead was his house. His spirits soared. He felt like an Alaskan returning from a dangerous journey. He glimpsed his sister Hannah's red hair at the window. Then he saw the whole family. They smiled and waved.

At last, Milton struggled up the snowdrift to the bedroom window. Mr. Daub lifted him over the sill and pulled the sled in after him.

"You look exhausted, son," he said.

"Yes, Papa, I am," Milton replied. He emptied his pockets of coins and bills and proudly handed them to his mother. Papa unstrapped the snowshoes.

"Thank God you're home safe," said Mama, looking at the broken snowshoes. "I should never have let you go."

They helped Milton pull off his snow-covered clothes. He put on his nightshirt and got into bed. Mama brought him a hot supper. Milton ate only a bit. Then he fell asleep, even though it was only six o'clock.

Snow continued to fall all that night and through the next day. Finally, on Wednesday, the storm was over. People in the South Bronx dug out from under mountains of snow. They all talked about the boy who had walked on snow through the blizzard to help his neighbors.

Many people stopped by the house to thank Milton. One woman could not thank him enough. Milton had not only given her milk and much-needed food, she declared. Milton had helped save her husband's life.

Supplemental Material: Vocabulary

22 verbs, 30 nouns, 8 adjectives or adverbs

Chapter 1

jolted
rattled
tossing
parlor
kerosene lamp
blocking
icebox
foolish
exclaimed
snow drifts
second story

Chapter 2

barrel hoops
slats
cord
piled on
overcoat
mittens
waist
shrieked
shawl
Alaskan parka
sled
landmarks
clothesline

Chapter 3

biting wind
hardly
recognized
window ledge
a crack
condensed milk

Chapter 4

tugged
dog sleds
admired
noon whistle
lint
clung

Chapter 5

frantic
begged
stockings
wagons and
carriages
telegraph pole

Chapter 6

prescription
clothespin
urged
flapping
nervously
pleading

Chapter 7

icy bits
wobbling
ached
awkward

Chapter 8

violent
gust
barely
exactly
trudged
glimpsed
spirits soared
struggled
sill
supper
declared

Supplemental Material: Graphic organizer (double-sided)

Name _____

Date _____

The Snow Walker

Noun	Verb	Adjective

Supplemental Material: Graphic organizer

Noun	Verb	Adjective

LESSON TOPIC: "The Yak"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Sort illustrated content words into categories.

Match voice to print by pointing to icons, letters, or illustrated words.

Match phrases and sentences to pictures.

Listening: Match people with jobs or objects with functions based on oral descriptions.

Identify illustrated activities from oral descriptions.

Locate objects, figures, places based on visuals and detailed oral descriptions.

Speaking: Sort and explain grouping of objects (e.g., sink v. float).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use pictures and teacher support to learn new words in English.

CONTENT – Students will be able to read "The Yak" fluently in Reading Assistant.

KEY VOCABULARY

shaggy

species

yak

hairy

to spot

doesn't mind

baggy

frightful

Tibet

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with short definitions, copied for each student or displayed somewhere clearly visible
- Pictures of key vocabulary words displayed somewhere clearly visible, with space nearby to write

MOTIVATION

(Building Background)

Today you will read a story about a yak. Do you know what a yak looks like?

Show students pictures of a yak. Encourage students to describe it aloud.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

In English this animal is called a yak. The story we will read today has some words we need to know to understand the story. We have some pictures to help us learn these words. Let's look at the pictures now. Looking at the key vocabulary, which picture do you think matches which word?

Say all the words and read the definition to students. If needed, model thinking aloud for matching the picture to "shaggy" and writing the word "shaggy" underneath or next to the picture.

Have students help you do this for the rest of the words. Give students support as needed, repeating words, repeating definitions, or describing what a word means in a different way. Have students practice saying the word each time the group matches a word to a picture.

Allow students to be talkative if they enjoy talking about the pictures in English. Give verbal sentence frames as needed. Read the selection one time through, modeling the rhyme and pronunciation.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection with students once or twice through, then have students read the selection to you. Pause at any challenging words and give students an opportunity to sound out and/or practice saying the word before continuing.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students retell the story to one another without looking at the selection text or the key vocabulary words.

Supplemental Material: Selection text

The Yak

A shaggy species is the yak,
With hairy front and hairy back.
It isn't very hard to spot him,
With hairy top and hairy bottom.
He doesn't mind that he's so shaggy,
If he wore pants, he'd like them baggy.
His coat's a frightful mess, and yet
You'd dress as he does, in Tibet.

Supplemental Material: Vocabulary

shaggy
species
yak
hairy
to spot
doesn't mind
baggy
frightful
Tibet

LESSON TOPIC: "What Can Baby Hummingbirds Do?"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.
Copy written language.
Use first language to help form words in English.

Listening: Classify objects according to descriptive oral statements.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to classify new words as nouns, verbs, or adjectives using a graphic organizer through all four language domains.

CONTENT – Students will be able to read "What Can Baby Hummingbirds Do?" fluently in Reading Assistant.

KEY VOCABULARY

newly	webs	sparkle
hatched	squeak	jewels
weak	swallow	beat (wings)
cozy	bill	noun
nest	tiny	verb
stretch	nectar	adjective
bits	feather	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 6)
- Pictures of hummingbirds at various stages of development—baby, juvenile, adult, mature
- Pencils

MOTIVATION

(Building Background)

Have you ever seen a hummingbird?

Show students pictures of hummingbirds.

Hummingbirds are very interesting for many reasons, but one thing that makes them interesting is how tiny they are.

'Tiny' means very, very small. They are the smallest birds in the whole world. 'Tiny' is an example of an *adjective*. Let's say that together: adjective. An adjective is a word that describes something or tells us about the way something is. For example, this classroom is _____.

Insert adjective here: big, small, roomy, bustling, busy, loud, quiet, welcoming

This tells you a little about what this classroom is like. What are some words we could use to describe the hummingbirds in these pictures?

Have students share out their words, model as needed.

Today as we read we learn to identify more adjectives like 'tiny,' as well as some new kinds of words called *nouns* and *verbs*. Have you heard these words before? Do you know what they mean?

Give students wait time. If students know, have them share out their understanding of the words. If they don't, say:

We will learn about these words right now.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As I read, listen carefully for any new words that you have never heard before. When you hear a new word, tap your head with your hand (or some other movement that you prefer). That will tell me it's time to learn the new word.

Model tapping head or preferred movement.

As we learn the new words, we're going to write what we learn on the graphic organizer in front of you. Why should we learn new words? What is important about learning new words?

Have students Think-Pair-Share their responses.

Let's take a second to look at our graphic organizers now.

What do you see?

Have students talk about the graphic organizer. Define *noun*, *verb*, and *adjective* for students as needed. Have them practice saying those words a few times; give examples of each and record them on your graphic organizer as the students will do shortly (to start, record "tiny" in the Adjective column).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once slowly so that students can identify new words. Have them follow along on their own copies. When a student taps his or her head, pause and talk about the new word. Define it, give examples, and have students write it in the correct column on their graphic organizers. Give students an opportunity to practice saying the word as well.

If students are not tapping their heads, have them define the key vocabulary words—maybe they know them already. If so, have them say the word in their native language. Help students define the words in English.

If students simply aren't talking, start with the key words and model tapping your head, thinking aloud, and recording the word in the correct box. Give students wait time to encourage participation.

Do this for all the key vocabulary words/new words students learn. Read the selection again with students. Have them read the selection to you one last time if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Play a game where you say a word or write a word, and have students classify it as noun, verb, or adjective on their graphic organizers.

Supplemental Material: Selection text

What Can Baby Hummingbirds Do?

What can newly hatched hummingbirds do? They are as small as bees and are too weak to fly. Newly hatched hummingbirds can sleep. Their cozy nest is the size of a walnut shell. Their mother covers them with her wings, keeping them warm and dry and safe.

What can baby hummingbirds do? They can grow. Soon their nest is too small, so they push and stretch it to make it bigger. The nest is made of soft bits of plants and spider webs.

What else can baby hummingbirds do? They can squeak for their mother when they are hungry. They can swallow food from her long bill. They eat tiny bugs and nectar from flowers.

What do baby hummingbirds do then? They grow feathers. Some feathers sparkle in the sun like red, blue, or green jewels. Baby hummingbirds learn to beat their wings. When the wings move very fast, they make a humming sound. Soon the birds rise out of their nest. They are flying!

Hum-m-m-m.

Supplemental Material: Vocabulary

newly
hatched
weak
cozy
nest
stretch
bits
webs
squeak
swallow
bill
tiny
nectar
feather
sparkle
jewels
beat (wings)
noun
verb
adjective

Supplemental Material: Graphic organizer

Name _____

Date _____

What Can Baby Hummingbirds Do?

Noun Example: dog	Verb Example: run	Adjective Example: scary

LESSON TOPIC: "What's So Funny?"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames, key words, and native language support to make connections between the reading and their own lives.

CONTENT – Students will be able to read "What's So Funny?" fluently in Reading Assistant.

KEY VOCABULARY

jokes
humor
moving up in the world
knock-knock jokes
riddle

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 6)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- List of clean jokes found online

MOTIVATION

(Building Background)

Let's take a minute and think about jokes. What are some jokes you know?

Have students share out classroom-friendly jokes. If they are having trouble getting started, tell a joke first. If you can't think of any, use the jokes below that you know students will comprehend. It's OK if the jokes require a bit of explaining. If students know jokes in their native language, let students share them and then explain them.

Jokes

- **A farmer in the field with his cows counted 196 of them, but when he rounded them up he had 200.**
- **What does a nosey pepper do? Get jalapeño business.**
- **Doctor: I'm sorry but you suffer from a terminal illness and have only 10 to live.
Patient: What do you mean, 10? 10 what? Months? Weeks?!
Doctor: 9...**
- **My dog used to chase people on a bike a lot. It got so bad, finally I had to take his bike away.**
- **What do you call a fake noodle? An impasta!**

Riddles

- **What stays in the corner and travels all over the world? A stamp.**
- **I'm light as a feather, yet the strongest man can't hold me for more than 5 minutes.
What am I? Breath.**
- **What building has the most stories? A library.**
- **Without fingers, I point, without arms, I strike, without feet, I run. What am I? A clock.**
- **A truck driver is going opposite traffic on a one-way street. A police officer sees him but doesn't stop him. Why didn't the police officer stop him? He was walking.**

Today as we read we're going to do something called *make connections*. Let's say that together: make connections. When we read, our brains naturally make connections. Making a connection is when we think of something like what we are reading, or maybe the reading reminds us of something we did or something that happened. Why, as readers, should we make connections? What does making connections help us do?

Have students Think-Pair-Share their responses.

We're going to read together, and as we read, think about a time when you heard a joke, or when a friend played a joke on you or another friend. As we are reading, when you make a connection, do this with your hands:

Put your hands in front of you, with your palms facing toward you and the tips of your fingers overlapping. Then wiggle your fingers back and forth together so it looks like synapses connecting:



Have students practice this motion.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read through the selection once modeling fluency and expression. Provide short definitions or examples of key vocabulary words where needed. Give students an opportunity to practice pronunciation of unfamiliar words. Explain jokes as needed.

Additionally, model making a connection, for example:

Making motion with hands to signal a connection as you begin talking:

Oh, knock-knock jokes. I first heard knock-knock jokes from my older brother. I think the first knock-knock joke he told me was, 'Knock knock. Who's there? Orange. Orange who? Orange you going to let me in?' It was funny the first time I heard it, but then he said it a hundred more times!

Model making a connection a few more times as you read to give students a good idea of what to do.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection along with students. Use the sentence frames below to get students talking about experiences they have had with jokes. Have them make the hand motion and share connections as they read. Make sure each student shares at least one connection.

If students need help getting started, have them use sentence frames:

My connection is _____.

I have a connection. When I _____.

I know this word because _____.

This makes me think of _____.

This reminds me of one time when _____.

The makes me remember that _____.

Have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For more of a challenge, have students write a short description of their connections on a T-chart, recording the text that triggered the connection on one side and the connection on the other.
2. Additionally, have students practice saying jokes to one another using a list of clean jokes found online or from some other source. The key is for students to practice their fluency by reading the joke fluently, pausing where appropriate, using the punctuation, and then delivering the punch line just as fluently. Reiterate that if a person sounds like a robot delivering a joke, the joke is harder to understand, so it's important to read like you're really telling the joke.

NOTE

Jokes can be challenging for ELs for several reasons. First, students may or may not have heard idioms and expressions commonly used in English that make the joke funny (as in the astronaut joke in the selection). Second, humor differs greatly across cultures. What may be funny in one culture is seen as simply not funny in a different culture, and can in some cases be off-putting. Additionally, humor is difficult to sell if students don't have background knowledge of the social constructs that lead to the humor in a joke. For example, this joke about rabbits:

What do you call a parade of rabbits hopping backwards? A receding hare-line.

This is only funny if you know that a receding hairline is something in U.S. culture that men are sensitive about and if you know that it's called a receding hairline. Here's another example:

I wanted to grow my own food but I couldn't get bacon seeds anywhere.

Students in practicing Jewish or Islamic families might not eat pork, so this joke may not be relevant to them as they have never had bacon.

Jokes and humor, in essence, are very culturally specific, so if students don't get the jokes in the selection or the jokes you tell, and their native language jokes are lost in translation to English, that's OK. The focus of the lesson is fluency, so if they are reading with expression, the lesson has been successful.

Supplemental Material: Selection text**What's So Funny?**

People love to laugh. People love to make other people laugh, too. How do people make one another laugh? They share funny pictures and silly cartoons. They tell funny stories about things that really happened. They make up funny stories or tell funny stories they have heard. Humor is part of life everywhere in the world. It is something that connects people to each other.

A big part of humor is jokes. A joke can be a long story, or just a few sentences. Some jokes have been told for years and years. Jokes can be about school, animals, or families. Jokes can be about almost anything. When you tell a joke, you hope everyone "gets it" and thinks it is funny too.

Why are astronauts successful? Because they always go up in the world!

You probably know about "knock-knock" jokes. It's fun to pretend there is a door between you and a friend, and you can't see who's on the other side. It's funny when words get mixed up.

Knock knock!

Who's there?

Butter.

Butter who?

Butter let me in!

Riddles can be funny, too. A riddle is a puzzling question, and the answer is often surprising.

What runs around a house but doesn't move? A fence!

Pranks are tricks that people play on each other. Pranks can be fun and funny, but they can also be hurtful or scary. Take care when you pull a prank! Make sure that everyone will enjoy it.

People expect pranks on April Fool's Day. Long ago, people celebrated New Year's Day on April 1st. Then New Year's Day was changed to January 1st. People asked, "Is this a joke?" That may be the reason April 1st is known as a day of tricks, jokes, and pranks.

Jokes, riddles, and pranks are often passed from person to person. They travel around schoolyards and places where people work. They're sent from one person to another by email. Old jokes can tell us about life in earlier times. They also show us that humor has been around for a very long time!

Supplemental Material: Vocabulary

jokes

humor

moving up in the world

knock-knock jokes

riddle

Reading Assistant Plus lessons: 4-5

This chapter includes the offline lessons for the Reading Assistant Plus program, elementary grades 4-5. For specific details on the Reading Assistant Plus program and how to use it, see the Reading Assistant Plus program user guide or visit MySciLEARN Help.

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LESSON TOPIC: "A Magic Mystery"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Use context clues and illustrations to determine meaning of words/phrases.

Identify cognates from first language, as applicable.

Find changes to root words in context.

Writing: Take notes using a graphic organizer.

Listening: Infer from and act on oral information.

Follow multi-step oral directions.

Speaking: Present content-based information.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use context clues, native language support, and graphic organizers to determine the meaning of the key vocabulary words.

CONTENT – Students will be able to read "A Magic Mystery" fluently in Reading Assistant.

KEY VOCABULARY

exhaled	lie detector	entire
detective	brilliant	obvious
overheard	shrugged	pinched
usually	stubborn	pounded
gravity	steady	figure out
stubborn	broad	fooled
settled	possible	context clues
announced	mid-air	
instruments	unwind	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Graphic organizer copied for each student, with additional blank copies (page 6)
- Pencils

MOTIVATION

(Building Background)

When we read, we have to use the clues we have in a story to understand words we don't know. As an adult, I find words I don't know all the time and I have to use what I know to figure it out. This is called using *context clues*. Let's say that together: context clues.

Today we will read a story about a magician and use context clues to figure out what some words might mean.

Why do you think it's important to use context clues as we read? What does this help readers do? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Model reading the first paragraph, thinking aloud to figure out what the words *wand* and *ground* could mean. Speak clearly to show exactly what a reader does/thinks when using context clues, using the rest of the sentence around a word and what they already know to guess what a word might mean.

For example:

Oh, wait. I don't know what the word *wand* means. Hmm. Let me see here. It says 'magic' so maybe it's magic. It's something you hold up...and Reid holds it in his hand. Hmm. I know magic tricks take a magician...and they use long sticks to tap things...and it's something he can float...I think it's like a baton, or like a long pointer that he holds.

Ok, so this word, *ground*...hmm. 'Falling to the ground' makes me think it's the floor or grass or something...the ground is like the floor, I think.

Model recording these words on your graphic organizer. In the Clues column write "magic, hold it in his hand, floats, magicians use it." In the Definition column write "baton, long pointer that magicians have for tricks", or something similar.

Context clues aren't needed for words we already know because we already know them. We only use context clues when we don't know a word or a phrase.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

So now let's read the story together. We'll pause to use context clues when we come to words we don't know. I've got a list of words we might not know already here, so as we read we can use these to help us get started using context clues.

If students catch on quickly, have them write their own words in the boxes and complete the activity individually or in pairs.

If students are beginner learners, have them use their native language to describe words or clues, or write in their native language. Alternatively, if the task seems too time-consuming, have students translate each word into their native language or use circumlocution in English to come up with a description of the word in speaking. Last, if students already know the word, skip it and continue reading.

Read the selection to students. As you read along, use context clues together to create definitions in English for each unfamiliar word. If needed, students may write the definitions in their native language.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students fill out their own context clues graphic organizer individually for more of a challenge or in pairs for less of a challenge on a different selection or story they read.

Supplemental Material: Selection text

A Magic Mystery

"Everyone back up, because this trick needs lots of room," Reid said. He closed his eyes and held up his magic wand. Slowly, he opened his hand. But the wand didn't fall to the ground—instead, it floated a few inches below his palm. Everyone gasped and whispered. Reid grabbed the wand and exhaled as if he'd worked very hard.

When the show was over, a group of kids gathered around Reid, and a group gathered around me. I'm Leandra, the class detective, and I love figuring out Reid's tricks. Usually he doesn't mind, as long as I keep his secrets.

"How did he do it?" someone asked.

"I floated the wand with the power of my brain waves," I overheard Reid saying.

"Your brain may be powerful, Reid, but it can't defy gravity," I told him.

"Then how did I do it?" he asked. The crowd turned to me.

"I don't know," I admitted, "but it wasn't brain waves!"

"Yes it was," Reid insisted. I wondered why he was being stubborn. Before I could argue, the bell rang. Everyone ran into the classroom and settled at their desks.

"We have a special guest," Ms. Lim announced as class began. "This is Detective LeFrank, from the police department." I perked up right away—a real detective!

Detective LeFrank wheeled in a table with a bunch of instruments on it. "Who here knows what a polygraph is?" he asked.

"It's a lie-detector," I said, suddenly getting a brilliant idea. "I think Reid should take the test. He claimed he used brain waves to do a magic trick, but I'm sure that can't be true."

"How would you feel about taking a lie detector test, Reid?" LeFrank asked.

"Why not?" Reid shrugged. He took a seat at the table, and LeFrank wrapped sensors around his chest, finger, and arm. Reid nervously pulled at his sleeves and scratched his hands.

"Is your name Reid?" LeFrank asked.

"Yes," Reid said, a little too loudly.

"Did you do a magic trick today?"

"Yes!"

"Does the trick work using brain waves?"

"Yes," Reid answered, his voice sounding steady.

Detective LeFrank looked over the instruments and nodded. "Well, Reid, it looks like you're telling the truth."

With a broad grin, Reid stood up and announced, "Reid the Amazing will give another show at afternoon recess!"

Detective LeFrank packed up his polygraph and said goodbye.

"Detective LeFrank, wait," I shouted, running into the hall after him. "Is it possible to lie to a polygraph and get away with it?"

Smiling, Detective LeFrank explained, "The principle of a polygraph is simple. Most people get nervous when they lie. Their hearts begin to pound, and they sweat. The polygraph measures those changes. If someone always behaves like they're nervous—whether they're telling the truth or lying—there's no change for the polygraph to show. People can fool a polygraph, so I use it only as one tool among many. To really solve a case, you need physical evidence."

Physical evidence, I thought. "Thanks!" I shouted, running back to class.

As promised, Reid repeated his show that afternoon. As he introduced the trick, he pulled at his sleeves and scratched his hands. It was just what he had done during the polygraph test.

The wand floated in mid-air, and everyone clapped. I wandered off to the swings, where I twirled up the chains and let myself unwind. I do my best thinking while spinning.

LeFrank had said, "If someone always behaves like they're nervous" How could Reid change his body during the polygraph test, and why would he do the same thing during the trick? "Most people get nervous when they lie" Fidgeting might make someone seem nervous during the entire polygraph test, so their nervousness when they lied would be less obvious. But why would Reid look nervous during the trick?

"Ow!" My elastic bracelet caught in the swing and pinched my wrist. My heart pounded from the sudden pain—that was it!

I ran back to Reid, who was still in the center of a happy crowd, and led him out of sight, behind the school. I pulled up his sleeve and saw a thin black thread around his wrist and hanging past his hand, almost invisible against his clothes.

"The wand hangs from a thread," I said. "That's how you make it float in the air. And during the polygraph test you twisted the thread so it would hurt you and your heart would beat faster. That's how you fooled the polygraph!"

Reid sighed. "You got me again."

"But why did you lie on the polygraph test?" I asked.

"You always figure out my tricks," Reid said. "I guess I wanted to impress you."

"Well, you fooled me, a polygraph, and a police detective," I told him. "That's pretty impressive! And don't worry, I always keep your secrets."

Supplemental Material: Graphic organizer (page 1 of 3)

Name _____

Date _____

A Magic Mystery: Context Clues

Word	Clues	Definition
wand		
ground		
exhaled		
detective		
overheard		
usually		
gravity		
stubborn		
settled		
announced		
instruments		
lie detector		
brilliant		
pounded		

Supplemental Material: Graphic organizer (page 2 of 3)

Word	Clues	Definition
pinched		
obvious		
entire		
unwind		
mid-air		
possible		
broad		
steady		
stubborn		
shrugged		
figure out		
fooled		

LESSON TOPIC: "A Penny for Your Thoughts: The Incredible Lincoln Penny"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Listening: Interpret oral information and apply to new situations.

Speaking: Answer opinion questions with supporting details.

Answer simple content-based questions.

Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to ask and answer questions to understand vocabulary and main points in a reading selection.

CONTENT – Students will be able to read "A Penny for Your Thoughts: The Incredible Lincoln Penny" fluently in Reading Assistant.

KEY VOCABULARY

incredible

Abraham Lincoln

penny

jar

American

coin

historic

actually

appears

minted

commemorate

originally

solid

copper

thin

mistake

rare

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Paragraph on page 2 copied for each pair of students

MOTIVATION

(Building Background)

When you watch movies, do you get confused about what is happening? Do you wonder things about the characters or the story that sometimes you just never figure out?

Have students share whether this ever happens to them and what they do to try to resolve it, if anything.

As we read, we can stop and ask ourselves questions about the story to help us stay on track and not get confused. This strategy is called *stopping and thinking*, or *stopping and wondering*, or *stopping and asking questions*.

This is something good readers do automatically when stories get confusing or get interesting. Why do you think it's important to do this as we read? What does this help readers do? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Today we will practice asking ourselves questions about stories, and these questions sometimes get answered and sometimes they don't, and that's OK. We simply have to stay focused and read to find our answers, or make up our own answers if we never get any.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Have students read the following paragraph with a partner:

Abraham Lincoln was the 16th President of the United States of America. He was born in Kentucky. He worked as a lawyer in Illinois. He was the first Republican President of the United States. He is famous for ending slavery in the United States. He was president during the Civil War from 1861-1865. He was killed by an actor named John Wilkes Booth. He is known for being one of the tallest presidents. His dark beard and tall hat make him easy to recognize.

Have students ask their partner clarifying questions as they read that will help build their understanding. For example:

Do you know where Kentucky is?

How many presidents have there been?

How did he end slavery?

What was the Civil War about?

Who was John Wilkes Booth?

Why did he wear that tall hat all the time?

The focus of this exercise is less to answer the questions accurately and more so get into the habit of pausing to ask questions about a story and brainstorm possible responses. Students can ask what a word or phrase means as part of the task.

Pronunciation is not a big goal for this reading. Students may practice pronunciation as they choose. Once students finish reading, have students come together and share out some questions their partner asked of them or questions they asked.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

As we read the selection today, think of some questions you have about the reading.

Read through the selection once and have students pause you and ask any questions they have as you read. Then, read through the selection again with students. Finally, have students read the selection to you.

Review the questions students asked to see if any were answered.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. As students read the selection with their partner, have them write down their questions on a T-chart.

Supplemental Material: Selection text

A Penny for Your Thoughts: The Incredible Lincoln Penny

Everyone knows what a Lincoln penny looks like. You might even have a jar of them somewhere. But did you know this little bit of metal was the first American coin to show a historic person? In fact, Abraham Lincoln actually appears on both sides of the coin. If you look closely, you can see a tiny statue of him inside the Lincoln Memorial.

The first Lincoln penny was minted in 1909 to commemorate Lincoln's 100th birthday. There were 11 different designs for the penny before that. More than 7 billion pennies are made each year by the United States Mint. Originally made of solid copper, pennies today have just a thin layer of copper on the outside.

In 1943, some pure copper Lincoln pennies were made by mistake. Today, those rare pennies have sold for more than \$80,000 each!

Supplemental Material: Vocabulary

incredible
Abraham Lincoln
penny
jar
American
coin
historic
actually
appears
minted
commemorate
originally
solid
copper
thin
mistake
rare

LESSON TOPIC: "A Sea Turtle's Journey"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Writing: Copy words, phrases, and short sentences.
Compare/contrast content-based information
Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Compare/contrast content-based functions and relationships.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer and teacher support to compare and contrast the life cycle of loggerhead turtles with that of humans.

CONTENT – Students will be able to read "A Sea Turtle's Journey" fluently in Reading Assistant.

KEY VOCABULARY

Florida	hatched
rose out	jellyfish
shore	surface
loggerhead turtle	steered
rear flippers	prey
take a rest	fishing net
strokes	struggled

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)

MOTIVATION

(Building Background)

Animals have different life cycles than we do. Does anyone know about the life cycle of another animal besides us humans?

Have students share out what they know about the life cycle of other animals—dogs, cats, pet lizards, fish, other animal students learned about in class, and so on. Have students share out what they know of any other animals.

The life of another animal can be very different than what happens to us, huh? What do we know about our own life cycle?

Have students describe how we're born to a mother, raised with parents for many years, then start our own families, and so on.

We will learn a little about the life cycle of a turtle today, and we will learn how the lives of turtles are alike and different from humans.

Why do you think it's important to think about ways things are different and the same as we read? What does this help readers do? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read, think about ways in which turtles are alike and different from us.

Read the selection to students, pausing at the key words to explain them and give examples. Have students read the selection with you a second time and pause to practice the pronunciation for any words where students struggle.

Model comparing and contrasting the life of a turtle with that of a human on the handout, thinking aloud:

Hmm...turtles are hatched from eggs, but we don't come from eggs, we come directly from our mothers. Mammals are born from their mothers, but other animals like turtles and birds come from eggs.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students read the selection to you (or with you again for additional scaffolding), then have students work in pairs to compare and contrast turtles with humans using the graphic organizer. Have students share out differences and similarities once they complete their work.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students compare and contrast the life cycle of a different animal with that of the loggerhead turtle, maybe a different type of turtle, a fish, or a mammal.

Supplemental Material: Selection text**A Sea Turtle's Journey**

It was a summer night on a Florida beach. A big, dark shape rose out of the ocean and moved onto the shore. It was Caretta, a loggerhead turtle. Caretta crawled away from the water. When she found dry sand, she began to dig a hole with her rear flippers. She dug down, down as far as she could reach. It was hard work. Caretta took a rest and then began to lay eggs. The eggs dropped into the hole Caretta had dug.

Soon a hundred white eggs lay in the hole. Caretta swept her big flippers across the top of her nest, covering the eggs with sand to hide and protect them. Then she crawled back down to the ocean's edge. A wave swept over her reddish-brown shell, and with powerful strokes of her front flippers, Caretta swam away from the beach and out into the ocean. Her job as a mother was finished.

Caretta had stayed near the Florida beach for several weeks. Six times she had come ashore to dig a nest and lay eggs. In about two months, hundreds of baby turtles would hatch from Caretta's eggs—ready to crawl toward the ocean, to swim, and to begin their own lives in the water.

But by the time her baby turtles hatched, Caretta was far away. She had returned to the open sea, where she would live until it was time to lay more eggs. Every day Caretta swam further from the Florida beach. Some days she swam more than forty miles. All the time she traveled, Caretta looked for food. Digging her nests and laying hundreds of eggs had left her very hungry.

Caretta dove deep. As her front flippers moved back and forth, back and forth, Caretta looked like a huge but graceful underwater bird. She caught shrimp, crabs, and small fish in her mouth. Sometimes she ate jellyfish.

After many minutes underwater, Caretta rose to the surface and took a quick breath. Then she dove again. She often fed at night, when jellyfish, shrimp, and other prey were closer to the surface than in the daytime.

Month after month passed. Caretta traveled to warm tropical waters where she could find plenty to eat. Her strong front flippers pulled her body through the water. She steered with her rear flippers and her tail. Somehow Caretta could always find her way.

Then, almost two years after Caretta had left the Florida beach, she turned and began her long journey back. It would soon be time for her to lay eggs again, and she had more than a thousand miles to travel. As she swam toward Florida, Caretta kept eating. She needed food for energy and for the eggs that would develop within her body.

One night Caretta swam into a fishing net that was drifting in the ocean. One of her flippers caught in the net. An ocean current carried the net and Caretta away from the route she had been traveling. Caretta struggled. She bit at the net with her strong jaws and finally broke free. Once again Caretta knew which way to go. She turned and swam toward Florida.

After many weeks Caretta reached the Florida coast. She swam close to the beach where she had laid her first eggs and where she had once hatched from an egg herself. Other loggerhead turtles were also returning to these waters. Caretta mated with a male loggerhead, and the eggs in her body developed further.

Soon Caretta would crawl out of the water, dig a hole in the sand, and begin again to lay eggs. After two years in the huge Atlantic Ocean, Caretta had completed her amazing sea-turtle journey.

KEY VOCABULARY

Florida
rose out
shore
loggerhead turtle
rear flippers
take a rest
strokes
hatched
jellyfish
surface
steered
prey
fishing net
struggled

Supplemental Material: Graphic organizer

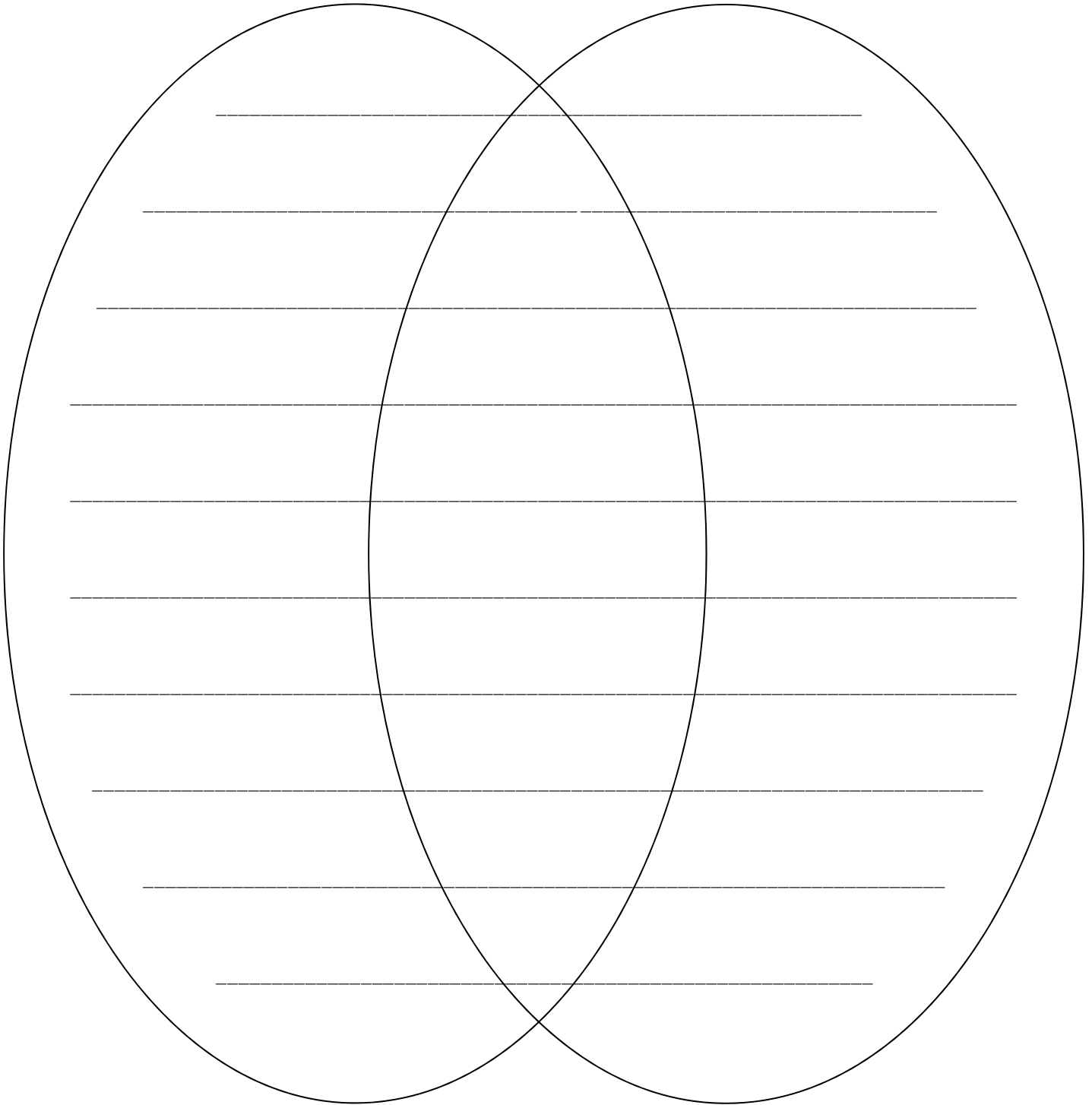
Name _____

Date _____

Loggerhead Turtles

Both

Humans



LESSON TOPIC: "Ah-Choo!"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
Sequence events in stories or content-based processes.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use guiding questions and teacher support to recognize the sequence of events in a poem, and understand sequence as part of an author's craft.

CONTENT – Students will be able to read "Ah-Choo!" fluently in Reading Assistant.

KEY VOCABULARY

one fell swoop	sycamore tree
chicken coop	piled
newborn	heap
straw (hay)	sequence
exploded	events
tip tops	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 3)

MOTIVATION

(Building Background)

Have you ever sneezed really hard? What happened when you sneezed?

Have students talk about their experiences with sneezing. Encourage them to share their stories and use complete sentences. Allow students to get candid.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

One thing authors sometimes do to their work is tell a story out of sequential order. Usually when we read how does a story go? First this happened, then this, then that, and then that. All the things that happen in a story happen in that order, right? That is called sequence. Let's say that together: sequence.

Sequence is the order of events in a story. Events are things that happen. What are events again?

Give students wait time.

So, when we say that something is out of sequential order, it means that the events aren't told one after the other as they happen. Today's poem is told out of order, so as we read, see if we can figure out what it out of order.

Why do you think it's important to think about sequential order as we read? What does this help readers do? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Before we do that, let's do a little activity. Turn to your partner and tell your partner all the things you did this morning in order. Partner, listen carefully because you'll be asked about when things happened in just a minute. You may use the sentence frames here to help you with your order of events.

If appropriate, model telling your own events this morning using the sentence frames before getting students sharing.

First, _____.

Next, _____.

Then, _____.

After that, _____.

Last, _____.

Have one student share their morning events with their partner.

Excellent, now since you listened so well, tell your partner what you heard them tell you.

Give students wait time.

Partner 1, did they tell the events in order?

Give students wait time to respond.

Now switch! Partner 2, you tell everything you did this morning and Partner 1, listen carefully and then retell your partner what they said in order.

For an added challenge, have students retell what their partner said in backwards order, starting from the most recent to the earliest thing the student says they did.

Read the selection once for students, pausing at key vocabulary to define, give examples, and allow students to practice pronunciation as needed. Read the selection again, this time with students. Have students articulate what the author did with the sequence of events. Guiding questions:

Why do you think the author put the events out of order?

What makes this poem funny?

Where does this poem take place?

Have you ever sneezed as hard as the girl in the story?

Could that happen in real life?

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students retell the events of their day backwards (or that of a different story students have read recently).

Supplemental Material: Selection text

Ah-Choo!

In one fell swoop
Went the chicken coop
With the chickens and the roosters
And the newborn chicks.

And the barn that was loaded
With straw exploded,
And the air was full
Of straw and sticks.

The horse went flying,
And the goats were crying
From the very tip tops
Of the sycamore trees.

And the dog and sheep
Were piled in a heap—
And all that I'd done
Was sneeze!

Supplemental Material: Vocabulary

one fell swoop
chicken coop
newborn
straw (hay)
exploded
tip tops
sycamore tree
piled
heap
sequence
events

LESSON TOPIC: "As a Beauty"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Make sound/symbol/word relations.

Writing: Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Speaking: Present content-based information.
Recite words or phrases from pictures of everyday objects and oral modeling.

Listening: Carry out oral instructions containing grade-level content-based language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write their own limericks using rules for limerick writing.

CONTENT – Students will be able to read "As a Beauty" fluently in Reading Assistant.

KEY VOCABULARY

beauty
mind (as in "I don't mind")
handsome
jar (scare)

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Facts about limericks, displayed somewhere clearly visible (page 3)
- Paper, pencils

MOTIVATION

(Building Background)

Have you ever written a poem?

Wait for students to respond.

Today we're going to write a poem. Poets don't just write a poem from nowhere. Poets find something called *inspiration*. Let's say that together: inspiration. Inspiration is what poets use to write their poems. To be inspired means to want to go create or do something based on something you saw or read.

Why do you think it's important to have inspiration?

What does this help writers do?

What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Here's an example of inspiration.

Insert your own example here; for example:

"I was shopping one day. I found a store that had things made of beautiful colors and intricate details. I saw an elephant that was very pretty with its colors and patterns, and it inspired me to go home and paint my own elephant. I now have a colorful, intricate elephant painting at home."

Think about the word *inspiration* as we read the poem today. We'll need this when we go to write our own poem.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

The poem we'll read today is called a limerick. Let's say that: limerick. Funny word, isn't it? Limericks are actually known as silly poems. They are usually written about something silly. The poem we have today is pretty silly.

Refer to the chart about limericks in the Practice/Application section.

A limerick is a funny poem with five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines only have to have five to seven syllables, and have to rhyme with each other and have the same rhythm.¹

¹ <http://examples.yourdictionary.com/limerick-examples.html>

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once for students, pausing at key vocabulary words to define, give examples, and allow students to practice pronunciation as needed. Point out the body parts as you read.

What do you think the author's *inspiration* was for this poem?

Give students an opportunity to share. Lead students to the idea that the authors might have been inspired by looking in the mirror.

Read the selection again, this time with students. Then, have students read the selection to you. Have students clap or count out the syllables as they read.

Now that we know how limericks sound, let's think about what our own limerick could be about. Again, here are the rules for limericks:

Limericks

- Are funny
- Have 5 lines
- Lines 1, 2, and 5 rhyme, have the same rhythm, and have 7-10 syllables
- Lines 3 and 4 rhyme, have the same rhythm, and have 5-7 syllables

Remember that word—*inspiration*? Let inspiration come for you with the people here or the things around the room or the things you did today or this weekend. For example, something in this room that inspires me is _____.

Choose an interesting object in the room and model writing a couple of lines about how that object inspires you.

Have students write a limerick, working in pairs for language support. Give students time to write their own limericks—be explicit about think time for inspiration and then work time for limerick writing. Direct students to the selection text for examples of how to write the lines and how the limerick should sound. Encourage students to read their limericks aloud as they work. If there is time, have students draw a picture to accompany their limericks.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selections in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own poems about something they choose, following their own poetry rules.

Supplemental Material: Selection text

As a Beauty

As a beauty, I'm not a great star.

There are others more handsome by far.

But my face, I don't mind it,

Because I'm behind it.

It's the people in front that I jar.

Supplemental Material: Vocabulary

beauty

mind (as in "I don't mind")

handsome

jar (scare)

LESSON TOPIC: "Background: Fighting in Secret"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Listening: Interpret oral information and apply to new situations.

Speaking: Answer opinion questions with supporting details.

Answer simple content-based questions.

Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames, background knowledge, and online research to ask and answer questions about a story.

CONTENT – Students will be able to read "Background: Fighting in Secret" fluently in Reading Assistant.

KEY VOCABULARY

American Revolution

thirteen colonies

spy

Britain

outcome

battle

clever

secret codes

risk your life

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible (page 5)
- Sentence frames written somewhere clearly visible (page 2)
- Board or other clearly visible surface to write questions from the reading
- Computers or tablets with Internet access for students to use individually or to share
- A few backup websites with information about spies from the Revolutionary War (review them to make sure they are appropriate for students)

MOTIVATION

(Building Background)

What do you know about spies?

Define spy if needed.

Maybe you've heard about spies on TV or in movies or playing video games. What do spies do?

Have students share out what they know about spies and what spies do.

We're going to learn about spies today from a special event in history—the American Revolution, or the Revolutionary War. This war made the United States its own country, separate from Britain.

Do you know anything about this war? Do you know about George Washington or Britain?

Give students wait time and have them share out what they know, if anything.

Our goal today is to be able to think about questions we have as we read.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

So, as I read, think about some questions you have about spies in the American Revolution. When I finish we'll talk about your questions. Why do you think it's important ask questions as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once for students, pausing and defining words as needed.

Now, as I read, what questions popped up in your mind?

Have students share at least one question they had. Give students the following sentence frames if they need help forming their thoughts and ideas. Record their questions on a board or common place where all students can see the questions they ask. Model a question to give students an understanding of asking questions as they read.

One question I had was _____.

I wondered who/what _____.

What does _____ mean?

One thing I wondered about is _____.

Let's read again, and this time, let's listen for the answers to any of the questions you just asked. When we finish reading, we'll review.

Read the selection again, this time with students.

Now that we've finished reading, did we have any of our questions answered?

Go through the list from the first reading and answer any questions.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, for all the questions we don't have answered, we're going to go exploring online to find some answers.

If you answered all the questions from students, ask a few follow up questions that aren't answered in the reading to segue into this activity.

We're going to go exploring on a website today and the questions we still need answered are here. Now, the interesting thing about this website is that it has a great deal of information, and you might end up having more questions than you did when we read together, and that's OK. If you have questions that don't ever get answered, that's OK too. Let's spend about 7 minutes exploring and then we'll come together and see what questions we could answer and what new questions we had.

Give students time to explore the following website: <http://www.mountvernon.org/george-washington/the-revolutionary-war/spying-and-espionage/spy-techniques-of-the-revolutionary-war> (If this website is not up, use your backup website.)

What questions did you answer? What new questions do you have? Did you answer those?

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students continue researching spies from the Revolutionary War, recording the questions they have and the answers they find. Have students create a report on what they learned. Use writing proficiency standards or a rubric to have students rate their own work.

Supplemental Material: Selection text

Background: Fighting in Secret

In the American Revolution, the thirteen colonies fought to win their freedom from Britain. Spies played an important part in this war.

Some spies worked for Britain. They gave British leaders information about the American army. Some spies worked for the Americans. They gave American leaders information about the British.

Information from spies sometimes decided the outcome of a battle. If one side knew the other's plans, it would know what to do before the other side attacked.

Anyone could be a spy. Women were not allowed to fight in the army. But a woman could become a spy. Even children could be spies.

Spies had to be clever. They had to find ways to carry information so it would not be found. Some spies remembered the information. Some wrote it down and hid it in clothing. Some spies used secret codes.

Being a spy was very dangerous. Both sides were always watching for spies. If a spy was caught, he or she was often killed. Even so, people on both sides risked their lives as spies. Armies fought the war in open battles. Spies fought the war in secret.

Supplemental Material: Vocabulary

American Revolution

thirteen colonies

spy

Britain

outcome

battle

clever

secret codes

risk your life

LESSON TOPIC: "Beavers Build a Home"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use visualization to understand descriptive writing.

CONTENT – Students will be able to read "Beavers Build a Home" fluently in Reading Assistant.

KEY VOCABULARY

shores	chew	tasty
dam	trunks	slaps
stream	gaps	wandered
surrounded	moose	crayfish
meadow	herons	go on their way
tender	platform	snug
get right to work	right away	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- A blank T-chart, copied for each student and displayed somewhere clearly visible
- Highlighters
- Pencils and coloring utensils

MOTIVATION

(Building Background)

What do you know about beavers (Spanish: castores)?

Have students share what they know about beavers, if anything. To get students thinking, ask these questions:

Where do beavers live? What do beavers look like?

Give students wait time and verbal sentence frames as needed. Show students pictures of beavers if they are not familiar with them.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read this story about beavers, we are going to learn some new words. A lot of these words are places or things that we can draw pictures of and imagine in our heads. We will use the words in the story to create an image in our minds. This is called *visualization*. Let's say that together: *visualization*.

As we read we will practice *visualizing* what the author tells us. Why do you think it's important to do this as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

As I read first, listen carefully to the words and try to picture—or *visualize*—what the author is saying.

Read the selection to students, pausing at the key vocabulary words to paraphrase, define, and give examples. Give students time to practice pronunciation.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, as we read together, you're going to highlight any words that give you an idea of what to picture in your head. We'll write down these words and draw a picture of what we see in our heads when we hear the word.

Read the selection again, this time with students. After reading the first paragraph, pause to model highlighting the phrase "shores of small ponds" and then model making an entry on the left side of your T-chart. On the right side of the T-chart, model drawing a picture (to the best of your ability) of a beaver on a shore of a small pond.

Continue reading and model again. This time have students highlight the phrase "building a dam across a stream" and have them draw a picture along with you on their own T-charts.

Complete the selection with students, pausing to have students highlight words or phrases and draw pictures of the things they see in their heads as they read.

For additional practice, have students read the selection aloud one more time after completing their T-charts.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students practice visualizing by drawing what they see in their heads as they read a story during independent reading time, or while reading another selection in Reading Assistant.

Supplemental Material: Selection text**Beavers Build a Home**

A male and female beaver look for a place to make their home. Beavers like to live on the shores of small ponds. But they don't just find a pond—they make a pond by building a dam across a stream. The stream must be just right. It must be small enough to dam, and surrounded by trees that are the right size for building.

The beavers travel for several days. Finally, they find a little stream in a small meadow. Around the meadow are many young, tender trees.

The beavers get right to work. They chew through the trunks of trees. When the trees fall, the beavers drag the logs to the stream and pile them up. They use mud and stones to fill in gaps between the logs. The dam begins to hold back the stream, and the meadow fills with water. Animals start to come to the new pond. Moose come to eat water plants. Ducks, herons, and other birds find food in the water.

Now the beavers start to build their home from sticks, branches, and grass. A beaver's home is called a lodge. The only entrance to the lodge is underwater. This lets the beavers swim into the lodge, but keeps foxes and bears out. Inside the lodge is a warm, dry platform. The platform is above water because beavers must have air to breathe.

Soon, the female beaver gives birth to four young beavers, called kits. The little kits can swim almost right away. The mother and father teach them to cut down trees so they can eat the tasty bark.

Suddenly, the male beaver slaps his tail against the water with a loud WHACK! The mother beaver and her kits know that this means danger. They swim to the lodge and hide inside.

A mother bear and two cubs have wandered near the pond. The mother bear smells the beavers, but she can't see them. She and her cubs stay by the shore, catching snails. They also catch crayfish, a small creature with a shell and claws. After a while, the bears go on their way.

By fall, the kits can help their parents cut down trees. They drag sticks and branches to the lodge. This will be their food for the winter. Snow begins to fall. Ice forms at the edges of the beaver pond. The beaver family goes into their snug lodge. They will stay there until spring comes.

Supplemental Material: Vocabulary

shores
dam
stream
surrounded
meadow
tender
get right to work
chew
trunks
gaps
moose
herons
platform
right away
tasty
slaps
wandered
crayfish
go on their way
snug

LESSON TOPIC: "Bedroom Monster"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Make sound/symbol/word relations.

Writing: Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Speaking: Present content-based information.
Recite words or phrases from pictures of everyday objects and oral modeling.

Listening: Carry out oral instructions containing grade-level content-based language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Student will be able to identify rhyming words in a poem through reading aloud and using phonemes to match graphemes in rhyming words.

CONTENT – Students will be able to read "Bedroom Monster" fluently in Reading Assistant.

KEY VOCABULARY

monster	funky	meatball
I can tell	skunky	fuzz
beneath	sweaty	to be seen

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Board or other clearly visible surface for you to write on
- Pencils

MOTIVATION

(Building Background)

Do you clean your room every week? Or every month, or every day? Does your room get messy?

Give students an opportunity to talk about their cleaning habits. Ask probing questions to get students forming complete sentences about their rooms or the cleanliness of where they live. Allow students to be candid.

NOTE: Some students might not sleep in a bedroom. Keep this in mind and if necessary, skip this section and dive into the lesson.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We're going to read a story today about a boy who has trouble with his bedroom. This story is a *poem*, and this poem has something called *rhyme*. Let's say that together: rhyme.

Rhyme is when two or more words sound the same. For example, words that rhyme are *cat* and *rat*, *dog* and *jog*, *house* and *mouse*.

Write these words on the board (or somewhere clearly visible) as you say them.

What are some other words you can think of that rhyme?

Give students an opportunity to think of other rhyming words. Provide as many examples as needed for students to catch on.

Something that often helps us identify rhyming words is the way a word is spelled.

Let's take a second and look at the words we've written here on the board. Which letters in these words *looks* or *sounds* the same?

Model this for a few words if appropriate, and then see what students come up with. Encourage them to practice saying the sounds they suspect are the rhyming sounds.

As we read today, let's see if we can find the rhyming words. Why do you think it's important to identify rhyme as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once for students, pausing at key vocabulary words to define, give examples, and allow students to practice pronunciation as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together, and after we read, we'll find all the rhyming words.

Read the selection with students. Have students read the selection once more. Have students underline the rhyming words on their own copy of the selection. Model the first rhymes:

Tell/smell, there/underwear—what are the matching spelling patterns here? Let's find those.

Have students identify the spelling patterns.

For added scaffolding have students work in pairs; for more of a challenge have students work independently. Probe students to practice saying the sounds aloud as they work to help them find the patterns in the words that match (and thus rhyme).

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students come up with their own rhymes about their houses. Give students the following vocabulary list to help them write.

house	corners	immaculate
mouse	kitchen	perfect
clean	bedroom	dusted
spotless	toys	crusted
dirty	blankets	nook
filthy	dusty	cook

2. For added scaffolding, have students rhyme in their first language first (meter and rhyme is not consistent across languages).

Supplemental Material: Selection text

Bedroom Monster

There's a monster in my bedroom—
You know how I can tell?
Coming from beneath my bed
Is a funky, skunky smell!

The only things that I can see
When I look under there,
Are sixteen pairs of sweaty socks
And last week's underwear.

A meatball sandwich, growing fuzz,
And a glass of something green,
But though I search around,
There's not a monster to be seen.

Why is it, when I look for him,
That he's so hard to find?
I know he's been there, 'cause he left
A MONSTER smell behind!

Supplemental Material: Vocabulary

monster
I can tell
beneath
funky
skunky
sweaty
meatball
fuzz
to be seen

LESSON TOPIC: "Big Cats and Bootsy"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Writing: Copy words, phrases, and short sentences.
Compare/contrast content-based information
Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Compare/contrast content-based functions and relationships.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to compare and contrast big cats with domestic cats using a graphic organizer and native language support.

CONTENT – Students will be able to read "Big Cats and Bootsy" fluently in Reading Assistant.

KEY VOCABULARY

big cat	stripes
leopard	lion
spots	mane

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 5)

MOTIVATION

(Building Background)

Do any of you have a pet cat, or have you ever had a pet cat? What is your cat like? If you don't have a cat, do you have a friend or family member with a cat? What is that cat like?

Give students time to share out responses. Give verbal sentence frames where appropriate. If appropriate, have students share in their native language and then in English.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today's reading is about a visit to the zoo. The main characters look at all the big cats and then *compare* them to their cat at home. Let's say that together: compare. Do you know what compare means?

Give students wait time to respond.

Compare means to look at all the ways two things are the same.

Give an example of comparing.

The opposite of compare is *contrast*. Let's say that together: contrast. Do you know what contrast means?

Give students wait time to respond.

Contrast means to find all the ways two things are different.

Give an example of contrast.

Now let's think—what is compare again?

Have students articulate the definition in either English or their native language. Give verbal sentence frames where appropriate.

And contrast? What is that again?

Give wait time as needed.

Comparing and contrasting helps us as readers to think deeply about key points authors make. Comparing and contrasting is an important skill that we can build and use to help us understand new information.

Read the selection once for students, pausing at key vocabulary words to define, give examples, and allow students to practice pronunciation as needed. Model thinking aloud and using the Venn diagram to record one way in which big cats and house cats are the same and one way in which they are different.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together, and as we do, we'll talk about the things that make big cats similar to our house cats and the ways they are different. What's that called again?

Give students wait time to respond.

Read the selection again, this time with students. When finished, have students talk about the similarities and differences between big cats and house cats. When each student has shared at least one time, have them form their own phrases or sentences in English and record them on their handouts, either individually or in pairs. For additional scaffolding, have students say their thoughts in their native language before translating them into English, and/or writing first in their native language, then English.

Have students read the selection once more, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students orally compare and contrast another story they have read recently.

Supplemental Material: Selection text

Big Cats and Bootsy

Granny took Ginny and Jeff to the zoo.

"Look at the big cat," said Granny. "It's a leopard."

"Cat?" asked Jeff. "Like Bootsy?"

"Sure," said Granny.

"No," said Ginny. "The leopard has spots. Our Bootsy doesn't have spots!"

"And the tiger?" asked Jeff. "Is that a cat like Bootsy?"

"Sure," said Granny.

"No," said Ginny. "The tiger has stripes. Our Bootsy doesn't have stripes!"

"And the lion?" asked Jeff. "Is that a cat like Bootsy, too?"

"Sure," said Granny.

"No," said Ginny. "The lion has a mane. Our Bootsy doesn't have a mane!"

At home, Jeff picked up Bootsy. "Look," he said. "Doesn't Bootsy remind you of the big cats at the zoo?"

"No," said Ginny. "Those big cats scare me! Our Bootsy doesn't scare me at all!"

Supplemental Material: Vocabulary

big cat

leopard

spots

stripes

lion

mane

Supplemental Material: Graphic organizer

Name _____

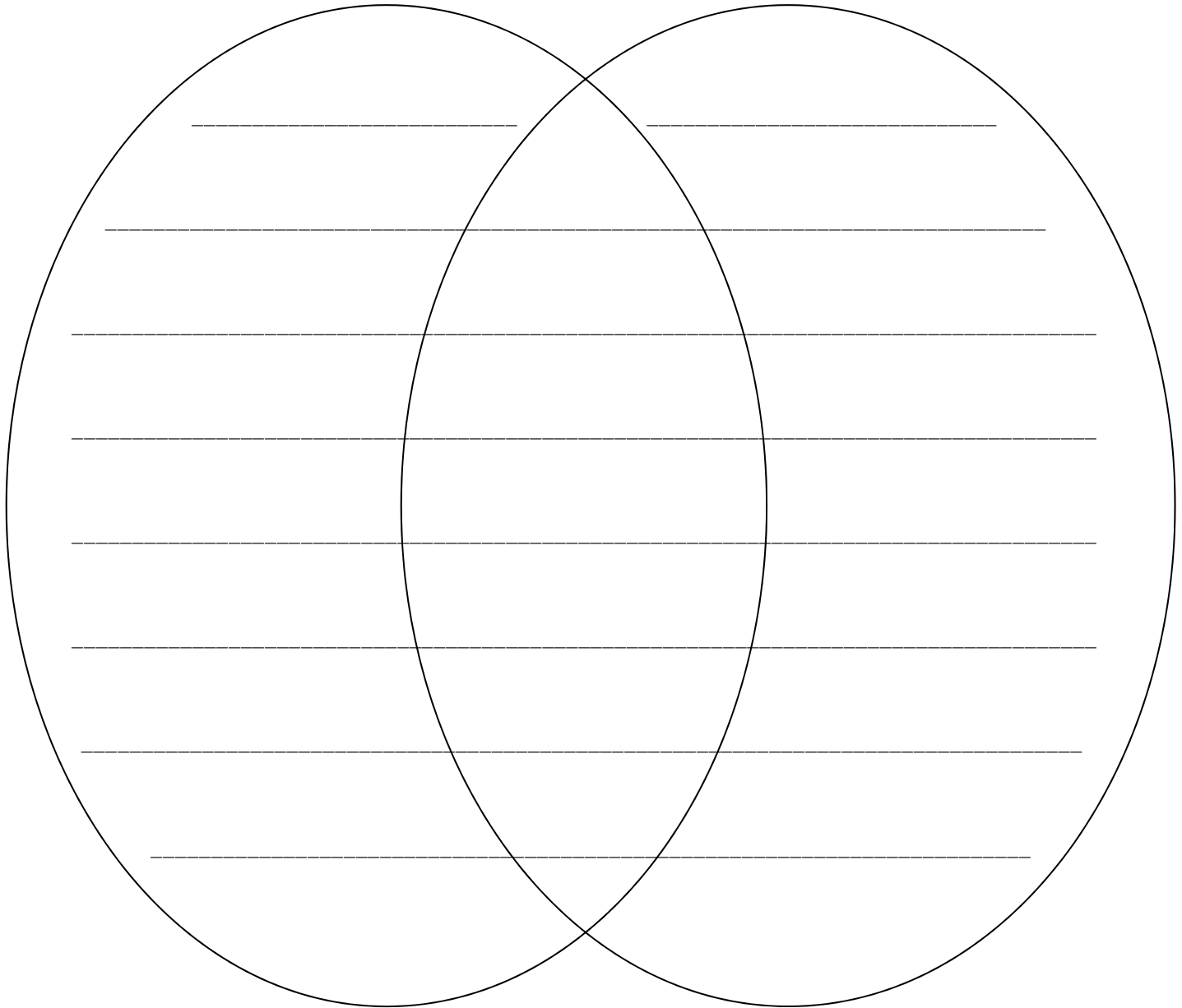
Date _____

Big Cats and Bootsy

Big Cats

Both

House Cats



LESSON TOPIC: "Buttons for General Washington"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer, key words, and teacher support to write out key information about a story, including the characters, setting, events, resolution, and theme of the story.

CONTENT – Students will be able to read "Buttons for General Washington" fluently in Reading Assistant.

NOTE: This lesson will last 3- 4 class sessions.

KEY VOCABULARY

Chapter 1

guard
headquarters
thee
thy
nodded
sewing
at last
cloth-covered
hidden
code
the British
shiver
captured
supper
Godspeed

Chapter 2

guard post
Tories
whip
fiercely
stepped up
yelled

Chapter 3

worry
off with you
sure of oneself
keeping a sharp lookout
ditch

Chapter 4

short gasps
warning
shortcut

Chapter 5

stream
gruff
spun around
pistol
sharply
march
at last
tent
sigh of relief
prowling

Chapter 6

stiffly
arrived
prove
loose
decode
Patriot
report to
praise

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words displayed somewhere clearly visible
- Graphic organizer copied for each student (page 12)
- Pencils

MOTIVATION

(Building Background)

Think about the times you may have spied on someone—a friend, a brother or sister, your parents, or others. Have you ever gotten caught?

Give students wait time and have them share out the experiences they have spying on others or getting spied on.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We're going to read a story today about a spy, but it's not the kind of spying we know about. This spy was a spy for George Washington during the Revolutionary War. This kind of writing is called *historical fiction* because it takes place in the past, but it is not necessarily true. Let's say that together: historical fiction.

As we read, we're going to learn something new called *the elements of a story*. You have probably heard of some of these already, or maybe even all of these. As we read, we'll follow the story and record the elements we find. Let's look at our graphic organizers. What do we have here? What do you see?

Have students identify all the pieces on the graphic organizer.

Why do you think it's important to think about story elements as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Excellent. I'll start with Chapter 1 and then we'll read together.

Read the first chapter slowly. Pause to define or explain key vocabulary and unfamiliar words. Give students an opportunity to practice saying them.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now let's read this chapter together and as we read, remember the elements of the story and we'll record them when we finish.

Read the first chapter again, this time with students.

Ok, so now, who are our characters?

Give students wait time. If they struggle to name the characters, direct them to the text to help them find the character names. Have students record the character names on their own graphic organizers. If a character's name isn't given, have students identify the character however they wish ("John's parents").

Continue for the rest of the elements in the first chapter.

Alright, so now we have some filled in. As we continue reading, we'll be able to fill in all the elements here.

Repeat this task for the each chapter in the selection. You can do this for a single chapter at a time, and have students complete that chapter in Reading Assistant, or you can do the all chapters beforehand, then have students complete the entire selection in Reading Assistant.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a concise summary of the story using the key words and story elements to help them craft their sentences.

Supplemental Material: Selection text (page 1 of 6)

Buttons for General Washington: Chapter 1

"Are any soldiers in the street, John?" his mother asked.

"Only the guard at General Howe's headquarters," John answered.

"Remember, John. Keep away from the British soldiers," his mother said. "And go the way I told thee."

"But I know a faster way," John said.

"Do as thy mother asks," his father said. "She has sent messages to General Washington before."

John nodded his head. He wished that his mother would finish sewing the new buttons on his coat. He was nervous and in a hurry to be on his way to General Washington's camp.

"Here, John," his mother said at last. "The new buttons look just like the old ones."

John took his coat. He ran his fingers over the cloth-covered buttons. He could not feel the small holes inside the buttons. Secret messages for General Washington were hidden in those holes.

"If I am caught, will anyone be able to read the messages?" John asked.

"No," answered his father. "I wrote them in a code that only thy brother Charles can read."

"I wish I could give the buttons to General Washington myself," John said.

"Maybe someday thee will," his mother said.

John carefully buttoned his coat.

"Be careful," his father warned. "The British are looking for American spies."

"If they catch thee, it means prison—or worse," his mother said.

A shiver ran down John's back. He knew that captured spies were lucky to end up in prison. Usually they were hanged.

"I will be careful," John said.

"Here is thy pass to leave Philadelphia," his mother said. "Thou needs it to get past the British guards."

John put the pass into his pocket. His hands shook as he touched the buttons for good luck.

"We will wait supper for thee," his mother said.

"Godspeed, John," his father said.

Supplemental Material: Selection text (page 2 of 6)

Buttons for General Washington: Chapter 2

John walked up Second Street. He turned on Market Street. British soldiers were everywhere. John wished they would all go back to England.

John walked slower as he neared the guard post at the edge of town.

"Hey, Yankee Doodle," he heard a voice call from behind him.

John turned quickly. It was Samuel Baker. Samuel's family liked the British soldiers. They wanted the British to win the war. The Bakers and other Tories wanted America to be part of England again. John hated Samuel even more than he hated the British soldiers.

"Did you see all of our new soldiers?" Samuel asked. "You Americans can never win now. General Howe will whip Washington before Christmas."

"He will not," John said fiercely.

"Oh, yes, he will," Samuel said. "We British are too strong for you."

John stepped up to Samuel. "Just thee wait and see who wins the war," John said angrily. "When we win, thee can return to England where thou belongs."

"Who is going to make me?" Samuel said, poking him.

"Me!" John yelled.

Before John could move, Samuel hit him hard in the stomach. John fell down.

"See," Samuel said. "We will win." Samuel walked away proudly.

Brushing off his coat, John stood up. He wished he could hit Samuel back, even though he knew that he should not fight. Besides, he knew it was more important to reach General Washington's camp.

Supplemental Material: Selection text (page 3 of 6)

Buttons for General Washington: Chapter 3

John stopped at the guard post. A red-coated British soldier took his pass. He looked at it for a long time. John began to worry.

"You are going to your aunt's house?" the soldier asked.

"Yes," answered John.

"I must check each pass carefully," the soldier said. "There are many American spies. You are not a spy, are you?" the soldier asked with a smile.

"Oh, no, sir," John answered quickly.

"Off with you then," said the soldier. "Just remember, we hang any spies we catch."

"Well, thou won't catch me," John thought as he put the pass back into his pocket.

John knew he should not be too sure of himself, though, so he kept a sharp lookout for more British soldiers. They might guess that he was a spy if they found him past his aunt's house. They might even find the secret messages.

John stopped suddenly. He heard horses coming. He jumped over a ditch and hid behind a tree.

Five British soldiers came along the road. They passed slowly. They were looking for someone.

John waited until the soldiers had ridden away. He touched his buttons for good luck. A button was missing!

Supplemental Material: Selection text (page 4 of 6)

Buttons for General Washington: Chapter 4

John looked all over the ground. He could not find the button anywhere. Then he remembered Samuel Baker's blow. The button must have come off near the guard house.

John started to run back down the road toward Philadelphia. His breath came in short gasps. He had to find the button.

He stopped near the guard post. He looked all around for the button.

"Are you back so soon?"

John jumped in surprise. The British guard walked toward him.

"I lost one of my buttons," John said. "My mother would not be happy if I could not find it."

The soldier held out his hand. He had John's button!

"I found it where you boys were fighting," the soldier said.

John tried to keep his hands from shaking as he took the button. He hoped the soldier had not found the message.

"Thank thee for finding my button," John said, backing away.

"On your way, then," said the soldier.

John put the button deep in his pocket. He looked at the sky. It was past noon. Against his mother's warning, he took a shortcut through the woods toward General Washington's camp.

Supplemental Material: Selection text (page 5 of 6)

Buttons for General Washington: Chapter 5

John stopped for a rest after an hour. He took a long drink from an icy stream. Suddenly, a hand grabbed him from behind as he stood up.

"What might you be doing in these woods?" asked a gruff voice.

John was spun around before he could answer. He faced a bearded man. The man aimed a pistol at John.

John said the first words that came to him. "I was hunting."

"Hunting without a gun?" the man asked.

"I was really going to my aunt's house," John said.

"I will take you with me to find out the truth," the man said sharply. "Now march," he ordered.

John knew that the man would shoot him if he tried to run. They walked through the woods for a long time. John was hungry and tired. He was scared, too. Where was the man taking him? What would John do if they were going to a British camp?

At last they came to an open field. A large white tent stood in one corner. Soldiers in blue uniforms were marching in the field. It was an American camp.

John breathed a sigh of relief. Once he talked to Charles, everything would be all right.

"We will have the truth from you now," the man told John.

He took John to the white tent. "I have a spy here," the man told a soldier guarding the tent. "I caught him prowling in the woods near Philadelphia."

The soldier stepped into the tent. He was back within a moment. "Bring him in." The bearded man pushed John into the tent.

Supplemental Material: Selection text (page 6 of 6)

Buttons for General Washington: Chapter 6

"Sit down, son," said a tall man in a blue uniform. John sat in a wooden chair. "They tell me you are a spy," the man said. "You are young for a spy. Whose side do you spy for?"

"General Washington's side," John said. "I am John Darragh. Charles Darragh is my brother. He helps General Washington. Can I see Charles now?"

The man turned to the soldier. "Send Charles Darragh to me at once."

John sat stiffly in front of the uniformed man. It seemed like a year before Charles arrived.

"Why, John," Charles said in surprise. John smiled. Now he could prove that he spied for Washington.

"Mother sent me. I have some messages for General Washington." John took the loose button from his pocket. "There is a message in Father's code hidden inside."

Charles uncovered the button. He took out the message and looked at it. "Please decode the message right away," the tall man said.

"Don't, Charles," said John. "Only General Washington is supposed to know."

Charles laughed at his brother. "John, this is General Washington." General Washington held out his hand. John shook it.

"It is an honor to shake the hand of so brave a patriot," the General said.

"Thank thee, sir," John said.

"Charles," said the General, "please report to me after you have decoded the messages." General Washington left the tent.

Charles began cutting the buttons off John's coat. John could not believe that he had met General Washington. Washington's words of praise still filled John's ears.

After removing the messages, Charles sewed the buttons back on John's coat. "Now be careful on the way home," Charles said. "We need thee to bring more buttons."

John touched the buttons for good luck. Then he laughed as he put on his coat.

"I will bring enough buttons for General Washington's whole army!"

Supplemental Material: Vocabulary

Chapter 1

guard
headquarters
thee
thy
nodded
sewing
at last
cloth-covered
hidden
code
the British
shiver
captured
supper
Godspeed

Chapter 2

guard post
Tories
whip
fiercely
stepped up
yelled

Chapter 3

worry
off with you
sure of oneself
keeping a sharp lookout
ditch

Chapter 4

short gasps
warning
shortcut

Chapter 5

stream
gruff
spun around
pistol
sharply
march
at last
tent
sigh of relief
prowling

Chapter 6

stiffly
arrived
prove
loose
decode
Patriot
report to
praise

Supplemental Material: Graphic organizer

Name _____

Date _____

Buttons for General Washington: Elements of a Story

Characters: 1. _____
2. _____
3. _____
4. _____
5. _____

Setting: _____

Events: 1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Resolution: _____

Theme: _____

LESSON TOPIC: "Cactus Jam"

STANDARDS

WIDA Grade Level Cluster 3-5

Writing: Describe events, people, processes, and procedures.

Fill in graphic organizers, charts, and tables.

Connect or integrate personal experiences with literature/content.

Listening: Infer from and act on oral information.

Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.

Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use guiding questions, sentence frames, pictures, and native language support to make connections to a cultural tradition.

CONTENT – Students will be able to read "Cactus Jam" fluently in Reading Assistant.

KEY VOCABULARY

tradition	desert	plop	clay
harvest	saguaro	juicy	feast
Tohono O'odham Indians	splits	gather	
jam	insides	shelter	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)
- Pencils, coloring utensils

MOTIVATION

(Building Background)

We will read a story today about something called a tradition. It is special to a group of people called the Tohono O'odham Indians (pronounced tō-HŌ-nō Ō'ō-dahm).

They have a tradition. Who here knows what a tradition is?

Have students share if they know the word. Give verbal sentence frames where appropriate.

A tradition is an activity that a person, family, or a group of people do every year or every few years.

For example, a tradition in my family is to go to a pumpkin patch every year around Halloween to get a pumpkin. We carve the pumpkin into a jack-o-lantern and put it on our porch.

If your family has a different tradition around harvesting or picking fruit, use that example instead.

It is special because pumpkins are a part of something called the fall harvest. Years ago, before we had grocery stores, families would pick their vegetables and fruits for the winter and store them so they would have food during months when nothing grows.

Today, we will read about an American Indian tribe that picks the fruit from a cactus called the saguaro (pronounced sah-GWA-roh). Like with pumpkins, they pick this fruit and make jam to store and use it all year.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read today, think about a tradition your family has. What is the tradition? Why is it a tradition? After reading, we will write about our tradition and the Tohono O'odham American Indian tradition. Why do you think it's important to understand things like traditions? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection to students, then have them read it with you. If students struggle with any words during the second reading, pause to sound out the words, then have them practice saying the words as needed. Discuss the meanings of the words as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection a third time with students. Pause periodically to ask guiding questions to help them think about how unique it is to pick cactus fruit. Get them thinking about a tradition they may celebrate. Some guiding questions could be:

Hmm, this is interesting. It says here they pick fruit with a long pole. Why do you think they use a long pole?

What do you think the fruit tastes like?

How do you think they open the fruit?

Why do you think they do this tradition?

What does cooking the fruit help to do?/Why do you think they cook the fruit?

Give students wait time to respond and verbal sentence frames where appropriate. Once you are finished reading, have students complete the graphic organizer. Assist where appropriate for language. Have students speak in their native language before translating to English out loud and on paper if appropriate.

NOTE: Some students may describe aspects of traditions that don't have an English word. Allow students to use the word or words in their native language.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students search online for pictures of cactus fruit and then have them draw a picture of the fruit (search term: saguaro cactus fruit, cactus fruit jam). Have students use words in English to compare the pictures they see with what a person might see if they were participating in the tradition.

Supplemental Material: Selection text**Cactus Jam**

Once a year, the Tohono O'odham Indians make jam from cactus fruit. The Tohono O'odham live in the Arizona desert, where the giant saguaro cactus grows.

In July, when the fruit is ripe, it splits open to show its bright red insides. Everyone gets ready to help make the jam.

Young women use long poles to knock the fruit down. A saguaro can be up to 60 feet tall, and its fruit grows at the top of the cactus and at the ends of its big arms.

Children try to catch the fruit in baskets as it falls. Plop, plop! The juicy red fruit is the same size and shape as a hen's egg. It is full of tiny black seeds.

While the young women and children gather the fruit, the men make a camp. They build a shelter to protect everyone from the hot sun. Then they gather wood and light the fires.

The children bring their baskets of fruit to the shelter. There, the older women scrape the fruit out of its peel and put it into big cooking pots. They cook it over the fire for a long time. Then they pour the juice through a wire strainer to take out the seeds.

Now the juice must be cooked some more. When it is thick and sweet, the women pour it into clay jars to cool.

Finally the jam is ready, and it's time to feast. The people dance and sing. Children spread the cactus jam on bread and eat all they can hold.

Supplemental Material: Vocabulary

tradition

harvest

Tohono O'odham Indians

jam

desert

saguaro

splits

insides

plop

juicy

gather

shelter

clay

feast

Supplemental Material: Graphic organizer (double sided)

Name _____

Date _____

Cactus Jam: Cultural Traditions

The Tohono O’odham Indians make cactus jam every year from the Saguaro cactus. What is one yearly tradition you know of that is special?

Who?
Tohono
O’odham
Indians

What is the tradition?
Make cactus jam

Why is it special?
The Tohono O’odham use
cactus fruit to make jam.

Draw pictures here:

Cactus Jam

My cultural tradition

Supplemental Material: Graphic organizer

Write about your own traditions here:

Each year, _____

_____.

It is special because _____

_____.

My favorite part about this tradition is _____

_____.

LESSON TOPIC: "Celebrations Around the World"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to make connections to the story with their own experiences through speaking, reading, and listening using sentence frames and teacher support.

CONTENT – Students will be able to read "Celebrations Around the World" fluently in Reading Assistant.

KEY VOCABULARY

New Year	bad deed
celebrations	saint
history	piñata
fireworks	grease
midnight	slippery
black-eyed peas	rice yogurt

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible as needed (page 3)

MOTIVATION

(Building Background)

What is your favorite holiday? Why?

Have students share their favorite holidays using descriptive words and complete sentences.

Today as we read we're going to do something called *make connections*. Let's say that together: make connections. When we read, our brains naturally make connections. Making a connection is when we think of something like what we are reading, or maybe the reading reminds us of something we did or something that happened.

We're going to read together, and as we read, think about a time when you celebrated a holiday. As we are reading, when you make a connection, do this with your hands:

Put your hands in front of you, with your palms facing toward you and the tips of your fingers overlapping. Then wiggle your fingers back and forth together so it looks like synapses connecting:



Have students practice this motion.

Now that we know what it looks like, why do you think it's important to make connections as we read?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read through the selection once, modeling fluency and expression and giving short definitions or examples of key vocabulary words where needed. Give students an opportunity to practice their pronunciation of unfamiliar words. Explain cultural references as needed. Additionally, model making a connection. For example:

(Making motion with hands to signal a connection as you begin talking)

Oh, I have a connection. I remember when I was younger I was hanging around the house on New Year's Day. My sister insisted that we cook black-eyed peas. I asked, 'Why?' My mother said, 'It's a New Year's tradition to eat black-eyed peas on New Year's.' I said, 'We've never had black-eyed peas on New Year's before... it's not *our* tradition.' She said, 'Who cares? If your sister wants to do it, she can do it.' I said, 'OK, but I'm not eating them.' At the time I didn't like black-eyed peas.

Model making a connection several more times as you read so students have a good idea of what to do.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read with students this time, and have them make the hand motion and share connections as they read. Make sure each student shares at least one connection. If students need help getting started, have them use sentence frames:

My connection is _____.

I have a connection. When I _____.

I know this word/holiday because _____.

This makes me think of _____.

This reminds me of one time when _____.

The makes me remember that _____.

Have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For more of a challenge, have students write a short description of their connections on a T-chart, recording the block of text that made them think of the connection on one side and the connection on the other.

Supplemental material: Selection text

Celebrations Around the World

People all over the world have celebrations. People celebrate important events from their country's history. They celebrate to honor soldiers who have died. They celebrate religious events. Different people celebrate different things, but almost everyone celebrates birthdays and the coming of the new year.

In the United States, the new year is celebrated on December 31 and January 1. December 31 is New Year's Eve, the last day of the old year. January 1 is New Year's Day, the first day of the new year. People celebrate New Year's Eve with family and friends. They watch fireworks, eat, and sing. Children may be allowed to stay up until the new year begins at midnight. On New Year's Day, some people make a list of things they will do in the new year. They may eat special foods, like black-eyed peas, for good luck.

Not everyone celebrates the new year on January 1. In China, it is celebrated in late January to early February. This is because the Chinese New Year is decided by a Chinese calendar that is based on the moon. The moon's path is different from year to year. The Chinese New Year celebration usually lasts for 15 days.

In China, red stands for fire. Fire is said to drive away bad luck. During the Chinese New Year celebration, there are lots of fireworks. People wear red clothes. They write poems on red paper.

In Thailand, the new year is celebrated for three days, from April 13 to April 15. People celebrate by singing, dancing, and having parties with their families. They throw water on one another. They do this to bring rain in the year ahead. They also believe the water gets rid of bad deeds. It makes a clean start to the new year.

People around the world also celebrate birthdays. Some birthdays are extra-special. For example, children may be given the key to their house to honor becoming an adult. Some birthdays have two celebrations. One is a party on the person's birthday. The other is a religious celebration to honor the saint for whom a person is named.

In Mexico, children celebrate their birthday with family and friends. At these celebrations there is often a piñata. A piñata is made of paper. It is filled with things like candy, fruits, and nuts. Children try to break the piñata so they can enjoy the treats inside.

In parts of Canada, people put grease on a birthday child's nose. The grease is said to make the child slippery. That way, bad luck can't catch him or her.

In Nepal, people put colored rice yogurt on a birthday child's forehead. This is supposed to bring good luck.

Celebrations bring people together. They mark important dates. They are times to honor family and friends. They mark the passage of time. They give us reasons to make new goals that help us become better people. And of course, they provide reasons to have fun! Which celebration do you like best?

Supplemental Material: Vocabulary

New Year
celebrations
history
fireworks
midnight
black-eyed peas
bad deed
saint
piñata
grease
slippery
rice yogurt

LESSON TOPIC: "Color"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).

Draw conclusions from explicit and implicit text at or near grade level.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Draw in response to oral descriptions.

Speaking: Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use context clues and comparing/contrasting to paint a picture in their minds of the story.

CONTENT – Students will be able to read "Color" fluently in Reading Assistant.

KEY VOCABULARY

fountain

brink

poppy

barley

swan

sailing

rich

ripe

mellow

twilight

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 3)
- Paper and coloring utensils
- The following pictures in color:

pink roses by a fountain	yellow pears
poppies (in bloom)	green grass
blue sky	a purple sunset
a white swan on a lake	an orange

MOTIVATION

(Building Background)

Let's think for a minute. What is your favorite color?

Give students 10-15 seconds to think.

Why is that your favorite color?

Give students an opportunity to share out responses. If students are shy, have them share with a partner first (give verbal sentence frames if needed).

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we will read a poem about colors, and we will learn some new words that help describe those colors. With poetry, the author uses words to give students a picture in their minds of what the poem is saying. Good readers use the words in the poem to paint a picture in their minds of what the author is saying.

As we read today let's use the words to paint a picture in our minds of the poem.

Read the selection once for students, pausing at key vocabulary words to define, give examples, and allow students to practice pronunciation as needed. Model drawing a picture of a pear using the poetry text to think about how a pear might look. Color richly to show the yellow of the pears. As you draw think aloud about what the author might have visualized when writing the poem.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now we're going to read the poem together.

Read the selection with students. Afterward have them choose a color from the selection and draw a picture using the colors and author's words from the selection.

When students finish, have them share their drawings and talk about why they chose their colors. Show students color pictures of the scene the author describes and have students compare and contrast the pictures with their drawing. Use the following sentence frames:

This picture is like my drawing because _____.

This picture is not like my drawing because _____.

One thing that is different about my drawing is _____.

One thing that is the same between my drawing and this picture is _____.

Have students read the selection once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their thoughts on the backs of their drawings, comparing and contrasting the drawings with the pictures from the selection. Or, have students read a different poem or story (from Reading Assistant or another source) and then write out the words that help them paint a picture in their minds of what the author wants them to imagine.

Supplemental Material: Selection text

Color

What is pink? A rose is pink
By a fountain's brink.

What is red? A poppy's red
In its barley bed.

What is blue? The sky is blue
Where the clouds float through.

What is white? A swan is white
Sailing in the light.

What is yellow? Pears are yellow,
Rich and ripe and mellow.

What is green? The grass is green,
With small flowers between.

What is violet? Clouds are violet
In the summer twilight.

What is orange? Why, an orange,
Is just an orange!

Supplemental Material: Vocabulary

fountain
brink
poppy
barley
swan
sailing
rich
ripe
mellow
twilight

LESSON TOPIC: "Colors of the World"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Listening: Interpret oral information and apply to new situations.

Speaking: Answer opinion questions with supporting details.

Answer simple content-based questions.

Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames to ask questions of a myth.

CONTENT – Students will be able to read "Colors of the World" fluently in Reading Assistant.

KEY VOCABULARY

roses	sky	foolish
apples	sea	purpose
carrots	sunset	do as you're told
pumpkins	clouds	stretch
sun	violet	bow
moon	voices	peace
grass	suddenly	hope
leaves	afraid	myth

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 2)

MOTIVATION

(Building Background)

Ask a few of the following questions below to students in a Think-Pair-Share activity. Give students time to think about their responses, then share them with a partner—giving each student an opportunity to share—then give students an opportunity to share in the larger group. Model responses if students seem shy or confused by the question.

Have you ever seen a rainbow?

What is a rainbow? Can you tell what a rainbow is?

What makes rainbows special?

What is your favorite thing about rainbows?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read a story about rainbows. This story is a *myth*. A myth is a kind of folktale that tells how the natural world is the way it is.

As we read today, we're going to have some questions about the story. We're going to practice pausing and asking questions. This is something good readers do to help them deeply understand the story. Why do you think it's important for readers to deeply understand a story?

Have students Think-Pair-Share their responses.

Read the selection once for students, pausing at key vocabulary to define, give examples, and allow students to practice pronunciation as needed.

Model pausing and asking questions of the selection. You can ask questions that have answers in the text or that don't have answers in the text—the goal is to get students thinking beyond the text. Think aloud so students get an idea of the kind of thinking required for asking questions of a story. Model using the following sentence frames as you think aloud:

I wonder _____.

One question I have is _____.

I think _____.

One thing that I wonder about is _____.

One thing that is confusing is _____.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now we're going to read the story together. As we read, we'll stop and ask questions of the text. We can use these sentence frames to help us ask our questions.

Read the selection with students, pausing after every few sentences to give students an opportunity to think of a question they might have.

Have students read the selection to you, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students practice writing down questions about a different story (from Reading Assistant or another source).

Supplemental Material: Selection text**Colors of the World**

Once upon a time, the colors of the world began to fight. Each color said that it was the best.

Red said, "I am the best. I am the color of roses and apples."

Orange said, "I am the best. I am the color of carrots and pumpkins."

Yellow said, "I am the best. I am the color of the sun and the moon."

Green said, "I am the best. I am the color of grass and leaves."

Blue said, "I am the best. I am the color of the sky and the sea."

Violet said, "I am the best. I am the color of the sunset and the clouds."

The fight went on and on. Their voices grew louder and louder. Suddenly, there was a loud BOOM. Rain began to fall. The colors of the world looked up. They stood close together, afraid.

Rain began to speak. "Foolish colors of the world! Why do you fight? Don't you know? Each one of you is special. Each one of you was made for a special purpose. Now join hands and come to me."

The colors did as they were told. They joined hands and went to Rain. Rain said, "From now on, when it rains, you will stretch across the sky together. Together you will make a great bow of color. This rainbow will show that you can live in peace. It will be a sign of hope for tomorrow."

Now, when Rain washes the world, you can see a rainbow in the sky. The rainbow shows us we can live together in peace. The rainbow is a sign of hope for tomorrow.

Supplemental Material: Vocabulary

roses	sky	foolish
apples	sea	purpose
carrots	sunset	do as you're told
pumpkins	clouds	stretch
sun	violet	bow
moon	voices	peace
grass	suddenly	hope
leaves	afraid	myth

LESSON TOPIC: "Crow Said No"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Draw conclusions from explicit and implicit text at or near grade level.

Writing: Fill in graphic organizers, charts and tables.

Listening: Role play the work of authors, mathematicians, scientists, historians.

Speaking: Discuss stories, issues, and concepts.
Make predictions or hypotheses from discourse.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use new words in English to identify the author’s message in the selection.

CONTENT – Students will be able to read “Crow Said No” fluently in Reading Assistant.

KEY VOCABULARY

pine	nest	gulped
finch	comfortable	chattered
oh my	bother	chirped
visitors	groaned	flapped
another	back and forth	fluttered
almost	hatched	
twigs	gobbled	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 7)
- Pencils

MOTIVATION

(Building Background)

When was the last time you made a new friend?

How did it happen?

What do you do together first?

How did you know you were going to be friends?

Have students share out stories about how they became friends with their newest friend.

Today we're going to read about how two characters become friends, even though it was not easy. As we read, we'll think about the characters.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

One thing that makes us good readers is the ability to use what we know to understand the author's message in a story. With every written work, there is always a message the author is sending. Sometimes the author just wants to entertain the reader with a fun story, but sometimes a story also has a message, like being kind to strangers, working hard to succeed, or thinking of others before thinking of yourself.

Today we'll think about the author's message in the story we're about to read, and see how we can apply it to our own lives. Why do you think identifying the author's message is important?

Have students Think-Pair-Share their responses.

Read the selection once through slowly, pausing to define key vocabulary and phrases as needed, and giving students an opportunity to practice pronouncing them.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students. Use the guiding questions below to lead discussion:

What do you think the author is saying when Crow finally wants Finch to stay?

What do you think the author is telling us?

Why do you think Finch stays in the tree?

Have students Think-Pair-Share their responses to promote rich discussion. Lead students to the conclusion that the author's message is about being friendly no matter what, or that it's important to be there for a friend, even when it doesn't seem like they need one.

Have students read the selection on their own, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write out the author's message for another story (a Reading Assistant selection or a story from another source).

Supplemental Material: Selection text

Crow Said No

Crow lived in a tall pine tree. One day a finch flew by. "May I rest here?" she asked.

"No," said Crow. "This is my tree."

"I'm tired," said Finch. "Please let me stay awhile."

"Just a little while," said Crow.

"May I sing?" asked Finch.

"No," said Crow. "No singing."

"Oh, my," said Finch. "Your tree makes me feel like singing."

"Really?" said Crow. "Well, just one song."

Finch sang and sang. "Did you like my song?" she asked.

"I've heard worse," said Crow.

Finch looked around. "Night is coming," she said. "May I stay here overnight?"

"No," said Crow. "No visitors."

"Where can I go?" asked Finch.

"Find another tree," said Crow. Then he looked around, too. It was almost dark. "Oh, all right," he said. "Just one night."

"Thank you," Finch said. She found some twigs and dry grass and made a small nest.

The next morning Finch called to Crow, "This nest is comfortable, and I'm still tired. May I stay one more night?"

"No," said Crow.

"Please," said Finch. "I won't bother you at all."

Crow groaned. "All right," he said. "One more night."

All day Finch flew back and forth, back and forth. She put more twigs in the nest.

She lined it with fresh grass. "Now I can rest," she said. Finch settled down for the night.

The next morning, Crow heard twittering. "Are you leaving?" he called.

"Not yet," Finch said. "I have a surprise. Come and see." Three eggs lay in the nest. A red-headed finch fluttered nearby. "This is my mate," Finch said.

"No, no, no!" said Crow. "No fathers. No eggs."

"I'm sorry," said Finch. "I can't go now. I can't leave my eggs."

"Then I will go," said Crow.

"Why?" said Finch. "Your tree is big. There's room for all of us."

"Do you think so?" asked Crow.

"Of course," said Finch. "We won't stay long."

"But it is my tree," said Crow.

"Yes, it is your tree," said Finch. "Please stay."

"Oh, all right," said Crow.

Crow sat at the top of the tree. Finch sat on her eggs. Finch's mate brought food to her every day. Everyone waited and waited.

Cheep! Cheep! Cheep! Three eggs hatched! "Watch them grow," said Finch.

Day after day, Crow watched. The babies gobbled and gulped. The babies chattered and chirped. The babies fluttered and flapped.

One day, Finch said, "Thank you, Crow. You have been a kind friend. We can go now."

"Why?" asked Crow.

"The babies can fly," said Finch.

"So soon?" said Crow.

"Yes," said Finch. "This is your tree. We'll find another tree."

"No," said Crow. "Don't go. This is our tree now."

Supplemental Material: Vocabulary

pine
finch
oh my
visitors
another
almost
twigs
nest
comfortable
bother
groaned
back and forth
hatched
gobbled
gulped
chattered
chirped
flapped
fluttered

Supplemental Material: Graphic organizer

Name _____

Date _____

Crow Said No: Making Friends

New Word	Example, Picture, Definition

What is Crow like?

What is Finch like?

LESSON TOPIC: "El Pescado"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Writing: Copy words, phrases, and short sentences.
Compare/contrast content-based information
Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Compare/contrast content-based functions and relationships.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use key vocabulary, sentence frames, and a Venn diagram to write phrases and sentences in English that compare and contrast Día de los Muertos with a different holiday.

CONTENT – Students will be able to read "El Pescado" fluently in Reading Assistant.

KEY VOCABULARY

peering	bait	wink
fireworks	hook	thrashing
town square	nicked	startled
legendary	steep bank	bulgy
dough balls	overlooking	tousled
hurriedly	uncoiled	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 7)

MOTIVATION

(Building Background)

The story we will read today is about a Mexican holiday called *Día de los Muertos*. In the United States, we celebrate Halloween, which is close to the same day as *Día de los Muertos*, but Halloween is very different than *Día de los Muertos*, as we will learn. Are there holidays you celebrate that honor loved ones or your family?

Have students share out their Halloween stories, *Día de los Muertos* stories, or stories about other holidays they celebrate. Ask students guiding questions or have them give examples of times they have celebrated Halloween or another holiday.

Did you have a party?

Did you get to see your family?

What is something fun you do on that day?

What makes that holiday special from other days or other holidays?

Provide these sentence frames for their examples, as needed:

On Halloween, my family and I _____.

My family and I celebrate a holiday called _____.

On that day, something we do is called _____ and it is where you _____.

My favorite part about that day is _____.

It is different from other holidays because _____.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

In this story, the main character wants to get something for a family member. As we read, think about a time when you wanted to get something for someone in your family. Why do you think it's important to think about these things as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

We're going to use a graphic organizer to help us be successful in our understanding of the story.

Introduce the graphic organizer and model comparing and contrasting Día de los Muertos with Halloween (if students celebrate a different holiday around that time, compare and contrast that holiday instead). Let students use words in their native language closely associated with that holiday.

Tell students that as they read, some words will be in Spanish—a different language than English. (If students are native Spanish speakers but don't know how to say the Spanish words, help to spell them out and pronounce them during the reading, if possible.)

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud to students. Then have students read it with you. Pause at any words where students struggle and have them practice saying the word.

Read the selection again with students. Before you start, prompt students to listen carefully as they read for what Día de los Muertos could be about. As you read along, pause at those points to write notes about Día de los Muertos, comparing it with Halloween or the other holiday.

Have students read the selection again and complete their graphic organizers, as needed.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write complete sentences comparing another holiday to Día de los Muertos or Halloween.

Supplemental Material: Selection text**El Pescado: Part 1**

Nicky woke up and rolled over, peering through the crack along the wall of the house. He could see the sky was the color of a cockscomb, with wispy clouds gathering toward the rising sun.

Today was Día de los Muertos, and in Morelia everyone would be celebrating in honor of the dead. There would be the laying out of gifts on the graves, as well as food and parades and dancing and fireworks. Nicky loved the little candy skulls made of sugar and the great fiesta in the town square.

His papa snoring in the other room reminded Nicky of when he slept next to Grandpa. This would be Nicky's first fiesta without Grandpa. He had died last year, and Nicky missed him terribly. It was Grandpa who had played with him when Papa went away to work. And it was this time of year that he and Grandpa would go to Lake Cuitzeo early in the morning to fish.

Nicky felt sad that he had no gift to place at the foot of Grandpa's grave. He wanted to do something special, but he didn't know what. Then he saw Grandpa's fishing pole hanging above the window, and he knew what he would do.

He would catch the biggest fish there ever was. He would catch El Pescado, the legendary fish that lived in Lake Cuitzeo.

He got up quietly, trying not to wake Papa and Mama. He lit a candle at the table and hurriedly began to roll dough balls for the great fish to eat. If he got to the lake too late, El Pescado might eat bugs rather than his bait.

When he finished, the balls of dough sat lined up like dull pearls on the wooden table. They were small enough to fit in a fish's mouth but big enough to cover the hook. Nicky had watched Grandpa make them many times.

He put the bait and a breakfast of tortilla and cheese in a bag and grabbed his pole. But it felt too small for him now. He reached up and carefully took Grandpa's long pole from the wall. It felt just right in his hand, smooth where Grandpa had held it, nicked in the place he had always rested it on a log at the lake.

Nicky blew out the candle and stepped through the door. The walk to Lake Cuitzeo was dark, but the light was growing, and he could see better as he went. As he struggled up the steep bank overlooking the lake, he remembered how Grandpa used to give him a push to help him make the climb.

Nicky went down the other side to their favorite cove along the southern shore. They had caught many fish there, and Grandpa swore that El Pescado lay, fat and lazy, right at this spot.

Sitting down, his back against a log, Nicky baited the hook and uncoiled the line into the water. For a while he sat straight, watching his line. Grandpa always said, "A lazy man gets nothing done."

But he soon started yawning and thought it would be O.K. to just lean his head back on the old log. He gazed up at the remaining stars. Mama said that the stars were the angels of heaven smiling down on everyone. He wondered if one of them could be Grandpa. He was still waiting to see if one of the stars would wink at him when he fell asleep.

El Pescado: Part 2

When he opened his eyes again, the sun had risen over the distant mountains, and the pole sat motionless on the ground. "Oh, no," Nicky moaned. He rolled his line in and saw the bait had been eaten. Quickly, he put another dough ball on the hook and let the line out.

Suddenly, there was a thrashing through the brush, and Nicky jumped up, startled. Papa broke through the bushes, his shiny, blue-black hair messy. "So here you are," he said, smiling.

Nicky frowned. "Good morning, Papa. How did you know I was here?" Papa pointed at the pole.

"Lo siento, Papa. I didn't think you would mind if I came without your permission."

"It's fine, hijo, but why are you fishing so early?"

"I want to catch a big fish for Grandpa," said Nicky. "For Día de los Muertos."

"El Pescado?" asked Papa.

"Si."

"My father, your grandpa, told me about him when I was young. We would come here to the lake, and he would get all bulgy in the face, and his eyes would go wide as he told me about the big fish."

Nicky laughed because he remembered that same face. "Papa, did you ever see El Pescado?"

"No, hijo, I've never seen the big fish." He tousled Nicky's hair. "It's a fine idea to catch him for Grandpa."

Just then the fishing pole rattled and bent far forward. "El Pescado!" Nicky yelled.

Papa reached over with his big hands, missed the pole, and knocked Nicky into the water. The pole started to drift away, but Nicky caught the end and held on until his father grabbed him. Together, they pulled in a big fish.

"Oh, Papa, it must be the one," cried Nicky excitedly, holding the struggling fish up in front of his father.

"Si, hijo. What a great gift for your Grandpa!" Nicky started out of the water, but he slipped on the mud, dropping El Pescado back into the lake. The line broke, and the fish swam away.

"Oh, no!" Nicky wailed. "What will we do now?"

Papa helped him up, and they sat down on the log for a minute. "Well, hijo," Papa said. "I think Grandpa knows what you have done here today, and I'm sure it makes him proud."

"You really think so?" said Nicky.

"Si, hijo. Today we will pick some beautiful flowers and lay them at his feet, and I know he will be happy."

"Muchas gracias, Papa," said Nicky, hugging his father.

They sat on the edge of the lake and waited as the sun rose higher in the sky. Then they went back to the house, picking wildflowers as they walked.

Supplemental Material: Vocabulary

peering
fireworks
town square
legendary
dough balls
hurriedly
bait
hook
nicked
steep bank
overlooking
uncoiled
wink
thrashing
startled
bulgy
tousled

Supplemental Material: Graphic organizer

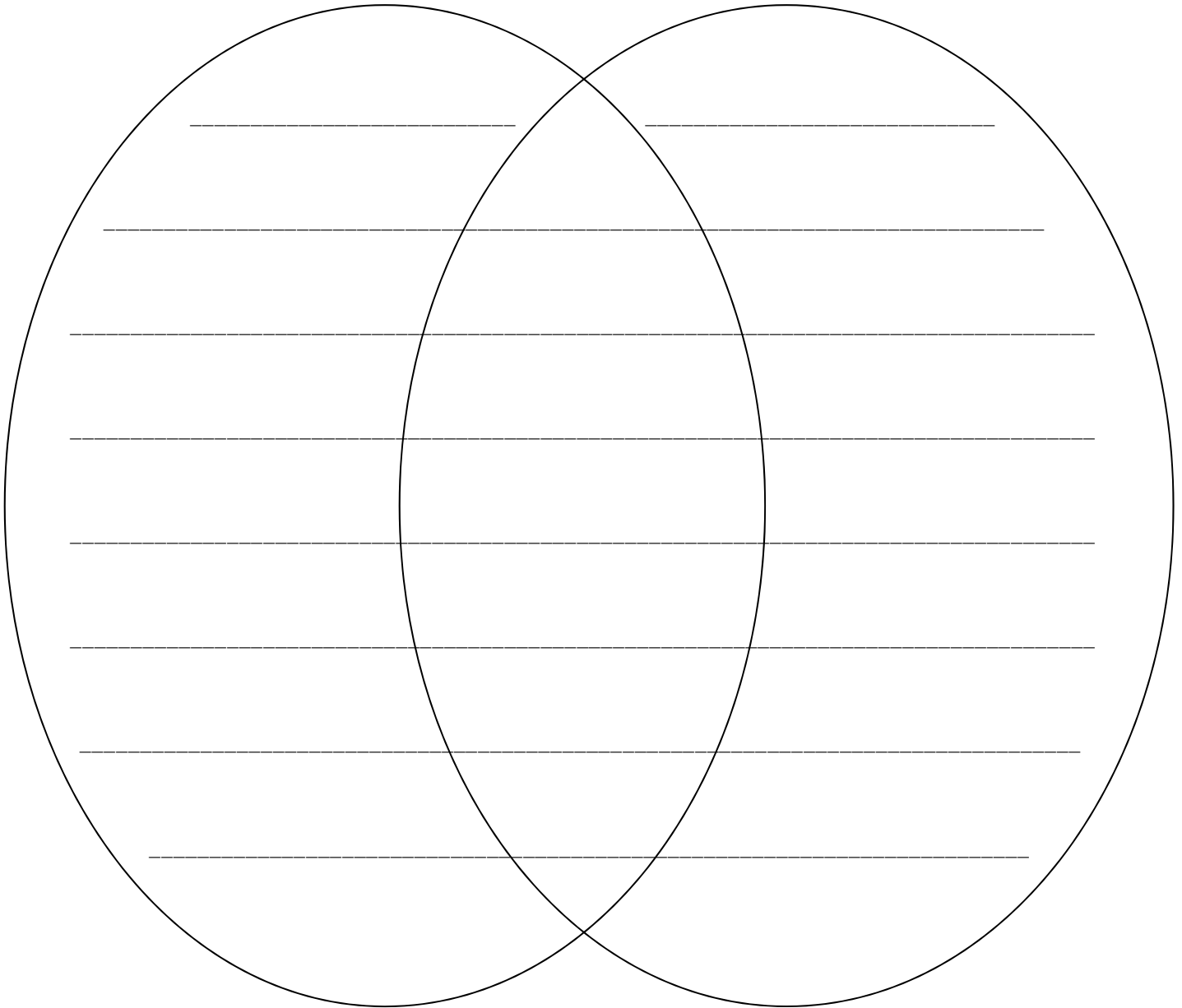
Name _____

Date _____

El Pescado

Día de los Muertos

Both



LESSON TOPIC: "Elizabeth Van Lew—Civil War Spy"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Use context clues and illustrations to determine meaning of words/phrases.

Identify cognates from first language, as applicable.

Find changes to root words in context.

Writing: Take notes using a graphic organizer.

Listening: Infer from and act on oral information.

Follow multi-step oral directions.

Speaking: Present content-based information.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use context clues to draw conclusions about the selection in reading, speaking, and writing.

CONTENT – Students will be able to read "Elizabeth Van Lew—Civil War Spy" fluently in Reading Assistant.

KEY VOCABULARY

southern

North

Civil War

South

Confederate

Union

mansion

wealthy

spy

anti-slavery

volunteering

smuggled

compartments

book spine

army

code

invisible ink

agent

frequent

suspicion

reputation

bolder

illiterate

arranged

similar

defeat

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 7)
- Pencils, coloring utensils

MOTIVATION

(Building Background)

When we think about stories, we sometimes don't know all the words that we read. We enjoy stories, sometimes passing over words we don't know. This happens all the time. Because we do this when we read, there is a strategy our brains use called *context clues*.

Our brain looks at the clues around a word to learn what it might mean, and then it guesses. Today we will practice this with a story about Elizabeth Van Lew. She was a spy during a war in the United States many years ago.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read, we will pause at words we don't know and use this sheet (hold up graphic organizer) to help us practice using context clues to learn new words.

Read the selection aloud to students. Then read the selection again, this time with students. Pause at the key vocabulary words (or any word where students struggle) and have them practice saying the word, prompting students to think about clues around the word to help them guess at what it might mean.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students write the word on their graphic organizer, and then record their ideas about the word using a few words, a sentence, or by drawing a picture to help them define or represent that word. Students may use their native language as the definition, if appropriate.

Continue to model this process as you read the selection together. As students grow more comfortable, gradually let them do the work independently. Have them read the selection once more, either with you or on their own.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a short summary of the selection using the words they learned.

Supplemental Material: Selection text

Elizabeth Van Lew—Civil War Spy

There are many different ways to fight for freedom. A southern woman named Elizabeth Van Lew fought for freedom by becoming a spy for the North during the American Civil War.

The American Civil War was fought when eleven southern states decided that they no longer wanted to be part of the United States. They formed their own country, which was called the Confederate States of America. One reason they did this was slavery. The South wanted there to be slavery. The North was willing to end slavery. The northern states were called the Union.

Elizabeth Van Lew was born in the southern city of Richmond, Virginia, in 1818. Her family owned slaves, but she became convinced that slavery was wrong.

Elizabeth's family lived in a large Richmond mansion and also had a farm outside the city. She was sent to school in Philadelphia. This may have been where she developed her belief that slavery was wrong. When she was twenty-five, her father died. After his death, Elizabeth and her mother freed the family's slaves. Most stayed on as paid servants, and Elizabeth kept in touch with others. She also kept many of her father's connections to the wealthy people of Richmond. But she kept her anti-slavery feelings to herself.

In 1861, Virginia left the Union and became a Confederate state. This marked the beginning of Elizabeth Van Lew's career as a spy.

She began by volunteering as a nurse at Richmond's Libby Prison. This was a Confederate prison where captured Union soldiers were kept. At the prison, Elizabeth cared for captured Union soldiers. She smuggled notes to the soldiers by hiding them in the spines of books and in secret compartments in food trays. She smuggled out letters that soldiers passed to her. She also gathered military information from captured Union soldiers. On their way to the prison, they had seen Confederate armies. They had information about how big these armies were and where they were going. Elizabeth developed a code that allowed her to pass this important information— written in invisible ink — to Union agents. When Van Lew died, this code was found hidden in the back of her watch. While at the prison, she was even able to help some soldiers escape.

Elizabeth Van Lew's frequent visits to Libby Prison aroused suspicion among the guards. Her house was searched several times. Van Lew's friends and neighbors had always thought she was a little odd. Some people even called her "Crazy Bet." "Bet" is a nickname for "Elizabeth." Now she began walking the streets of Richmond, mumbling to herself. This confirmed her reputation as "Crazy Bet." Her scheme worked— who would believe that anyone who called so much attention to herself could be a spy?

As the Civil War continued, Van Lew became bolder. She asked one of the family's former slaves, Mary Bowser, to return to Richmond. Then she arranged for Mary to work as a servant in the home of Jefferson Davis, the president of the Confederate states.

Mary pretended she was illiterate. However, she could read. Elizabeth had sent her to school. Elizabeth and Mary would meet at the Van Lew farm, where Mary passed on information she had gathered in the Davis house.

"Crazy Bet" had many former slaves and other people working for her in similar ways. Elizabeth passed the information they gathered to Union generals.

Throughout 1864, she also helped care for 109 Union prisoners after they escaped from Libby Prison. Keeping these men hidden was difficult, and Van Lew was almost caught twice.

In April, 1865, the Confederate army left Richmond in defeat. Van Lew displayed a Union flag, the first to fly over the city in four years.

After the war, President Grant thanked her for her efforts by putting her in charge of the Richmond post office. Having spent her family's wealth on wartime activities, she lived in poverty now. But she never gave up her fight for the rights of African Americans.

She also joined the fight for women's rights. At one point, Van Lew claimed that, since she didn't have the right to vote, she shouldn't have to pay taxes.

When she died in 1900, relatives of Union soldiers she had helped paid for her tombstone so that she could be buried with her family.

Elizabeth Van Lew's life was full of risk and adventure. From the time she was a young woman, up until her death, she spoke out for freedom. She is a hero, not only to African Americans and women, but to all Americans.

Supplemental material: Vocabulary

southern
North
Civil War
South
Confederate
Union
mansion
wealthy
spy
anti-slavery
volunteering
smuggled
compartments
book spine
army
code
invisible ink
agent
frequent
suspicion
reputation
bolder
illiterate
arranged
similar
defeat

Supplemental material: Graphic organizer (page 1 of 3)

Name _____

Today's Date _____

Elizabeth Van Lew—Civil War Spy: Context Clues

Word	southern				
Clues	<p>"A southern woman"</p> <p>South root word</p> <p>Being from the southern part of a place</p>				
Definition (picture or phrase)					

Word					
Clues					
Definition (picture or phrase)					

Supplemental material: Graphic organizer (page 2 of 3)

Word					
Clues					
Definition (picture or phrase)					

Word					
Clues					
Definition (picture or phrase)					

Supplemental material: Graphic organizer (page 3 of 3)

Word					
Clues					
Definition (picture or phrase)					

Word					
Clues					
Definition (picture or phrase)					

LESSON TOPIC: "February Twilight"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).

Draw conclusions from explicit and implicit text at or near grade level.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Speaking: Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to identify and define examples of personification found in text.

CONTENT – Students will be able to read "February Twilight" fluently in Reading Assistant.

KEY VOCABULARY

new-laid snow

single

glow

creature

evening

twilight

MATERIALS

- Selection text with key vocabulary highlighted, copied for each student or displayed somewhere clearly visible (page 4)

MOTIVATION

(Building Background)

We're going to start today with a little game. When I say something, I want you to see if you can infer or guess what I am actually talking about.

Start with a few of these phrases¹ and give students an opportunity to guess at the meaning. You don't need to say all of them; simply stop when it's clear that students have an understanding of the concept.

Lightning danced across the sky.

The wind howled in the night.

The car complained as the key was turned.

My alarm clock yells at me every morning.

Traffic slowed to a crawl.

The moon played hide and seek with the clouds.

The stairs groaned as we walked on them.

Winter's icy grip caused people to shudder.

You need to cross over at the mouth of the river.

My flowers were begging for water.

Hail pounded the houses and streets.

The wildfire ran through the forest at an amazing speed.

What we just heard is called *personification*. Let's say that together: personification. Personification is something we might use all the time, but poets use personification in their poems to help us fully understand their experience or the writing. Good readers can identify personification in stories and use it in their own writing. Why do you think it's important to use personification? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Today we will read a poem that has an example of personification, and we're going to see if you can identify it.

¹ <http://examples.yourdictionary.com/examples-of-personification-for-kids.html>

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection once slowly, pausing to define the key vocabulary words or phrases as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students read the selection with you.

Can you guess where personification is in the poem?

Have students share ideas and talk about the author's message.

So what is personification again?

Have students read the selection on their own, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students try to use personification while describing something that happened to them recently. For more of a challenge, have students experiment with writing a poem using personification.

Supplemental Material: Selection text

February Twilight

I stood beside a hill
Smooth with new-laid snow,

A single star looked out
From the cold evening glow.

There was no other creature
That saw what I could see—

I stood and watched the evening star
As long as it watched me.

Supplemental Material: Vocabulary

new-laid snow

single

glow

creature

evening

twilight

LESSON TOPIC: "Fog"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Make sound/symbol/word relations.

Writing: Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Speaking: Present content-based information.
Recite words or phrases from pictures of everyday objects and oral modeling.

Listening: Carry out oral instructions containing grade-level content-based language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to create their own "American haiku" using what they know of syllables and vocabulary in English.

CONTENT – Students will be able to read "Fog" fluently in Reading Assistant.

KEY VOCABULARY

harbor
haunches
moves on

MATERIALS

- Selection text with key vocabulary highlighted, copied for each student or displayed somewhere clearly visible (page 5)
- Facts about haiku displayed somewhere clearly visible (page 3)
- Paper and pencils
- Dictionaries and thesauri

MOTIVATION

(Building Background)

Poetry has been in existence for many thousands of years, and one famous type of poetry was invented in Japan called *haiku*. Let's say that together: haiku.

(If appropriate, you can explain that the word "haiku" functions as both singular and plural, as it might come up during the lesson.)

Traditionally, haiku is short, it has a certain number of syllables, and the subject of the poem is usually about nature, like landscapes, trees, weather, and things like that. Do we know what a syllable is?

Give students wait time to respond.

Syllables are the parts of words that make them up. For example, el-e-phant has three syllables.

Clap it out to model el-e-phant.

Let's try another one: beach. One clap.

How about bal-loon. How many claps? Two.

Now for a challenge: Snuffleupagus! How many syllables does that have? Let's clap it out: Snuf-fle-up-a-gus. Five claps!

Hmm. Ok, now, what about these words?

classroom	furthermore	caution	me
cleaning	spontaneous	scary	l
inside	continuous	every	in
important	vivacious	you	

Model clapping out the syllables for as many of these as you think necessary.

Why do you think it's important to know about haiku, or about poetry in general? What do you think this knowledge helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

More recently, haiku have become less about the number of syllables and more focused on the other parts that make it a haiku.

Today we're going to read a poem by an author who called his poem an American haiku. Perhaps he called it that because it's short and it talks about nature.

Read the selection once slowly, pausing to define the key words as needed.

Now traditionally, haiku follow a 5-7-5 syllable format. Does this poem have that?

Give students wait time to respond.

Let's read it again.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students read the selection with you.

Let's clap out the syllables to see what the author used. If he didn't use a 5-7-5 syllable format, is it still a haiku?

Give students wait time to respond.

I would think yes, because it's still short and it's about nature, but what do you think?

Have students read the selection once more.

Now that we know the poem well and we understand a little bit about haiku, let's try writing our own. To get us started, let's remember these two important things:

Haiku

1. Short, usually 5 syllables on the first line, 7 syllables on the second, and 5 on the last. But you don't have to follow that if your poem needs more syllables.
2. About nature.

We'll spend 7 minutes to write our own haiku. You can ask me for help, use a dictionary or thesaurus to use colorful words, or ask your neighbor for help. Any questions?

Ok, let's get started.

Support students and help them get thinking, sharing ideas and giving verbal sentence frames as needed.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students share their poems and/or write one together.
2. For more of a challenge, have students compare two things in their poems to create a juxtaposition that is commonly found in haiku.

Supplemental Material: Selection text

The fog comes
on little cat feet.

It sits looking
over harbor and city
on silent haunches
and then moves on.

Supplemental Material: Vocabulary

harbor
haunches
moves on

LESSON TOPIC: "For He's a Jolly Good Fellow"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Put words in order to form sentences.

Make text-to-self connections with prompting.

Listening: Apply ideas from oral discussions to new situations.

Interpret information from oral reading of narrative or expository text.

Speaking: Use first language to fill in gaps in English (code-switching).

Participate in class discussions on familiar social and academic topics.

Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to build background knowledge on the selection through listening, reading, and speaking using key words and discussion.

CONTENT – Students will be able to read "For He's a Jolly Good Fellow" fluently in Reading Assistant.

KEY VOCABULARY

jolly	around	battle	everywhere
fellow	1709	queen	country
deny	French soldier	popular	
famous	melody	England	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Paragraph, copied for each student or written somewhere clearly visible (page 6)

MOTIVATION

(Building Background)

What is a song you love to listen to?

Have students share out songs they enjoy (it's OK if it's a language other than English).

How does it go?

Get students singing! Then ask:

Do you know who wrote the song? Hmm. Did the singer write the song?

Give students wait time.

Sometimes singers write them, but sometimes they don't. Sometimes they sing songs other people wrote. Some songs have a long history and have been around a long time, and some songs are brand new, like some of the ones you just sang.

Now, let me ask you a different question. How did you first hear the song? Where were you? Was it on the radio, on a phone, on a computer, on TV, or some other way? Did you hear it at a concert?

Have students share out where they hear music most.

Before we had technology like smartphones and computers and TVs, how do you think songs were passed along?

Have students guess at how songs were spread. Give students wait time and clues as to life back then.

Songs were spread by people singing them at concerts or events, and then the people who went to the concerts would sing them, and so on and so on. So people picked up songs by listening to one another, taking music lessons, going to concerts, and things like that. Can you imagine?

Give students a moment to take in that information.

Do any of you play an instrument?

Have students share out their experiences with playing instruments or singing. If they haven't done these things, have them talk about people they know who are musicians or play an instrument: a friend or family member, perhaps.

Today we will read a very famous song, but before we do, it's important to know that this song is old. Very old. So we're going to read a little about how it lasted until today.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Let's take a minute to look at this paragraph. I'm going to read this paragraph, and you can follow along with the words. Then we'll read it together.

Read the paragraph below aloud clearly. Pause to have students practice saying the highlighted words.

'For He's a Jolly Good Fellow' is a **famous** song in English. **Around** the year **1709** a **French soldier** sang a song with the same **melody** about a **battle** in France. Later the French **queen** made the song **popular** all over France. It became famous in **England** soon after that. After many years it was heard in the United States and **everywhere** else. In the United States the song ends with, 'which nobody can deny' but in England they sing, 'and so say all of us.' Almost every **country** in Europe has the song in its own language.

Now we are going to read this together. Don't worry about making mistakes as we read, just keep on reading.

Read the paragraph with students once through. If this is not appropriate for the English language proficiency level of your students, read it once more aloud and have them follow along.

So now that we have read, about how old is this song?

Have students use clues from the text to come up with an answer. If students are curious and have questions, here are some more facts about this song:

This song was originally sung by the French soldier satirizing an English general named Marlborough, and the song caught on.

A nurse sang the song to an infant of Marie Antoinette as a lullaby and Antoinette overheard and liked it. It got very popular in France at that point and spread to England.

It was used for a long time in teaching how to play instruments and became more well-known as a celebration song over the years.

(Source: <http://musicofyesterday.com/history/ancient-origin-famous-song/>)

Ask the students a few questions to check for literal comprehension, such as:

Who sang the song first? Who made the song popular all over France?

How would we sing the last verse if we were in England?

What does 'melody' mean?

Do you think the songs we sung at the beginning of this lesson will last for that long? Do you think they will be famous forever? Why/why not?

Give students verbal sentence frames as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once aloud slowly. Pause at the key vocabulary words and have students practice saying them and talking about the definitions as needed. Then have students read the selection with you.

Now, does this song sound anything like the songs you sung at the beginning of this lesson?

Give students a moment to respond.

It probably doesn't because it is much older than the songs we have today.

Have students read the song lyrics once more.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own story of how the song came to be so well known today. Encourage them to get creative. If writing is a skill students are still working on, have them share out their ideas verbally first, or in place of writing. Alternatively, have students share in their native language aloud first, and then in English. Give an example to get them thinking. Model getting imaginative with storytelling.

Supplemental Material: Selection text

For He's a Jolly Good Fellow

For he's a jolly good fellow.

For he's a jolly good fellow.

For he's a jolly good fellow!

Which nobody can deny.

Which nobody can deny.

Which nobody can deny.

For he's a jolly good fellow.

Which nobody can deny.

Supplemental Material: Vocabulary

jolly

fellow

deny

famous

around

1709

French soldier

melody

battle

queen

popular

England

everywhere

country

Supplemental Material: Paragraph

"For He's a Jolly Good Fellow" is a famous song in English. Around the year 1709 a French soldier sang a song with the same melody about a battle in France. Later the French queen made the song popular all over France. It became famous in England soon after that. After many years it was heard in the United States and everywhere else. In the United States the song ends with, "which nobody can deny" but in England they sing, "and so say all of us." Almost every country in Europe has the song in its own language.

LESSON TOPIC: "Goose on Guard"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.
Use learning strategies (e.g., context clues)
Match phrases and sentences to pictures.

Writing: Communicate through drawings.
Give content-based information using visuals or graphics.

Listening: Find details in illustrated, narrative, or expository text read aloud.
Identify illustrated activities from oral descriptions.

Speaking: Participate in class discussions on familiar social and academic topics.
Express feelings (e.g., I'm happy because...)

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to visualize a story using key words and descriptive language.

CONTENT – Students will be able to read "Goose on Guard" fluently in Reading Assistant.

NOTE: This lesson may last a few sessions.

KEY VOCABULARY

geese	hatch
flock	goslings
shimmering	headed (this way)
hidden	creeps
reeds	bandit
marsh	warns
plucked	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words (with pictures if available), copied for each student or displayed somewhere clearly visible
- Clipboards or some other hard surface students can use to hold in their laps and draw
- Paper and pencils
- Coloring utensils
- Highlighters

MOTIVATION

(Building Background)

We're going to start today with a little game.

Partner students up by numbering them off in 1s and 2s. Give each a blank piece of paper and a pencil. Have the 1s put their paper and pencil aside to start.

Today we're going to practice what is called *visualization*. Let's say that together: visualization. When we visualize, we see what the author is telling us, like a movie in our minds.

Authors have the power to create pictures in our minds with the words they use. The words they use are called 'descriptive language.' Descriptive language tells us what to imagine.

So we're going to start today off with some imagination. Right now, think of where you would like to be if you could be anywhere in the world—at the beach, at the park with your dog, at the top of the Eiffel Tower—wherever you'd like to be.

Close your eyes and imagine that place now. Get a picture in your mind of that place. What does it look like? What does it feel like? What do you see?

Give students 10-15 seconds to imagine that place.

Now, let's open our eyes. If you are a 2, grab a piece of paper, a clipboard (or some other hard surface for writing in your lap), and a pencil. If you are a 1, turn to your partner and I'm going to give you a minute to think about the words you could use to describe your place. Think for just a minute about some words that best describe the image in your mind we just imagined.

Give students 15-20 seconds to think.

Now before we begin, here are the rules:

1. Student 1 will use words to describe the image in their minds to Student 2.
2. Student 2 will draw a picture of what they hear Student 1 describing.
3. Student 1 has to keep his/her eyes closed at all times while describing the image in their mind.
4. Student 2 may not let Student 1 see the drawing.
5. Student 1 has three minutes to describe their place and have Student 2 draw the picture.
6. After three minutes you will switch: Student 1 will draw and Student 2 will describe.

Give students time to draw and share their descriptions. Then have students share their picture with their partner. Does it look like the image the other student had in his or her mind?

The words we use to create images in the reader's mind are called 'descriptive language.'
How was your descriptive language today?

Did your partner have problems?

Did you describe every little detail?

Did you use words to help your partner understand exactly what you saw?

Did you leave important things out?

Have students discuss these questions if they need prompting.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today as we read, listen carefully for the descriptive language. Then we'll draw a picture of what the author is telling us—we'll get to see the image the author wanted to illustrate for us. Why, as readers, should we create an image in our minds of what the author is saying?

Have students Think-Pair-Share their responses.

Read the selection once and have students listen and follow along. Pause at the key vocabulary words to clarify meaning, have students practice saying them, and define them as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, as we read, pay close attention to the language. When we finish we will draw a picture of what the author describes. What kind of language are we listening for?

Give students a moment to respond. Then have students read the selection along with you. Have them use highlighters if they would like to highlight key words/descriptive language that help them paint a picture in their minds.

Now, let's draw a picture of what the author described to us.

Have students create their own pictures of what they saw in their minds as they read (spend about 10 minutes). Then have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students tell their own stories using descriptive language. Have the other students draw a picture as they tell their stories. For added challenge, have students write a story rather than say it.

Supplemental Material: Selection text**Goose on Guard**

Springtime! Canada geese are returning to their homes in the north. But they must hurry. It's almost time to lay their eggs.

A pair of geese leaves the flock and lands beside a shimmering lake. They are tired, but they can't rest yet. They must find a place to build a nest.

They see a quiet spot hidden among tall reeds and marsh grasses. Here, the nest will be safe from enemies.

The mother goose builds her nest with leaves and dried grass. She lines it with soft feathers plucked from her own breast. When the nest is finished, she climbs in and lays four tan eggs.

The mother sits on her eggs, while the father goose swims close by in case of trouble. Almost thirty days must pass before the eggs will hatch into baby goslings. But the mother goose still needs to eat and bathe. She covers the eggs with feathers and grass to hide them and keep them warm until she returns.

But look! Something's moving in the tall grass, and it's headed this way. A hungry raccoon creeps closer and closer. The raccoon stops, arches its tail over its back, and sniffs the air. It's about to steal an egg for breakfast.

The raccoon reaches toward the eggs with sharp-clawed paws. Suddenly, an angry hiss shatters the quiet. Powerful wings flap wildly as the father goose roars toward the surprised bandit.

"HONK! HONK! HONK!" warns the angry goose. "Leave those eggs alone!"

The frightened raccoon runs away into the woods. There'll be no eggs for breakfast today!

Days later, mother and father goose are rewarded for their care. Four tan eggs finally hatch.

Hello, baby goslings!

Supplemental Material: Vocabulary

geese	hatch
flock	goslings
shimmering	headed (this way)
hidden	creeps
reeds	bandit
marsh	warns
plucked	

LESSON TOPIC: "Gordon Goes Camping"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Writing: Summarize content-based information.

Listening: Identify illustrated main ideas and supporting details from oral discourse.
Follow multi-step oral directions.

Speaking: Retell short stories or events.
Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use an outline, guiding questions, and teacher support to construct a summary of the selection.

CONTENT – Students will be able to read "Gordon Goes Camping" fluently in Reading Assistant.

KEY VOCABULARY

camping	pots and pans	cellar	hardly
the woods	plenty	blankets	
sturdy	cupboard	linen closet	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Summary outline displayed somewhere clearly visible (page 3)
- Computer to look up and display pictures of camping gear
- Pictures of people camping and campsites
- Paper, pencils

MOTIVATION

(Building Background)

Let's start off today by playing a little game. It's called *I'm Going Camping!* In this game, I'll say something I'll bring on a camping trip, and then someone else says something they'll bring, but it has to start with the last letter of the last word of the first person's item.

For example, I'll say 'I'm going camping and I'm going to bring a sleeping bag.' The next person can say, 'I'm going camping and I'm going to bring a gas stove.' They can't say anything that doesn't start with a 'g' because 'g' is the last letter in the last word of the item I said: 'bag.'

Let's get started!

Play the game with students. As you play, look up and show pictures of each item so students get an idea of what someone usually takes on a camping trip. If students say things that wouldn't make sense on a camping trip, you can say this:

That fits the rules of the game, but you probably wouldn't want to take that on your camping trip because _____.

After playing that game for about 5 minutes, show students the pictures of campsites and camping spots. Talk about common things people take on camping trips, and mention some general facts about going camping. If students have been camping before, have them share out stories about their experiences.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

When we read, it's important to be able to identify the main idea and details of a story. Today, we're going to read a story, and as we read, listen carefully for the main idea and details. When we finish, we'll write a summary of the story. Why do you think it's important to write a summary and identify the main idea and details?

Have students Think-Pair-Share their responses.

I'll read the story first, and then we'll read together. Listen carefully and follow along as I read.

Read the selection once through and explain key words and phrases where appropriate. Give students an opportunity to practice pronouncing them.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read the story together.

Read the selection again, this time with students. Pause at points in the reading to ask:

What does Gordon want to do? Why?

What does Marvin do?

Is Marvin helping?

What is the main idea of this story? Remember that the main idea is what a story is mostly about. What is this story mostly about?

What are some details that help support this main idea? Supporting details are things that happen in the story that help the main idea or goal of the character.

Have students Think-Pair-Share for these questions.

Have students write a summary of the selection based on their thoughts from the guiding questions presented during the reading. Use this summary outline:

(Somebody) _____ wanted _____

But _____

So _____

Have students read the selection on their own, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a summary of a different story (a different Reading Assistant selection or other story), using the summary outline in this lesson.

Supplemental Material: Selection text

Gordon Goes Camping

Gordon sat in his favorite chair, reading a book. It was a good book. It was about camping in the woods.

Gordon's friend Marvin was visiting him.

"Marvin," said Gordon, "I am going to go camping in the woods."

"Oh, my," said Marvin. "Then you will need a warm coat and a hat and sturdy shoes."

Gordon went to the closet. He got out his warmest coat and hat. He got out his sturdiest shoes.

"Now am I ready to go camping?" he said.

"Oh, no," said Marvin. "You will need pots and pans for cooking."

Gordon went to the kitchen. He got plenty of pots and pans from the cupboard.

"Now am I ready?" he said.

"Not yet," said Marvin. "You will need a flashlight to see in the dark."

Gordon went to the cellar. He got the brightest flashlight he could find.

"Am I ready now?" he said.

"Oh, no," said Marvin. "It will be cold in the woods. You will need plenty of warm blankets."

So Gordon went to the linen closet. He took out all the blankets.

"Now am I ready, please?" he said.

"Not yet," said Marvin. "You will need lots and lots of food to eat."

Gordon went back to the kitchen. He took bread from the breadbox. He took apples from the fruit bowl.

He took ham and cheese and peanut butter and jelly. He took a box of crackers and a bottle of milk.

Gordon had so many things to carry, he could hardly walk out of the kitchen.

"Now am I ready to go camping in the woods?" he said.

"Yes," said Marvin. "Now you are ready."

Gordon sat on the floor.

"Marvin," he said, "I can't carry all these things."

Marvin looked at the pots and pans. He looked at the flashlight and the blankets and all the food. And he looked at Gordon, who seemed too little to carry it all alone.

"I think," said Marvin, "that you will need one more thing to go camping in the woods."

"What?" said Gordon.

"Me!" said Marvin. "I will help you carry everything."

So Gordon and Marvin went camping in the woods together. And because Gordon had taken so many things for himself...there was plenty for Marvin, too.

Supplemental Material: Vocabulary

camping

the woods

sturdy

pots and pans

plenty

cupboard

cellar

blankets

linen closet

hardly

LESSON TOPIC: "Harriet Tubman"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use background knowledge, flash cards, and native language supports to define sayings from the selection, in both speaking and writing.

CONTENT – Students will be able to read "Harriet Tubman" fluently in Reading Assistant.

KEY VOCABULARY

plantation	capable
master	rebellious
dawn	worthless
dusk	stricter
servant	abolitionist
disobeyed	capture
dashed	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Set of 15 blank flash cards for each student

MOTIVATION

(Building Background)

When was a time when you secretly did something you knew was the right thing to do, but others told you not to do it?

Have students think of situations where they made a decision they knew was the right thing to do. If they struggle, model a situation where that happened to you first. Provide sentence frames below.

I knew I had to do the right thing when _____.

One time, I had to decide to _____ or _____. Everyone said _____, but I _____.

I got in trouble for _____ but I knew it was the right thing to do.

One time, my friend/sister/brother/mother/father _____. They got in trouble for it, even though it was the right thing to do.

Today we will read about a woman named Harriet Tubman who fought for her right to freedom in the United States. What does it mean to be free?

Have students share ideas. Model describing the concept of freedom. Use sentence frames if appropriate.

Why do you think it's important to think about what we already know as we read? What do you think this helps us do in real life?

Freedom means _____.

I think it means _____.

Have students Think-Pair-Share their responses.

Harriet Tubman is very famous for something called the *Underground Railroad*. The *Underground Railroad* is how slaves came to be free in the United States before they were free in the South.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

In front of you are some blank flash cards. We'll write some words in English on them as we find the words in the story we're reading today. When we get to an unknown word, we'll pause to talk about the meaning, and then you'll write your own definition on the back.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud to students. Then read the selection again, this time with students. Pause at key vocabulary words and have students listen to your definition of the word, then talk about what the word means.

Have students write the new word on one side of a flash card, and write a definition on the back. Students can also write a translation of the word in their native language, or think of some other way to remember what the word means and write it down (picture, saying, phrase, character).

After students finish reading the selection and completing all of their flash cards, have them read it again two or three more times, either with you or on their own.

Have students practice their flash cards after reading the selection, or have them practice their flash cards later at home.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students use their flash cards to write their own summary of the selection, or use them to quiz one another on the words they've learned.

Supplemental Material: Selection text**Harriet Tubman****The Woman Called Moses**

Harriet Ross Tubman was born around 1820, but no one was sure of the exact date. She was born into slavery. Her father, Ben Ross, and her mother, Old Rit, were slaves. They had eleven children and lived in a small, one-room cabin on a Maryland plantation. They all worked from dawn to dusk for their master, Edward Brodas, who, like his neighbors, owned many slaves.

For Ed Brodas, owning a slave like Harriet was a problem. He had tried to train her as a house servant but had to give up on the idea because she never seemed to do what she was told. He then tried to hire her out, but she disobeyed and got into trouble. He tried her in the fields, where she was strong and capable, but she was too rebellious.

When Harriet was a teenager, a man from the Brodas Plantation ran away. Harriet followed him into the town's store. When the frightened man dashed into the street, Harriet blocked the door. Someone threw a heavy weight at the man to stop him, but it missed. Instead, Harriet was hit in the head and almost died. After several long weeks, she recovered. But from that time on, she had a deep scar on her forehead and had "sleeping spells." Without warning, Harriet sometimes fell asleep—walking down the road or in the middle of a conversation—and therefore became unreliable. Mr. Brodas was afraid she was going to be worthless.

Stirring Up Trouble

Mr. Brodas may not have known it, but Harriet was also becoming another kind of troublemaker. She had heard about the black preacher, Nat Turner, who had led a slave rebellion in Virginia. Before Nat Turner and his followers were caught and executed, they had killed many slave owners.

"He was a great man," Harriet told her friends.

"He caused us nothing but trouble," Harriet's mother, Old Rit, responded. Because of Turner's rebellion, slave owners were much stricter about allowing slaves to talk among themselves. They could no longer go to church, or talk in the fields. Slave owners hoped that if they could keep the slaves from meeting, they would keep them from planning another rebellion.

Old Rit warned Harriet not to stir up trouble. She said, "God made us slaves, and we must accept God's will." Yet Harriet could not change her thinking. She was becoming a rebel. She could no longer accept slavery, either for herself, for her family, or for any human being. Harriet gradually became convinced that being a slave was about the worst experience a person could have.

Harriet's Escape

When Harriet Tubman decided to risk her life and try to escape from slavery, she knew of a system that might help her. That system was the Underground Railroad, a series of safe places set up along the many miles she would have to travel before she reached freedom. The Underground Railroad was loosely organized by many groups of people who felt that slavery must end. These people were called abolitionists, and they formed groups all over the country. William Lloyd Garrison, Frederick Douglass, and many, many more will be remembered for their work to abolish slavery.

Harriet Tubman escaped to her freedom and joined the abolitionists. One summer night in 1849, Harriet decided the time was right to leave. She left more than slavery; her family stayed behind, too. But Harriet knew she would come back to help them escape.

Harriet returned to the South 19 times, helping more than 300 people make their journey to freedom. Some were family—her parents, her brothers, their wives, her sister, and her sister's children—but most were strangers.

Sometimes, Harriet disguised herself as an old woman or a man. With her strong singing voice, she sang songs to let hidden slaves know she was close by. She carried a gun and told frightened slaves who wanted to turn back, "You'll be free or die."

Harriet was breaking the law, and huge rewards were offered for her capture. Many people knew who she was and what she was doing. Some began to call her "the Moses of her people" after the Bible story. Like Harriet, Moses bravely led his suffering people out of slavery. He took them to the "promised land" where they could be free.

Supplemental Material: Vocabulary

plantation
master
dawn
dusk
servant
disobeyed
dashed
capable
rebellious
worthless
stricter
abolitionist
capture

LESSON TOPIC: "How the Rainbow Was Made"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.

Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.

Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.

Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use visual aids, sentence frames, and teacher support to define and use new words in English.

CONTENT – Students will be able to read "How the Rainbow Was Made" fluently in Reading Assistant.

KEY VOCABULARY

mist

waterfall

bright

paints

violet

chased

dipped

soon

covered

streak

shone

glowed

floating

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Paints or some other medium in the colors of the rainbow: red, orange, yellow, green, blue, purple
- Paper for painting or coloring

MOTIVATION

(Building Background)

Have you ever seen a rainbow?

Where did you see it?

What did you think about it?

Have students share their answers to these questions, and any other thoughts about rainbows they have.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Good readers think about what they already know about a topic before reading. Why do you think readers do this? What does this help us do in real life?

Have students Think-Pair-Share their responses.

Today as we read, think about the responses you all just shared. We are going to read about how the rainbow was made. Does anyone think they know how the rainbow was made? How do you think the rainbow was made?

Give students an opportunity to think about this question, turn and talk to their neighbor, then share out responses.

Read the selection once for students, pausing at key vocabulary to define, give examples, and allow students to practice pronunciation as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now we're going to read the story together, and this time we're going to color/paint as we read to help us understand what Naz (the main character) saw.

Pass out coloring supplies to students.

Read the selection again, this time with students. Pause after the each color is mentioned so students can paint or color it in the shape of a rainbow. Pause at various points throughout the reading to ask students what some of the key words mean. Give students the following sentence frames to help them explain the meaning of the words:

_____ means _____.

An example of _____ is _____.

I think _____ means _____.

One thing it could be is _____.

This word means to do this _____. (show the motion that the word is describing)

_____ looks like _____.

After Naz says, "You have made a rainbow!" in the selection, have students go back in the text to find out what else Naz saw and talk about them. Then have students add all the things Naz saw to their pictures, with a waterfall with mist for the background.

Finish the reading with students, then have the students read the selection to you.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students share their pictures with one another. Then have them complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students retell the story to their neighbor, or for added challenge, have them write a short summary on the back of their drawing. If students would like to get creative, have them come up with their own stories about how the rainbow came to be.

Supplemental Material: Selection text

How the Rainbow Was Made

A long, long time ago, Naz opened his door and looked around. He saw mist above the waterfall next to his house. He saw the bright sky. He saw many flowers, and all were white. Naz picked up his paints and went outside.

Naz sat with his paints next to him. He had red and orange. He had yellow and green. He had blue and violet. Naz began to paint the flowers. Brother Sun made the day very bright.

In the sky, two birds were playing. Blue Bird chased his friend one way. Yellow Bird chased her friend the other way.

Blue Bird flew past Naz. His right wing dipped into the red paint. Yellow Bird flew past Naz. Her left wing dipped into the orange paint.

The birds kept flying past Naz. They kept dipping into the paints. Soon they were covered with paint of all colors.

The birds flew over the waterfall. Blue Bird flew through the mist. He left a streak of red paint against the sky. Yellow Bird flew through the mist. She left a streak of orange. The birds flew back the other way. This time Blue Bird left a yellow streak. Yellow Bird left a green streak. When Brother Sun shone on the colors, they glowed in the mist of the waterfall.

Naz looked up and saw all the colors. He smiled at the birds. He said, "You have made a rainbow!"

Naz was pleased. He left the rainbow floating above his waterfall. Now, when Brother Sun shines on the rain or mist, look up into the sky. You may see a beautiful rainbow.

Supplemental Material: Vocabulary

mist
waterfall
bright
paints
violet
chased
dipped
soon
covered
streak
shone
glowed
floating

LESSON TOPIC: "How to Spot a Liar"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to find and explain idioms from the text in speaking and writing.

CONTENT – Students will be able to read "How to Spot a Liar" fluently in Reading Assistant.

KEY VOCABULARY

what's more
save their skins
means
turn the situation around
telltale signs
written all over the face

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary worksheet copied for each student (page 5)
- Pencils

MOTIVATION

(Building Background)

In English we have something called 'idioms' or 'expressions.' Idioms are things people say to mean something else. Almost every language has its own idioms. Can you think of some in your native language that would be funny to translate to English?

Have students share some idioms in their native language and describe what they mean. Give them sentence prompts in speaking if necessary.

Why do you think it's important to be familiar with idioms? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

The idioms we will use today are listed on the sheet in front of you. Let's talk about what they mean, and then come up with a definition for each.

Talk through each idiom/expression and provide examples. Model using each idiom in a sentence. Have students come up with a way to describe or define each and write those definitions in the box on their paper. Students can write in their native language first and then English, if appropriate.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students. Then read the selection again, this time with the students. Pause at any word where students struggle and have them practice saying the word.

Have students read the selection aloud with you or by themselves two or three more times.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students use the idioms in English to write a short story about a character they create. They may use different idioms as well, or write a story in their native language first and then English.

NOTE: Idioms/expressions don't translate across languages, so their first story will likely be different than their story in English.

Supplemental Material: Selection text

How to Spot a Liar

Why Do People Lie?

Human beings are lied to about 200 times a day. What's more, to lie is natural. Just look around. No, not at your friends, but at nature!

Research shows that deception comes naturally to all living things. Birds do it by pretending to be hurt to lead hungry predators away from their nesting young. Spider crabs do it by disguising themselves with strips of kelp and other debris to escape their enemies. And it has been found that people lie for exactly the same reasons: to save their skins or to get something they can't get by other means.

Telltale Signs

Let's turn the situation around. Knowing how to catch someone in a lie can be just as important to "survival." A professor at the University of California says that practically anyone can recognize the telltale signs of lying by closely observing facial expressions. The clues, he says, are written all over the face.

For example, when someone is truly sad, the forehead usually wrinkles with grief and the inner corners of the eyebrows are pulled up. Fewer than 15 percent of the people this professor tested were able to produce this eyebrow movement voluntarily. "If someone claims they are sad and the inner corners of their eyebrows don't go up," he says, "the sadness is probably false."

Similarly, smiles seem easy to fake, but not if you look carefully. When a person smiles, the lip corners go up and the eyes crinkle. The part of a smile that is hard to fake has to do with the eyebrows. In a real smile, the inner corners of the eyebrows are lowered. Ever wonder why false smiles look so strained and stiff? Once again, it is the eyebrows that are hard to fake.

Supplemental Material: Vocabulary worksheet

Name _____

Date _____

How to Spot a Liar

Idiom/Expression	Definition
what's more	
save their skins	
means	
turn the situation around	
telltale signs	
written all over the face	

LESSON TOPIC: "I'd Rather"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Make sound/symbol/word relations.

Writing: Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Speaking: Present content-based information.
Recite words or phrases from pictures of everyday objects and oral modeling.

Listening: Carry out oral instructions containing grade-level content-based language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write their own limericks using rules for limerick writing.

CONTENT – Students will be able to read "I'd Rather" fluently in Reading Assistant.

KEY VOCABULARY

fingers
toes
ears
nose
glad
awfully

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Facts about limericks, displayed somewhere clearly visible (page 3)
- Paper, pencils

MOTIVATION

(Building Background)

Have you ever written a poem?

Wait for students to respond.

Today we're going to write a poem. Poets don't just write a poem from nowhere. Poets find something called *inspiration*. Let's say that together: inspiration. Inspiration is what poets use to write their poems. To be inspired means to want to go create or do something based on something you saw or read.

Why do you think it's important to have inspiration?

What does this help writers do?

What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Here's an example of inspiration.

Insert your own example here; for example:

"I was shopping one day. I found a store that had things made of beautiful colors and intricate details. I saw an elephant that was very pretty with its colors and patterns, and it inspired me to go home and paint my own elephant. I now have a colorful, intricate elephant painting at home."

Think about the word *inspiration* as we read the poem today. We'll need this when we go to write our own poem.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

The poem we'll read today is called a limerick. Let's say that: limerick. Funny word, isn't it? Limericks are actually known as silly poems. They are usually written about something silly. The poem we have today is pretty silly.

Refer to the chart about limericks in the Practice/Application section.

A limerick is a funny poem with five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines only have to have five to seven syllables, and have to rhyme with each other and have the same rhythm.¹

¹ <http://examples.yourdictionary.com/limerick-examples.html>

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once for students, pausing at key vocabulary words to define, give examples, and allow students to practice pronunciation as needed. Point out the body parts as you read.

What do you think the author's *inspiration* was for this poem?

Give students an opportunity to share. Lead students to the idea that the authors might have been inspired by looking in the mirror.

Read the selection again, this time with students. Then, have students read the selection to you. Have students clap or count out the syllables as they read.

Now that we know how limericks sound, let's think about what our own limerick could be about. Again, here are the rules for limericks:

Limericks

- Are funny
- Have 5 lines
- Lines 1, 2, and 5 rhyme, have the same rhythm, and have 7-10 syllables
- Lines 3 and 4 rhyme, have the same rhythm, and have 5-7 syllables

Remember that word—*inspiration*? Let inspiration come for you with the people here or the things around the room or the things you did today or this weekend. For example, something in this room that inspires me is _____.

Choose an interesting object in the room and model writing a couple of lines about how that object inspires you.

Have students write a limerick, working in pairs for language support. Give students time to write their own limericks—be explicit about think time for inspiration and then work time for limerick writing. Direct students to the selection text for examples of how to write the lines and how the limerick should sound. Encourage students to read their limericks aloud as they work. If there is time, have students draw a picture to accompany their limericks.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selections in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own poems about something they choose, following their own poetry rules.

Supplemental Material: Selection text

I'd Rather

I'd rather have fingers than toes.

I'd rather have ears than a nose.

And as for my hair,

I'm glad that it's there.

I'll be awfully sad when it goes.

Supplemental Material: Vocabulary

fingers

toes

ears

nose

glad

awfully

underneath

LESSON TOPIC: "If a Hippopotamus Shows Up at Your Door"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).

Draw conclusions from explicit and implicit text at or near grade level.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Speaking: Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use punctuation and mechanics to help them read a story with expression.

CONTENT – Students will be able to read "If a Hippopotamus Shows Up at Your Door" fluently in Reading Assistant.

KEY VOCABULARY

shows up

hippopotamus

thirsty

watch out

glass (for drinking)

feed

dirty

bath

bedtime story

tuck in

all caps

text features

ellipses

exclamation marks

quotation marks

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Pictures of hippos

MOTIVATION

(Building Background)

Do you know what a hippopotamus is?

Show pictures of hippos.

Hippos spend a lot of time in rivers and lakes staying cool. They can be very heavy. They can weigh up to twice the weight of a minivan or SUV. What else do you know about hippos?

Give students a minute to think and share responses. Give verbal sentence frames where appropriate.

Let's take a moment and think about something interesting: what if a hippopotamus came to your house? What if it wanted to be let in? What would you do with a hippopotamus at your house?

Give students 20-30 seconds to think, then have them share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read a story about if a hippo came to your house. There is something in this story that is a little different than other stories we read, and it's called *text features*. Let's say that together: text features. Text features are things in the text that the author uses to help the reader understand the story.

The text features we're going to learn about today are punctuation and something called *all caps*. All caps is when all the letters in a word are capital letters. Have you ever seen this? Where do you think you might have seen it? On a text message maybe, or maybe online, on your older brother or sister's social media profile? What does all caps look like?

Direct students to the selection text and have them locate the text in all caps.

Now, we're also going to learn about punctuation. Where are the punctuation marks in the story? Do you see any?

Have students locate some exclamation points, quotation marks, and/or ellipses.

All of the things we just looked at help us understand how to read the story. What do you think all caps means we should do? (Ask only if students haven't mentioned it earlier.) We should raise our voices when we say this, but because we're in a school, we'll just pretend to raise our voices.

These are called *ellipses* and they mean to wait, or pause as you read. Let's say that together: ellipses. And what does it mean we do again?

Have students repeat what you said. Give wait time as needed.

Now what about exclamation marks...what do you think we should do when we see this on the page?

Give students wait time to respond.

Last, we have quotation marks. Let's say that together: quotation marks. Quotation marks are used to show where someone is speaking. Here (point to the first set of quotation marks), the author is telling us that someone is talking. Who is talking here?

Give students wait time.

So when we see quotation marks, what do we know?

Have students describe what quotation marks tell us.

Now I'm going to read the story once through, and let's see if you can hear when I use the text features as I read.

Read the selection once with expression, pausing or waiting a beat at the ellipses, pretending to raise your voice at the all caps, exclaiming at the exclamation marks, and altering your voice slightly to acknowledge the quotation marks.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read the story together using the text features to help us read with expression.

Read the selection along with students, again with expression.

Have students read the selection with expression once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students practice reading aloud with expression, using another text of their choosing.

Supplemental Material: Selection text

If a Hippopotamus Shows Up at Your Door

If a hippopotamus shows up at your door and says...

"I'M THIRSTY!"...

WATCH OUT!

Because if you give the hippopotamus a glass of water, he'll say...

"I'M HUNGRY!"...

And you'll have to feed him.

And if you feed him, he'll say...

"I'M DIRTY!"...

And you'll have to give him a bath.

And if you give him a bath, he'll say...

"I'M SLEEPY!"...

And you'll have to carry him to bed.

And if you carry him to bed, he'll say...

"READ ME A BEDTIME STORY!"...

And you'll have to read him a bedtime story.

And if you read him a bedtime story, he'll say...

"TUCK ME IN!"...

And you'll have to tuck him in.

And if you tuck him in, he'll say...

"I'M THIRSTY!"...

And if he says that,

WATCH OUT!

Supplemental Material: Vocabulary

shows up
hippopotamus
thirsty
watch out
glass (for drinking)
feed
dirty
bath
bedtime story
tuck in
all caps
text features
ellipses
exclamation marks
quotation marks

LESSON TOPIC: "Jake and Kim"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Writing: Copy words, phrases, and short sentences.
Compare/contrast content-based information
Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Compare/contrast content-based functions and relationships.

TARGETED ENGLISH LANGUAGE PROFICIENCY:

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a Venn diagram, sentence frames, and guided questions to analyze characters in a story.

CONTENT – Students will be able to read "Jake and Kim" fluently in Reading Assistant.

KEY VOCABULARY

a while back	drives me crazy
no good reason	tune
ignore	piled
whistler	fort
lot	admire
jump shot	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words with short definitions (or pictures if available), copied for each student or displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 3)
- Graphic organizer copied for each student (page 7)
- Pencils

MOTIVATION

(Building Background)

Have you ever made a friend that at first you didn't like?

Have student share out experiences where they may have met someone they initially didn't like, but after a while came around and ended up becoming friends with that person.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read about two boys who don't like one another at first. We're going to use a Venn diagram to help us compare and contrast the two characters.

The reason why we'll compare and contrast two characters is to give us an understanding of who these characters are as people. Authors often create characters that we can understand, and today we'll practice relating to these characters and understanding what they are like as people.

It's important to pay attention to how characters are in stories because we find a deeper understanding of the story when we understand the characters. It makes it easier for us to make connections and understand why a character would do something. And that's what we'll talk about today.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once to students, pausing to explain key vocabulary words and give students an opportunity to practice pronouncing them.

Now, we'll read together, and as we do, listen carefully for the things that make Jake and Kim different.

Read the selection with students. If students need guidance in their thinking, model thinking aloud about how the two characters are different and alike.

Now that we know a bit about Jake and Kim, how is Jake different from Kim? How are they the same?

Give students these sentence frames. Have them share with partners first to get ideas out, then have them share in the larger group. Have students complete their thoughts on their Venn diagrams.

Jake is different from Kim because _____.

Kim is different than Jake because _____.

One way they are different is _____.

One way they are similar is they _____.

Jake likes to _____ and Kim likes to _____.

I think that Jake would _____.

I think that Kim would _____.

Model recording differences and similarities if needed.

If students' English proficiency warrants it, use these guiding questions to support the Venn diagram completion. Have students share their thoughts. Give verbal sentence frames as needed.

Now, who would you want to be friends with? Why?

Why do you think Kim didn't help Jake?

Would you do that to your friend?

Why do you think Jake wanted to make his own fort without Kim at first?

Why do you think they decided to help one another?

Do you think they will stay friends? Why/why not?

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students create their own character and define their own character traits. Have them describe what makes the character special.

Supplemental Material: Selection text**Jake and Kim**

A while back, two boys moved to our street. From the moment the two boys met, they didn't like each other. There was no good reason for that. You know how some dogs meet and then ignore each other? You know how some dogs meet and start fighting? These two boys were the meet-and-fight kind.

Jake was a whistler. He whistled at breakfast, lunch, and dinner. Kim liked to sing. He sang morning, noon, and night. Could a whistler and a singer ever get along?

One day, Jake saw Kim playing in an empty lot. Kim was shooting a basketball against a building like it was the hoop. Jake asked, "Want to see my jump shot?"

"No," said Kim. "This is my spot. And quit whistling. That drives me crazy."

"Have it your way," said Jake. And he went off to the other side of the lot. As he walked, he whistled—a loud and crazy tune.

The other side of the lot was the back of a tall building and a fence. Jake kicked away some leaves. He found a pile of bricks. "I could build something with these," he thought. "I could build a place to hang out. And no way Kim can come in here." Jake went to work right away, whistling his craziest and best tune.

Kim noticed Jake and went over to him. He stood for a minute, bouncing his ball and singing quietly to himself. Finally he said, "Show me your jump shot?"

"No," said Jake. "I'm busy. And this is a one-man job."

"Have it your way," said Kim. And he went off to play by himself.

Jake whistled as he piled the bricks to form a wall. But soon his arms were sore. "This would be easier if I had help," he thought as he sat down to rest.

That night, it snowed. The next morning, Kim woke up and saw all the snow on the ground. He decided to build a snow fort and ran outside. He could see Jake across the street, slowly lifting the heavy bricks.

The two boys approached each other in the middle of the street. Kim spoke first. "I'm making a snow fort," he said. "Want to help?"

"Why should I?" asked Jake.

"You help me build my fort," said Kim, "and I'll help you build yours."

"All right," Jake answered.

The boys rolled snowballs and piled them high. After a while, they had made a great snow fort.

"Now it's time for you to help me," Jake reminded Kim.

"Maybe later," Kim said. "I'm too tired right now."

"Have it your way," said Jake. And he walked away.

That night, it rained. In the morning, Kim went outside. His snow fort was just a puddle of water.

Across the street, Jake was still hard at work on his brick fort. He noticed Kim looking sadly at the puddle that used to be his fort.

"Now will you help me?" Jake asked Kim.

Kim was happy to help. Jake was glad, too. Jake whistled and Kim sang as they worked side by side.

Soon the brick fort was finished. The boys stood back to admire the work they had done. "We did a good job together," said Jake.

"Yes, we did," said Kim. "I guess I'll go now."

"Stick around," said Jake. "This is our fort now."

Supplemental Material: Vocabulary

a while back
no good reason
ignore
whistler
lot
jump shot
drives me crazy
tune
piled
fort
admire

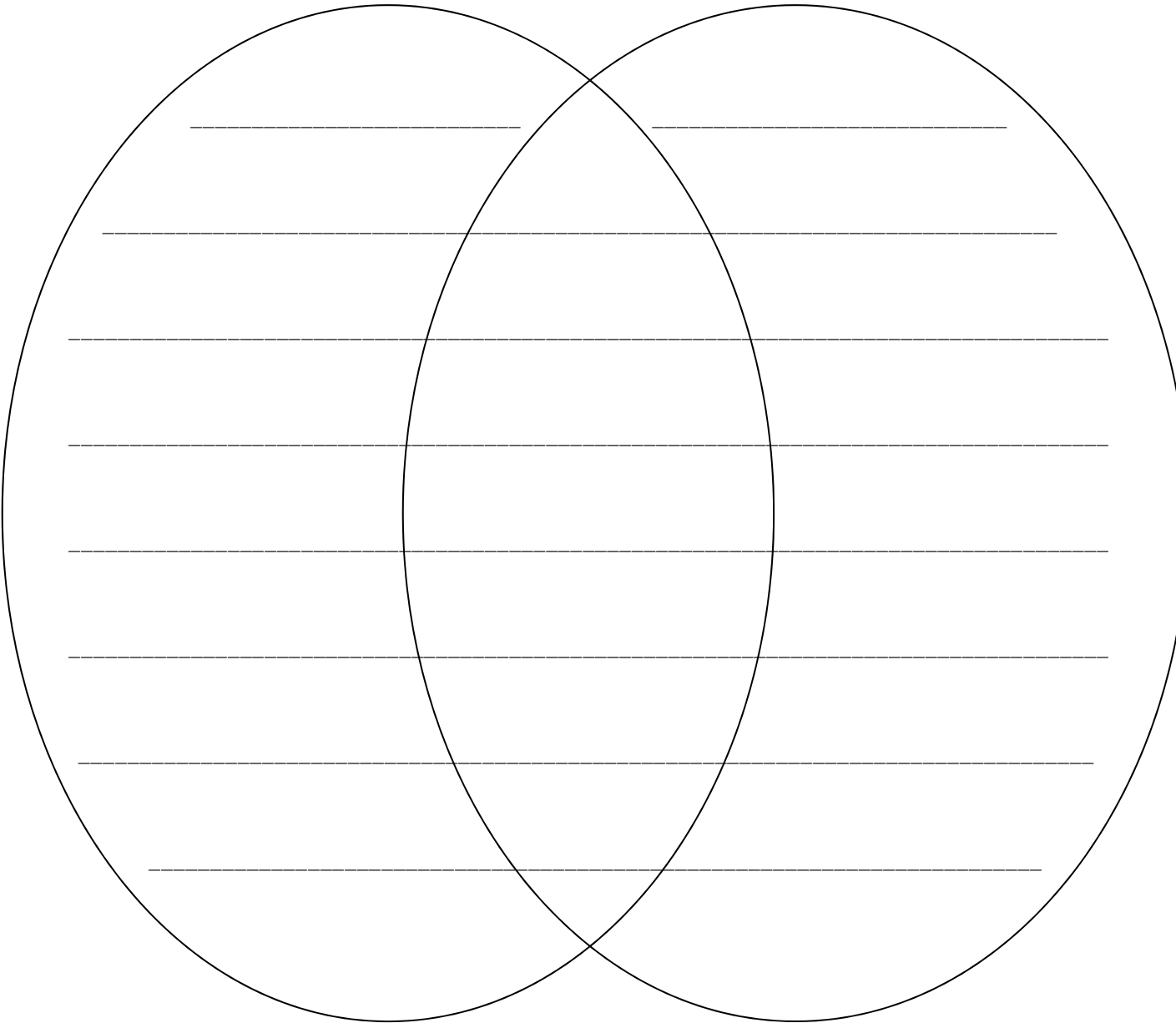
Supplemental Material: Graphic organizer

Name _____

Date _____

Jake and Kim

_____ Both _____



LESSON TOPIC: "Mean Farmer Brown"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Make sound/symbol/word relations

Identify cognates from first language, as applicable.

Writing: Copy words, phrases, and short sentences.

Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer and teacher support to identify and write rhyming families from the story.

CONTENT – Students will be able to read "Mean Farmer Brown" fluently in Reading Assistant.

KEY VOCABULARY

one-horse town

frown

unwelcome

plowed

run down

blinds

guarantee

bailed

shack

lawn

ripped

plain

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Pencils

MOTIVATION

(Building Background)

Ask the following discussion questions. Have students share out their responses. If they are shy, have them share their responses with a partner first, then in the larger group. Give students think time as necessary.

Have you ever been in a bad mood because you missed someone?

What did you do when that person was gone?

How did you feel when they came back?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We're going to read a story today about a mean farmer. He doesn't like people, and we learn why at the end. While we read, think about any patterns you hear as you read. We'll look at patterns in the story and talk about how patterns help us understand what we read.

Why do you think it's important to find patterns in our reading? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

I'll read the story first, and then we'll read together. Listen carefully and follow along as I read.

Read the selection to students once, explaining key words and phrases where appropriate.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students.

Now, this isn't a normal story, is it? It kind of...rhymes a little, doesn't it? Let's find the rhyming words. Sets of rhyming words are called *rhyming pairs*. Let's say that together: rhyming pairs.

So let's go hunting here. Hmm. I'll start reading from the beginning.

'On a one-way road, in a one-horse town, in a one-room shack that was all run down....'

OK, so the words that sound the same to me are 'town' and 'down.' I'll write that in the first box on my graphic organizer here.

Write "town" and "down" in its own box on the handout.

Let's keep reading:

'Lived one mean man with one mean frown.'

Oh! 'Frown' sounds like 'down' and 'town.' I'm going to add that to my first rhyming family on my handout.

Add "frown" to the first box.

Now, let's keep reading and see what else we find.

Continue this activity, thinking aloud and modeling for the first few times. Have students begin to tell you the rhyming families as you read, and gradually have them do it on their own. Have students talk about how the first letters are different and the end of the word is the same or similar, the words are at the end of lines in the reading, and identify the pattern.

Use these guiding questions:

So, what are these called again?

What can we see are some patterns here with these words?

What is the same and what is different?

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students find the rhyming families in another Reading Assistant selection or a poem from independent reading.

Supplemental Material: Selection text

On a one-way road, in a one-horse town...
in a one-room shack that was all run down...
lived one mean man with one mean frown—one mean farmer—Farmer Brown.

His door was locked, his blinds were drawn. He never turned the radio on.
He wrote "UNWELCOME" on the lawn—
Mean Farmer Brown.

"Keep out!" he warned. "Keep out, I say!
Turn right around. You cannot stay.
There's one way out—now go away!" said Mean Farmer Brown.

To guarantee no one would call, he ripped the phone right off the wall.
He had no friends—no friends at all for Mean Farmer Brown.

He plowed his field. He bailed his hay.
He worked alone from day to day.
And everybody stayed away...from Mean Farmer Brown.

"I don't need them. They don't need me.
A one-man show, I'm plain to see.
That's how it is—it's fine with me!" said Mean Farmer Brown.

He heard a "crack!"
It made him stare at something falling through the air—
right through the roof into a chair!—Mrs. Farmer Brown!

"You're back! You're back!" the farmer cried.
"You left me all alone inside.
I thought you left. I thought you died!"

"No, Farmer Brown...
You wanted pie. I had no fruit.
I climbed the tree.
I lost a boot—

I sat up there and called your name for one full week—
and no one came."

But when she fell the fruit fell, too—
enough for pie, enough for two—
enough for half the one-horse town.
"Enough for all!" said Mrs. Brown.

Then Farmer Brown unlocked his door—and never locked it anymore.
And never did drop out again...
...after Mrs. Brown dropped in.

Supplemental Material: Vocabulary

one-horse town
run down
shack
frown
blinds
lawn
unwelcome
guarantee
ripped
plowed
bailed
plain

Supplemental Material: Graphic organizer

Name _____

Date _____

Mean Farmer Brown: Rhyming Families

LESSON TOPIC: "Mouse Deer and Crocodile"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

- LANGUAGE – Students will be able to use text evidence and guiding questions to analyze characters in a story.
- CONTENT – Students will be able to read "Mouse Deer and Crocodile" fluently in Reading Assistant.

KEY VOCABULARY

underwater	instead	rough
idea	ran off	roots and shoots
wonder	log	orders (from the king)

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)

MOTIVATION

(Building Background)

When you read a story, what do you love about the characters? What do you like when you read about a character? Do you love it when they work hard to get what they want, when they are funny, when they are smart, or when they fight the bad guy? What do you love? I'll give you a minute to think about that, then we'll each share what we like.

Give students 30 seconds to think about this. Share an example of your own opinion about characters to get students thinking. Have students share their responses with a partner and then share in the whole group. Encourage students to come up with their own ideas about characters.

For an added challenge, have students share what their partner said as opposed to what they said. Prompt students beforehand to listen carefully to their partner's responses and be ready to share their partner's thoughts about characters.

Good readers think about characters and draw conclusions about who they are and what they could teach the reader. Why do you think good readers do that? How do you think that helps us in real life?

Have students Think-Pair-Share their responses.

Today we're going to read a story about some characters that do things we might think are clever or mean. We'll record what we think of the characters our graphic organizers.

Show students the graphic organizer handout

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection to students, pausing at key vocabulary to define, give examples, and give students an opportunity to practice pronouncing new words.

Now, what do we think of Crocodile? Let's think of some words to describe Crocodile and record those on our handouts.

Encourage students to use colorful adjectives. Define new adjectives where appropriate. Encourage students to write their own thoughts about Crocodile. Ask guiding questions to probe student's thinking:

What kind of character is Crocodile? What from the text tells you that?

Would he hurt you if he could do you think? Why/why not?

What would Crocodile be like as a classmate? Would he have friends? Why/why not?

What evidence from the text tells you he would be like that?

What would you do if you were Crocodile?

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together. When we finish, we'll talk about Mouse Deer.

Read the selection with students. Ask the same guiding questions as above, replacing *Crocodile* with *Mouse Deer*.

Have students complete the graphic organizer handout together or individually. Have students share out their analyses of the main characters. Give verbal sentence frames where needed.

Have students read the selection on their own, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students orally analyze the main characters from a different story or movie, using the guiding questions from the Presentation section. For an added challenge, have students record their responses to the questions on a sheet of paper or a separate graphic organizer.

Supplemental Material: Selection text

Mouse Deer and Crocodile

"I'm quick and smart as I can be. Try and try, but you can't catch me!"

One day, Mouse Deer went down to the river. He wanted to take a drink. But he knew Crocodile might be waiting underwater to eat him.

Mouse Deer had an idea. He said out loud, "I wonder if the water's warm. I'll put in my leg and find out."

But Mouse Deer didn't put in his leg. Instead, he picked up a stick with his mouth and put in one end.

Chomp! Crocodile grabbed the stick and pulled it underwater.

Mouse Deer laughed. "Stupid Crocodile! Don't you know a stick from a leg?" He ran off along the river to find a different place to drink.

Another day, Mouse Deer went to the river again. All he saw there was a floating log. But he knew Crocodile looked like a log when he floated.

Mouse Deer had an idea. He said out loud, "If that log is really Crocodile, it won't talk. But if it's really just a log, it will tell me."

He listened. A rough voice said, "I'm really just a log."

Mouse Deer laughed. "Stupid Crocodile! Do you think a log can talk?" He ran off to drink somewhere else.

Another day, Mouse Deer wanted to cross the river. He wanted to eat tasty fruits and roots and shoots on the other side. But he didn't want Crocodile to eat him first!

Mouse Deer had an idea. He called out, "Crocodile!"

Crocodile rose from the water. "Hello, Mouse Deer. Have you come to be my breakfast?"

"Not today, Crocodile. I have orders from the king. He wants me to count all the crocodiles."

"The king!" said Crocodile. "Tell us what to do."

"You must line up from this side of the river to the other side."

Crocodile got all his friends and family. They lined up across the river.

Mouse Deer jumped onto Crocodile's back. "One."

He jumped onto the next crocodile. "Two."

And the next. "Three."

Mouse Deer kept jumping till he jumped off on the other side of the river.

"How many crocodiles are there?" called Crocodile.

"Just enough!" said Mouse Deer. "And all stupid!"

Then he went off singing his song.

"I'm quick and smart as I can be. Try and try, but you can't catch me!"

Supplemental Material: Vocabulary

underwater

idea

wonder

instead

ran off

log

rough

roots and shoots

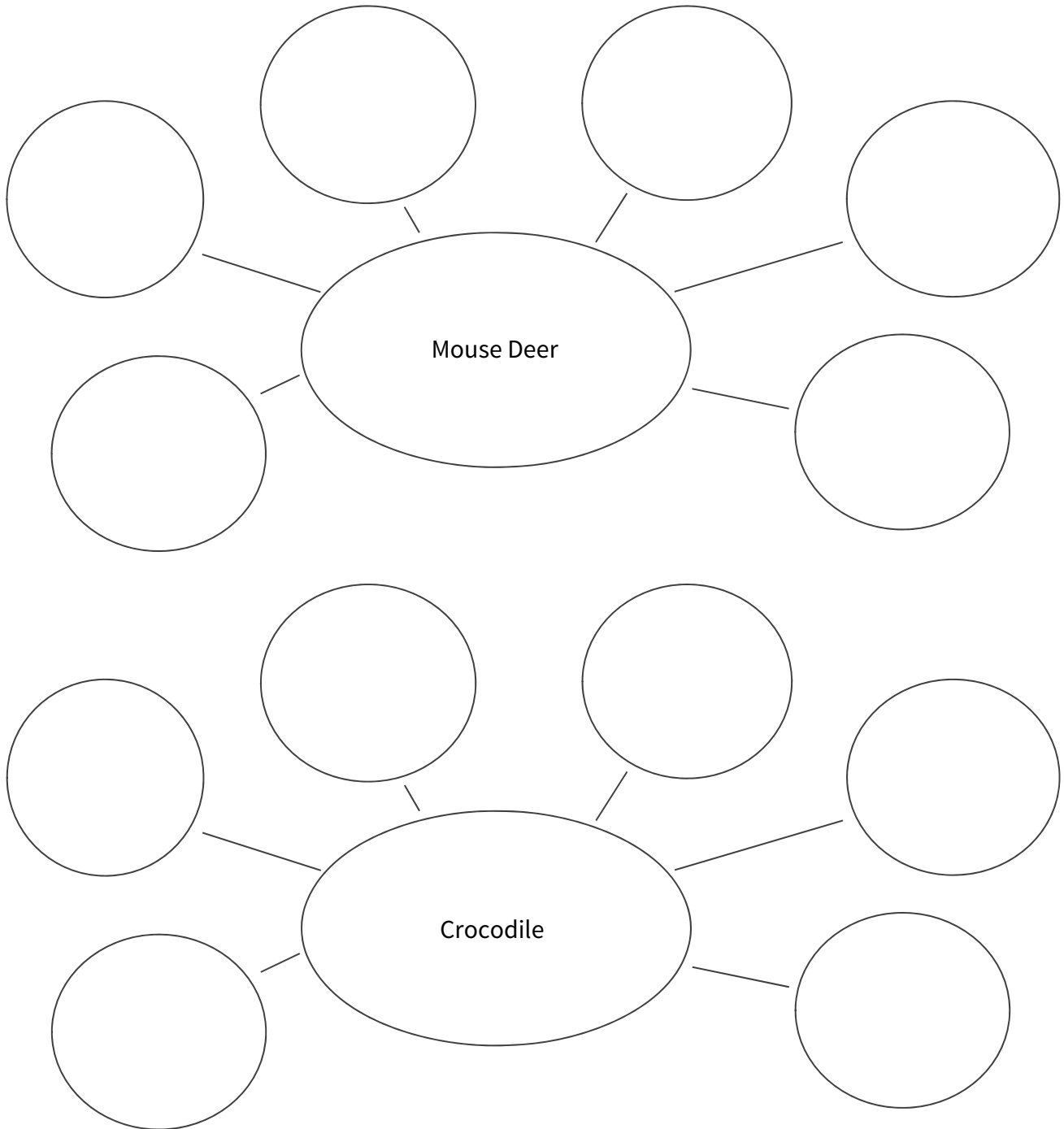
orders (from the king)

Supplemental Material: Graphic organizer

Name _____

Date _____

Mouse Deer and Crocodile: Character Map



LESSON TOPIC: "Mrs. Fritchets Ears"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use new words in English to analyze "Mrs. Fritchets Ears" using flash cards and teacher support.

CONTENT – Students will be able to read "Mrs. Fritchets Ears" fluently in Reading Assistant.

KEY VOCABULARY

flapped	sensitive	arrived	gulping	townsfolk	giggle
cottage	rumbling	village	gobbling	stare	ostrich
tucked	bonnet	dangling	turban	buttercups	scooped
tucked	frantic	boomed	bowed (head)	wondrous	
blustery	dashed	recognize	zigzagged	marveled	
whisked (off)	butcher	puzzled	disbelief		

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible (for added difficulty, do not provide the words)
- Flash cards for each key vocabulary word, with a simple definition or picture on the back

MOTIVATION

What would you do if you had huge ears? Not big ears, huge ears?

Show students with hand motions. Talk about what you would do if you had huge ears to model thinking and then have students share out. Give them wait time and allow them to elaborate as much or as little as they choose. To balance out opportunities to speak for more soft-spoken students with more talkative students, go around the table giving each student an opportunity to speak.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Before we read today, we need to learn some key words that will help us understand this character, Mrs. Fritchets. What does understanding characters help good readers do? What does that help us do in real life?

Have students Think-Pair-Share their responses.

Lay out all the flash cards on the table. Have the first student take a card, then say the word on their card (model pronunciation) and either read the definition or describe the picture to the rest of the group. Have them place the card face down in front of them. Have the next student take a card and repeat this activity, continuing until all the flash cards have been seen and each student has a small pile of flash cards.

Now that we've heard a little about all these new words, pick up the flash cards in front of you and take a minute to study them: read the word, practice saying the word, and read the definition or look at the picture. We'll play a game in a minute where you need to know these words.

Give students 30-60 seconds to pick up their cards, organize them, and study them. Then pair up students to play the following game. Tell them to pay close attention to their partner's words, as well as their own, as this memory game will gradually get harder and harder.

- Round 1 – Student 1 takes Student 2's flash cards and holds up a card showing the word. Student 2 then has to say the word and describe what it means, using the definition and picture as support. If the student struggles, repeat the activity. Then switch: Student 2 shows a card from Student 1's stack, and Student 1 says/describes the word. Again, repeat the activity as needed.
- Round 2 – When both have gone through their own words, students switch flash cards with their partner and go through the other's words as above. Students can repeat the activity as many times as needed.

For an added challenge, have student pairs exchange their decks of flashcards with other pairs of students and repeat the game with a new set of cards.

If this game is higher than appropriate for students' English language proficiency level, have them instead read a portion of the selection with you, one section at a time, and talk about the key words in that section. Continue until all students have an understanding of the words. Have them do an action of the word, use it in a sentence, or draw a picture showing what the word means on a sheet of paper.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, as I read this story, think about the words we learned and what they tell us about who Mrs. Fritchets is as a person. Think: Is she a good person or a bad person? Why? What are some things Mrs. Fritchets does that tell you she is a person who has a lot of friends, or who is shy and doesn't like to talk to people? Is Mrs. Fritchets insecure? That means, is she unsure of herself or doesn't trust herself, or worries about what other people think of her?

Read the selection once slowly for students. Have them talk about what kind of person Mrs. Fritchets is. Then have students read the selection with you.

So, Mrs. Fritchets is really sad when it comes to her big ears and wanted to run home to get away from everyone, but she didn't run straight home. On her way home what did she do?

Guide students' thinking toward the idea that Mrs. Fritchets worried about the boys' safety before her own, and that in the end, she was proud of who she was and how she was unique or different from everyone else.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students create their own flash cards and play the game with each another, using words from a different reading or additional words from this selection.

Supplemental Material: Selection text**Mrs. Fritchets Ears**

Mrs. Fritchets ears were so big that they flapped when she walked around inside her cottage. And they were so sensitive that she could hear the rumbling of the two-o'clock train ten minutes before it arrived at the village station. She could hear Mrs. Doohickle's baby crying five cottages away. She could even hear her pet goldfish gulping and gobbling at mealtime.

But whenever Mrs. Fritchets stepped outside, she was sure to cover her big ears. She thought the townsfolk would stare and whisper. She thought the children would point and giggle. So she wore hats—big hats.

When she wore her yellow dress to town on Monday, a yellow hat with ostrich feathers hid her ears.

When she worked in her vegetable garden on Tuesday, she tucked her ears under a bright orange bonnet with baby carrots dangling off the brim.

And when Mrs. Doohickle came for tea on Wednesday, Mrs. Fritchets wrapped her ears in a tall blue turban topped with bluebirds and buttercups.

On Saturday morning Mrs. Fritchets put on her green dress and prepared for her weekly shopping trip. She carefully scooped up her ears and tucked them underneath her new green-and-purple polka-dotted hat. She couldn't hear as well, wearing a hat, but more importantly, no one could see her big ears flapping against her head.

It was cloudy and blustery while Mrs. Fritchets strolled around the village marketplace.

"Good day, Mrs. Fritchets," the baker said.

"Such a beautiful hat, Mrs. Fritchets," the shoemaker marveled.

When Mrs. Fritchets passed by the tallest oak tree in the village, she looked up and smiled at the two schoolboys climbing its high branches. Just then, a blast of wind whipped around the village square, and Mrs. Fritchets's shopping cart started rolling away. She ran after it and had just grabbed it when . . .

Whoosh! The wind whisked her hat off and carried it up into the sky. Frantic, Mrs. Fritchets ran into the butcher's shop.

She dashed straight to the corner and faced the wall. "Maybe I should run home," she thought, her heart beating wildly. "Maybe no one will notice me. Maybe—"

"May I help you?" a voice boomed from behind the counter. It was Mr. Borelli, the butcher.

Mrs. Fritchets did not turn around. She looked at the floor and said very quietly, "A pound of chicken legs, please."

Mr. Borelli leaned forward. "Is that you, Mrs. Fritchets? I didn't recognize you without your hat."

Mrs. Fritchets felt her face get hot. She couldn't see Mr. Borelli, but she just knew he was staring at her big ears. She cleared her throat and said, "Yes, it is I, Mr. Borelli. Now, please get my chicken legs!"

Mr. Borelli quickly wrapped a pound of chicken legs. Head down, Mrs. Fritchets walked to the counter, paid Mr. Borelli, and tossed the chicken into her shopping cart.

"Thank you," she whispered to the floor.

"Sure thing, Mrs. Fritchets," the puzzled butcher said.

Outside, Mrs. Fritchets bowed her head as she raced homeward, her big ears flapping in the wind. She sped past the shops and zigzagged around the shoppers.

But when she reached the tall oak tree, she heard an approaching rumble—thunder. Lightning might be coming, too, Mrs. Fritchets worried.

Mrs. Fritchets looked up and saw that the sky was growing dark. Then she noticed the two boys still playing in the oak tree.

"Thunder! Lightning!" Mrs. Fritchets hollered. "Come down quickly!"

"I don't hear anything," one boy said.

"It's not even raining," the other boy added. But they climbed down anyway. Mrs. Fritchets led the boys underneath the bakery's red-and-white awning. BOOM! Thunder rolled, and rain poured from the sky. Lightning flashed over the grassy hill. Then . . .

C-R-A-C-K! A lightning bolt hit the oak tree and split it in half. It crashed to the ground.

The boys stared in disbelief. Mrs. Fritchets did, too.

When the rain stopped, the boys ran home and told their parents about Mrs. Fritchets. Soon the entire village knew.

"What wondrous ears you have!" the villagers exclaimed.

"What a gift!" they marveled.

"How lucky you are!" they all agreed.

Mrs. Fritchets smiled with surprise.

The next Saturday, as usual, Mrs. Fritchets prepared for her weekly shopping trip. Dressed in her red blouse and red skirt, she passed the closet where she kept all her big hats. Instead, she opened up her jewelry box. That's where she kept her new collection of big, big earrings.

"What a lovely shade of ruby red," Mrs. Fritchets declared, clipping the sparkly earrings onto her floppy ears. Then she took her shopping cart and proudly strolled out her cottage door.

Supplemental Material: Vocabulary

flapped
cottage
sensitive
rumbling
arrived
village
gulping
gobbling
townsfolk
stare
giggle
ostrich
tucked
bonnet
dangling
turban
buttercups
scooped
tucked
blustery
whisked (off)
frantic
dashed
butcher
boomed
recognize
puzzled
bowed (head)
zigzagged
disbelief
wondrous
marveled

LESSON TOPIC: "My Nose Knows"

STANDARDS

WIDA Grade Level Cluster 3-5

Writing: Describe events, people, processes, and procedures.

Fill in graphic organizers, charts, and tables.

Connect or integrate personal experiences with literature/content.

Listening: Infer from and act on oral information.

Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.

Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use guiding questions and a graphic organizer to make connections to a poem.

CONTENT – Students will be able to read "My Nose Knows" fluently in Reading Assistant.

KEY VOCABULARY

nose

tell (notice)

sniff

whiff

dust

breeze

sneeze

MATERIALS

- Selection text, copied for each student or displayed somewhere visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)

MOTIVATION

(Building Background)

What are some of your favorite smells?

Have students share what they love to smell. Give some examples to model for students if needed.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

One thing good readers do when they read is make connections. Why do you think it's important for readers to make connections?

Today we will make connections between the story and our real lives. Today's story is actually a poem, and it's about our noses. Do you know where your nose is? Touch your nose.

What does your nose do, do we know? Our noses _____.

As we read today, let's think about all the things we can do with our noses.

Listen closely and follow along as I read.

Read the selection, pausing to define and give examples of key vocabulary. Give students an opportunity to practice saying new words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together. As we read, we're going to make some connections to the poem.

Pause students every few phrases to make a connection to the story, and then have them record their thoughts on the graphic organizer. For example, after the phrase, "I can tell!" say:

I can tell my nose smells because sometimes I have to sniff and I smell all kinds of things—good things and bad things.

After "I sniff the air" say:

When do you sniff the air?

Model sniffing the air, and give an example of a time you sniffed the air. Have students sniff the air and talk about a time they sniffed the air. Use these prompts as needed:

When was a time you sniffed the air?

What were you doing?

What did you smell?

How do you know?

After "It's rice and meat" say:

What are some foods you love to smell?

At each of these moments, make sure that every student has an opportunity to think and share. Get students talking with guiding questions similar to those above, as needed.

Give students time to record their own connections on their graphic organizers. Write sentence frames on the board as students write to give them language support, as needed. Continue pausing at points throughout the selection, where relevant, to have student record their responses.

Have students read the selection on their own, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Using a different Reading Assistant selection or independent reading text, have students make connections and record them on a graphic organizer.

Supplemental Material: Selection text

My Nose Knows

My nose knows
How to smell.
How do I know?
I can tell!

I sniff the air—
It's time to eat!
That smells good!
It's rice and meat.

On the street,
I stop and sniff.
Pretty flowers—
Take a whiff!

When there's lots of dust
In the breeze,
My nose will tell me
With a sneeze!

Supplemental Material: Vocabulary

nose
tell (notice)
sniff
whiff
dust
breeze
sneeze

Supplemental Material: Graphic organizer

Name _____

Date _____

My Nose Knows: Making Connections

I have a connection!

1. _____

2. _____

3. _____

4. _____

5. _____

LESSON TOPIC: "Rainbow Song"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Listening: Identify illustrated main ideas and supporting details from oral discourse.
Follow two-step oral directions.

Speaking: Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to use the rainbow song to name all the colors of the rainbow in order.

CONTENT – Students will be able to read "Rainbow Song" fluently in Reading Assistant.

KEY VOCABULARY

shining
curious
formed
shimmers
gleams

MATERIALS

- Selection text, displayed somewhere visible that can also be hidden; for example, on chart paper (page 4)
- Key vocabulary words, copied for students or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Do you know the colors of the rainbow? Can you name them?

See if students can name all the colors of the rainbow in English or their native language.

Today we're actually going to learn a song that will help us remember all the colors of the rainbow in order.

Good readers always try to learn from the things they read, so today we are going to try to learn all the colors of the rainbow in order from the reading. We need to listen carefully to learn the colors in order.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection once for students, pausing at key vocabulary to define, give examples, and allow students to practice pronunciation as needed. Then, remove the selection text from view.

So now that we've read the rainbow song once, can you name the colors?

See if students can name the colors in order. It's OK if they can't; this is an opportunity for students to stretch their memory skills.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now we're going to read the song together and we'll try again.

Uncover the text, read the selection with students, then remove the text from view.

Now that we've read it again, can you name the colors of the rainbow in order?

Give students time to complete the task. If they are still struggling, have them read the selection again as many times as needed for them to get the order of the colors of the rainbow.

Today we practiced remembering what we read. Why do you think it's important we remember what we read?

Have students Think-Pair-Share their responses.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Using text from a different selection in Reading Assistant or an independent reading text, have students summarize what they learned from that text.

Supplemental Material: Selection text

Rainbow purple, rainbow blue,
Rainbow green, and yellow too.

Rainbow orange, rainbow red,
Rainbow shining over head.

Isn't it curious how this sight,
Formed from only water and light,

Shimmers and gleams across the sky
After the rain has all gone by?

Rainbow purple, rainbow blue,
Rainbow green, and yellow too.

Rainbow orange, rainbow red,
Rainbow shining over head.

Supplemental Material: Vocabulary

shining
curious
formed
shimmers
gleams

LESSON TOPIC: "Ravenous Ralphie"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify main idea and some details.
Identify facts and explicit messages from illustrated text.

Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.

Listening: Infer from and act on oral information.
Follow two-step oral directions.

Speaking: Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to define hyperbole and complete a literal comprehension activity using key words.

CONTENT – Students will be able to read "Ravenous Ralphie" fluently in Reading Assistant.

KEY VOCABULARY

ravenous	instead	shelf
appetite	crunch	hook
bite	noise	china
jam	wooden	bits
peas	dial tone	having fits
silverware	cord	gobbled up
supper	plug	lucky break
pass the	chewing	tummy ache
rather	nibbled	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Picture of a wall mounted phone with a cord and plug, in case students don't know what this is

MOTIVATION

(Building Background)

What happens to you when you get *really* hungry? I know when I get really hungry I _____ (insert some behaviors typical of being very hungry here).

Give students wait time and each an opportunity to share.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

The story we will read today is a poem about a boy who is very hungry. In this story, the author uses something called *hyperbole*. Let's say that together: hyperbole. Hyperbole is when something is described as much more than it actually is.

I'll give you some examples. Have you ever said to your mom or dad 'I'm so tired I could sleep forever!' Or 'I'm so thirsty I could drink a whole river!' Or have you ever been angry at your brother or sister and said, 'I'm never talking to you again!' You probably didn't mean never. And you couldn't actually sleep forever, could you? Or drink an entire river? Or never talk to your brother or sister again, right? These are all examples of hyperbole. We use it all the time to make things seem much bigger than they really are.

Now, as we read, listen carefully and follow along to see if you can find the hyperbole in this story. Why do you think it's important to understand hyperbole as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once for students, pausing at key vocabulary to define, give examples, and allow students to practice pronunciation as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together, and as we read, listen carefully for words that mean 'eating' and for all the things Ralphie eats. We will record these on our graphic organizers to help us keep track.

Read the selection with students, pausing to write down all the words that mean the same thing as "eating" and recording all the things that Ralphie eats.

Have students read the selection once more, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students come up with their own hyperbolic poem and recite it orally, or if students feel more comfortable, have them write out a short hyperbolic poem and share it with the group.

Supplemental Material: Selection text

Ravenous Ralphie

Ralphie was ravenous.
 He had a heavy appetite.
 Always ate all his food.
 Every bite. Every bite.

Time for dinner. Never late.
 After dinner, clean plate.
 Ravenous Ralphie ate and ate.
 Ate and ate.

At the table, Ralphie said,
 "Pass the jam, pass the bread.
 Pass the ham, pass the peas.
 More please! More please!"

Table bare. Don't care.
 Ralphie ate the silverware.

Mama cried, "Ralphie, wait!"
 Ralphie ate his dinner plate.
 Ate the cup. Ate the spoon.
 Ralphie ate all afternoon.

Time for supper, time to eat.
 "Pass the muffins, pass the meat.
 Pass the beans, pass the cheese.
 More please! More please!"

Time for bath, time for bed.
 Ralphie'd rather eat, instead.
 "Crunch, crunch—"
 "What's that noise?"
 "Ralphie's eating all his toys!"

"All his shoes, all his socks!
 All his wooden building blocks!"
 "Call the doctor! Call him, quick!
 Ralphie must be really sick!"

Papa cried, "No dial tone!
 Ralphie ate the telephone!"
 "Ate the cord, ate the plug.
 Now he's chewing on the rug!"

Ralphie nibbled down the stairs.
 Ate the table, ate the chairs.
 Every shelf and every book.
 Every picture, every hook.

He chewed the china into bits.
 (Ma and Pa were having fits!)
 Chewed up everything he found—
 Chewed the house...to the ground!

Mama, Papa couldn't stay.
 Took the boy and drove away.
 But they didn't travel far—
 Ralphie gobbled up the car!

Ate the road right up the hill.
 Ralphie might be eating *still*,
 but suddenly, a *lucky break!*—
 Ralphie got a tummy ache.

Supplemental Material: Vocabulary

ravenous
appetite
bite
jam
peas
silverware
supper
pass the
rather
instead
crunch
noise
wooden
dial tone
cord
plug
chewing
nibbled
shelf
hook
china
bits
having fits
gobbled up
lucky break
tummy ache

Supplemental Material: Graphic organizer

Name _____

Date _____

Ravenous Ralphie: What He Eats

1. Example: jam	11.
2.	12.
3.	13.
4.	14.
5.	15.
6.	16.
7.	17.
8.	18.
9.	19.
10.	20.

Why is this considered hyperbole?

LESSON TOPIC: "Ray Charles: A Great Singer"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Writing: Copy words, phrases, and short sentences.
Compare/contrast content-based information
Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Compare/contrast content-based functions and relationships.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a Venn diagram and guiding questions to compare and contrast the life of Ray Charles with their own.

CONTENT – Students will be able to read "Ray Charles: A Great Singer" fluently in Reading Assistant.

KEY VOCABULARY

instruments
blind
make a living

MATERIALS

- Selection text copied for each student (page 4)
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 5)
- Pencils

MOTIVATION

(Building Background)

Do you play music?

Do you know anyone who plays music?

What instrument do you/the people you know play?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read about a famous musician named Ray Charles. Let's say that name: Ray Charles. There is something very special about Ray Charles, though.

Today we're going to practice seeing how things are alike and how they are different. Why is being able to do that important?

Have students Think-Pair-Share their responses.

To get us started, let's listen to a song of his, then we'll learn about the ways that he is special.

Play one or more of these songs: https://www.youtube.com/results?search_query=ray+charles

- Mess Around
- Hit the Road Jack
- What'd I Say
- Mary Ann

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that we know what his music sounds like, let's read and find out how he is special.

Read the selection once to students, pausing at key words or phrases to define as needed. Answer any questions students might have.

Read the selection again, this time with the students. Use the guiding questions below to get students thinking about Ray Charles:

How do you think he got so good at playing piano?

What do you think his life was like as a blind person?

What do you think it was like for him being very famous?

How do you think he played if he was blind?

What challenges do you think he had getting to be as good as he was?

Do you think he had a lot of friends? Why/why not?

Now that we know about Ray Charles, in what ways was he like us and in what ways is he different?

Complete the graphic organizer with students, comparing Ray Charles to yourself/the students. Model filling it out and explain how it works where appropriate.

Emphasize the things students want to get better at and are getting better at every day, and that being blind is a challenge—do they have to deal with challenges? What are some challenges they are working through right now?

Allow the conversation to get as profound as students choose. Provide probing questions to get students thinking. Include facts about life when Ray Charles was alive, and what it was like living without computers and cell phones.

Have students read the selection on their own, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students research a different musician they like and either write a small summary of that musician's life or use a Venn diagram to compare that musician to Ray Charles. For a less intense exercise, have students share out a musician they know and then have the group compare and contrast the musicians verbally using what they already know about them.

Supplemental Material: Selection text

Ray Charles: A Great Singer

Ray Charles could do many things. He could sing. He could play the piano. He could play other instruments, too. He could make people happy with his music. Yet there was one thing he could not do. He could not see. When he was very young, Ray Charles got sick. At seven years old, he became blind. He did not let that stop him. He grew up to be a great piano player and singer.

As a child, Ray Charles listened to many kinds of music. He listened to music in church. He listened to music on the radio.

Ray Charles went to a school for children who were deaf and blind. He learned to play many instruments at the school. He learned to play the piano very well.

He began to make a living with his music when he was 15. He played music until he died in 2004.

Today, we can hear his music on the radio. Some of his songs are happy. They make people want to tap their feet. They make people want to dance. Some of his songs are sad. They make people want to cry.

Ray Charles did not let anything stop him. He showed us that we can all do well.

Supplemental Material: Vocabulary

instruments

blind

make a living

Supplemental Material: Graphic organizer

Name _____

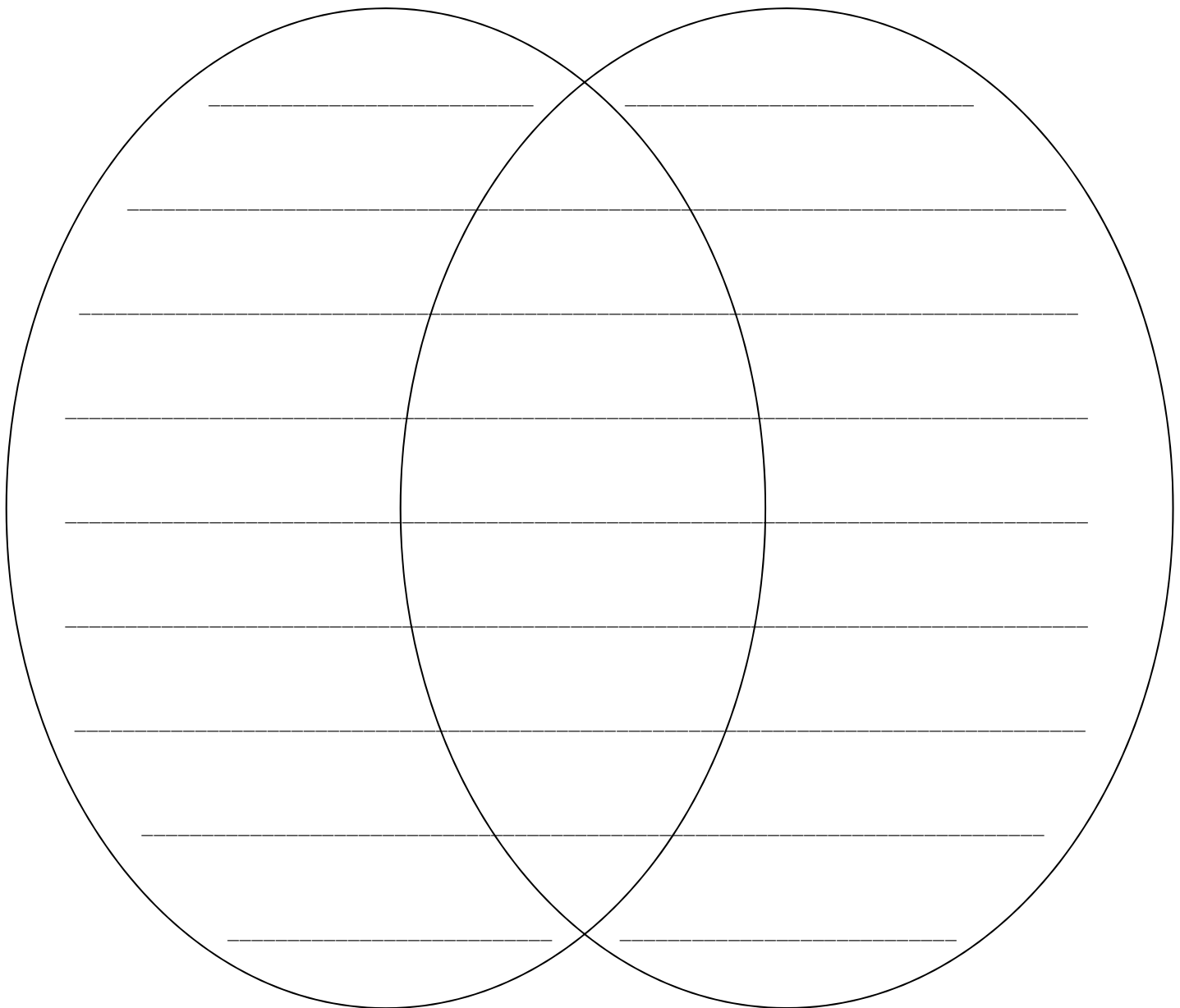
Date _____

Ray Charles: A Great Singer

Ray Charles

Both

Me



LESSON TOPIC: "Rosa's Basket"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Use context clues and illustrations to determine meaning of words/phrases.

Identify cognates from first language, as applicable.

Find changes to root words in context.

Writing: Take notes using a graphic organizer.

Listening: Infer from and act on oral information.

Follow multi-step oral directions.

Speaking: Present content-based information.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use context clues to determine the meaning of unknown words in English.

CONTENT – Students will be able to read "Rosa's Basket" fluently in Reading Assistant.

KEY VOCABULARY

wet-hot	pizote	fluttered
thatch	zapote	overjoyed
crimson	scurried	refreshed
siesta	by and by	startled
spotted	bill (bird's)	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with a box next to each for writing a definition (add extra spaces for more words as needed), copied for each student or each student pair

MOTIVATION

(Building Background)

What do you do when you come to a word you don't know when you are reading a story? Do you skip over it, sound it out, think about it, or pretend it's not there?

Give students an opportunity to respond. Give them verbal sentence frames if needed to talk about what they do when they get to a word they don't know.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

When we find words we don't know, one thing good readers do is use something called *context clues*. Today as we read we will use the words around the unknown word in the story to guess its meaning. Then, we will write down what we think the word means to help us remember.

If students like more of a challenge and it's developmentally appropriate, have students complete this activity, then have them look definitions up in a dictionary and compare their guesses with the actual definition.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

As we read, when you hear or see a word you do not know, touch your ear. When we see a student touching their ear, we know it's time to stop and use our context clues to figure out the word.

Model this for the first couple of words, thinking aloud your guess at what the word might mean. For example, with *wet-hot*, describe it as what you think a rainforest might feel like: muggy, hot, etc.

Read the selection to students first, and then have students read with you. Pause at the key words to guess their meaning and record them on the graphic organizer. Have students add their own unknown words to their lists as they read and use context clues to guess what they might mean, either individually or in pairs.

Have students read the selection aloud with you/in pairs/ by themselves two or three more times.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. If students are beginner readers and writers, have them say their definitions rather than write them. As you think aloud, speak clearly and use verbal sentence frames to elicit student responses around unknown words. Give them key words they can use to describe the word, or have them use their native language first then interpret into English.

Supplemental Material: Selection text**Rosa's Basket**

On a wet-hot day in the Guatemalan jungle, Rosa came out of her house of boards and thatch. She spread a cloth of green, gold, and crimson inside her great, round basket. She balanced the basket carefully on her head and down the road she went, through the trees, to the market in the village.

The day grew hot, and Rosa grew tired. She placed her basket on the ground and leaned against a tree. Soon she fell asleep.

The day grew hotter. A monkey came swinging through the trees, carrying a heavy bunch of bananas. When he saw Rosa's basket, he said, "Ah, what a fine place for a siesta." The monkey took his bananas and crawled under the cloth of green, gold, and crimson. Soon he fell asleep.

Before long a parrot came flying by carrying a large sunflower, heavy with seeds. As soon as she spotted Rosa's basket, the parrot said, "What a good place for a siesta." She pulled the sunflower after her under the cloth of green, gold, and crimson. Soon she fell asleep.

As the day grew hotter, a pizote carrying a large zapote scurried between the trees. When the pizote saw Rosa's basket, he said, "Ah, what a wonderful place for a siesta," and he crawled under the cloth of green, gold, and crimson. Soon he fell asleep.

By and by a toucan, sitting high in a tree with a mango in his bill looked down and saw Rosa's basket. "Ah, what a lovely place for a siesta," the toucan said as he fluttered down. With his mango, he crawled under the cloth of green, gold, and crimson. Soon he fell asleep.

Then along came a little gray fox, dragging a bunch of berries. When she saw the basket, she was overjoyed. She said, "What a perfect place for a siesta." The little gray fox crawled under the cloth of green, gold, and crimson. Soon she fell asleep.

After a time, Rosa awoke refreshed from her siesta. She put her basket on her head and hurried away to market.

When the basket began to bounce and sway, the animals woke up, startled. The monkey jumped out of the basket into the trees—leaving his bananas behind. The parrot flew away, forgetting all about her sunflower. The pizote jumped out of the basket, leaving the zapote behind. The toucan flew off without his mango, and the little gray fox ran away through the jungle, leaving her berries in the basket.

When Rosa arrived at the market, she took the basket off her head and what did she find? Sunflower seeds, bananas, berries, a mango, and a zapote. As she sat beside the basket, she said, "What a wonderful place for a picnic. I will have to invite my friends." So she called the monkey, the parrot, the pizote, the toucan, and the little gray fox.

What a special picnic they had.

Supplemental Material: Vocabulary

wet-hot
thatch
crimson
siesta
spotted
pizote
zapote
scurried
by and by
bill (bird's)
fluttered
overjoyed
refreshed
startled

LESSON TOPIC: "Song Dingbo and the Hungry Ghost"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).

Draw conclusions from explicit and implicit text at or near grade level.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Speaking: Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use key words and make connections to analyze the main character of a story.

CONTENT – Students will be able to read "Song Dingbo and the Hungry Ghost" fluently in Reading Assistant.

KEY VOCABULARY

ghost	dizzy	perhaps	narrow
say your prayers	exclaimed	sturdy	neighs and
mortal	heavy	saddle	whinnies
howled	weigh	bridle	complain
keep your wits	awful	grasped	yuan
mistaken	hardly	reins	bargain
explained	shoulders	spit	trader

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with short definitions, explanations, and pictures (if available), copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Playing a trick means doing something to someone they weren't expecting so you could laugh about it, or getting someone to do something they wouldn't do normally as a joke, like a prank.

For example, tapping someone's shoulder on one side, but standing on the other, or pulling out someone's chair from under them. Neither of these things are nice, but that's sort of what tricks are—they are not especially nice.

Have you ever played a trick?

Have students share first with a partner and then in the larger group if they are shy to share. Otherwise, have students share out their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read about someone who plays a trick. As we read, think about what you might have done if you were the main character, Song Dingbo. We'll think about his actions and what we would do differently, if anything.

Why do you think it's important to think about the characters in our reading? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once to students, pausing to define and explain key vocabulary as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, we're going to read together, and as we read, we're going to pause here and there to ask ourselves this key question: What would I do differently if I were Song Dingbo?

Let's read together.

Read the selection along with students, pausing after the following lines so students can discuss what they might have done instead:

1. **"Me, neither. Let's go together," the ghost said.**
2. **"Let's do it!" the ghost exclaimed.**
3. **"Wait, I have another idea," Song Dingbo said. "I've heard that ghosts can change themselves into different shapes. If you can't carry me as a ghost, why don't you change yourself into something that's good at carrying?"**
4. **"Don't worry. I'll be careful," Song Dingbo said.**
5. **"So I can sell you. Ptui!"**
6. **He made money from a ghost.**

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a different ending to this selection.

Supplemental Material: Selection text

Song Dingbo and the Hungry Ghost

Once upon a time a boy named Song Dingbo set out from the village of Nanyang to visit the town of Wan. Along the way he encountered a hungry ghost.

"Say your prayers, mortal. I am going to eat you!" the ghost howled.

Song Dingbo was terribly frightened, but he kept his wits and said, "You're mistaken. I'm no mortal. I'm a ghost like you."

"You don't look like a ghost to me."

"That's because I've only been a ghost for three days," Song Dingbo said. "I'll probably look more like you when I'm older."

"Where are you going now?" the ghost asked.

"I'm going to Wan. It's a nice town. I haven't been there in a long time."

"Me, neither. Let's go together," the ghost said.

Song Dingbo and the hungry ghost set out for Wan. They walked for a while. Then the ghost said, "You move very slowly for a ghost. Can't you go faster?"

"I'm still a young ghost," Song Dingbo explained. "I'm not used to going fast. It makes me dizzy. But if you want to go faster, I know something we can try."

"What is it?"

"You carry me, then I'll carry you. That way neither one will slow the other down."

"Let's do it!" the ghost exclaimed.

He lifted Song Dingbo onto his shoulders and started down the road. But he didn't get far. Song Dingbo was very heavy for a ghost to carry.

"Why are you so heavy?" the ghost asked. "You weigh an awful lot for a ghost."

Song Dingbo replied, "I told you, I've only been a ghost for a few days. If you're getting tired, put me down, and I'll carry you."

The ghost put Song Dingbo down and climbed onto his shoulders. Song Dingbo went along the road as fast as before, for he hardly felt the ghost's weight at all.

After going a few li, Song Dingbo stopped. "This isn't fair," he told the ghost. "I'm doing all the work. You should carry me for a while."

"I can't," the ghost said. "You're too heavy. This plan isn't working. I can't go fast when I carry you, and when you carry me, you still go as slowly as you did before. It's going to take us forever to get to Wan."

"Wait, I have another idea," Song Dingbo said. "I've heard that ghosts can change themselves into different shapes. If you can't carry me as a ghost, why don't you change yourself into something that's good at carrying?"

"Like what?"

"A horse, perhaps."

"What a fine idea!" the ghost exclaimed. "I can change my shape without any trouble at all."

One, two, three—the ghost turned himself into a sturdy horse, complete with saddle and bridle. Song Dingbo climbed on and grasped the reins.

"Just remember one thing," the ghost warned him.

"What's that?"

"Be careful not to let anyone spit on us. Human spit is very bad for ghosts. If any spit touches me while I am in this horse shape, I won't be able to change myself back into a ghost again until the spit dries."

"Don't worry. I'll be careful," Song Dingbo said.

Song Dingbo rode all the way to Wan. He and the horse passed through the city gate. Song Dingbo guided his horse through the narrow streets.

"Where are we going?" the ghost asked.

"To the horse market. There's one here every Thursday," Song Dingbo replied.

"Why are we going there?"

"So I can sell you. Ptui!"

Song Dingbo spat on the horse's head. The ghost was trapped in a horse's body. He couldn't even complain. When he tried to speak, the only sounds that came out were neighs and whinnies.

"That's a fine horse! How much do you want for him?" a horse trader asked Song Dingbo.

"One thousand yuan."

"For an animal like that? What a bargain!" The trader gave Song Dingbo the money and led the horse away. Song Dingbo hurried back through the city gate. He wanted to be far away from Wan before the spit dried.

Song Dingbo never returned to Wan. No one knows what happened to the hungry ghost. But people still tell the story. And when they come to the end they say:

Song Dingbo rode to Wan,
Sold his horse for a thousand yuan.
Song Dingbo did better than most.
He made money from a ghost.

Supplemental Material: Vocabulary

ghost
say your prayers
mortal
howled
keep your wits
mistaken
explained
dizzy
exclaimed
heavy
weigh
awful
hardly
shoulders
perhaps
sturdy
saddle
bridle
grasped
reins
spit
narrow
neighs and whinnies
complain
yuan
bargain
trader

LESSON TOPIC: "Stormy Weather"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Writing: Complete/produce sentences in writing from word/phrase banks or walls.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use pictures, a graphic organizer, and teacher support to learn new words from the selection.

CONTENT – Students will be able to read "Stormy Weather" fluently in Reading Assistant.

KEY VOCABULARY

thunder	mass	slippery
captains	generate	severe
shovels	tornadoes	necessary
upset	column	appreciate
lightning	hurricane	
often	crops	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Graphic organizer copied for each student (page 6)
- Highlighters, pencils

MOTIVATION

(Building Background)

Have you ever been in a big storm? A winter storm or a thunderstorm?

Have students share stories of their experiences with storms.

What did you do to prepare? Did your parents or brothers and sisters do things to help you stay safe?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We are going to learn about some kinds of storms there are in the world. Some of them happen here, while others happen in different parts of the country and in the world. To do this we are going to learn some new words. Why do you think it's important to learn new words as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once through, slowly. As you read, have students follow along on their papers and highlight any words they don't know. It's OK if students have different words highlighted.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection with students, practicing pronunciation for any words where they struggle. After reading, have students write those words on their graphic organizers and then brainstorm or share the definitions of any words the other students don't already know.

Provide definitions and examples until students understand the words. For words where a picture is appropriate, have students draw a picture in the second column. Have them write a definition of the word in the third column.

For language learners in earlier stages, have them simply draw a picture and say the word, or say the word in a sentence, or have them write a sentence using the word in the third column instead of the definition.

When students have completed their graphic organizers, have them read the selection one last time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students use the new words they learned to retell the selection to a partner, or for more of a challenge, have them write a summary of the selection using as many new words as possible.

Supplemental Material: Selection text**Stormy Weather**

Some dogs hide when they hear thunder. Ship captains bring boats into shore when they know a storm is coming. Stores sell shovels when the first snow falls. Animals in forests try to protect themselves from storms.

What is a storm? A storm is an upset of the air. Storms bring strong winds and often rain, thunder, lightning, or snow.

What causes storms? Air is always moving. Sometimes a mass of air can crash into another mass of air. When this happens, a storm takes shape. Very strong storms are caused when warm, light air rises quickly and crashes into higher, colder air.

One common type of storm is a thunderstorm. Thunder is the noise lightning makes as it moves through the air. A thunderstorm is a rain storm during which thunder can be heard. There are about 2,000 thunderstorms happening in the world at any moment.

Most thunderstorms are mild, but some thunderstorms turn into dangerous storms that generate tornadoes. A tornado is a spinning column of wind that touches down on land. Winds inside the column of a tornado can be spinning at more than 200 miles an hour—as fast as a racecar. Winds that strong can tear roofs off houses or knock down trees.

Another type of storm is a hurricane. Hurricanes begin when groups of thunderstorms move across warm ocean water. Hurricanes have wind speeds of at least 74 miles an hour. A hurricane can cover an area 375 miles wide—a distance about as long as the state of Illinois. Rain and winds from hurricanes can ruin crops and damage homes.

In places where the air is cold enough, thunderstorms become winter storms. Winter storms may have high winds, freezing rain, and heavy snow. They can make roads too slippery for safe driving, and severe winter storms can make it necessary to close schools.

Storms affect our daily lives. They can be beautiful, and they can also be dangerous. It is wise to know about different types of storms. Then you can look for their signs, protect yourself, and appreciate the wonder of storms.

Supplemental Material: Vocabulary

thunder
captains
shovels
upset
lightning
often
mass
generate
tornadoes
column
hurricane
crops
slippery
severe
necessary
appreciate

Supplemental Material: Graphic organizer

Name _____

Date _____

Stormy Weather: My New Words

Word	Picture	Definition

LESSON TOPIC: "Such Foolishness!"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Match phrases and sentences to pictures.

Writing: Provide information using graphic organizers.
Describe people, places, or objects from illustrated examples and models.
Use classroom resources to compose sentences.

Listening: Follow modeled multi-step oral directions.
Match people with jobs or objects with functions based on oral descriptions.
Interpret information from oral reading of narrative or expository text.
Identify ideas/concepts expressed with grade-level content-specific language.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Distinguish features of content-based phenomena (e.g., caterpillar, butterfly).

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to define new words using flash cards, dictionaries, thesauri, and teacher support.

CONTENT – Students will be able to read "Such Foolishness!" fluently in Reading Assistant.

NOTE: This lesson may last 2-3 sessions.

KEY VOCABULARY

department store	sparkly	candle
mannequins	actually	loaded
reminded	gave a squeeze	at the top of their lungs
creek	lot of fuss	rubbed
gurgle	sensible	sputtered
moss-covered	buried	seems
allowance	glimpsed	lovely
foolishly	lump	dig up
swept	honey bear	patted
litter box	shrugged	for the longest time

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Set of index cards, with a key vocabulary word written clearly on one side of each card (leave the other side blank)
- Dictionaries and/or thesauri for each student (bilingual dictionaries for students' native language if available)
- Pencils

MOTIVATION

(Building Background)

Today we are going to read a story about a girl who does something special for her mother, but the mother doesn't want anything special done for her. Have you ever done something special for a family member?

Give students wait time. Have students share times when they did something special to help or honor a family member or friend.

We're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Before we read, there are many words and phrases we will need to know. All of the words and phrases we need to know are in this pile here. But there is one big problem with this pile! The cards with words on them in this pile have nothing written on the back of them to tell you what they mean. We have to come up with definitions for these words!

Before we do, let's go through the list once and find any words we *already know*. That way, we aren't repeating things we've already learned.

Read each of the words aloud as you hold up the card. Have students raise their hand, touch their elbow, touch their nose, tap the desk as a sign that they know the word already. If they indicate they know the word, ask the student to define the word or describe it to the other students. Fill in any gaps so it's clear for the other students before moving on. Place any words the students define in a separate pile. Place the rest of the words back in a pile in front of everyone.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have each student take a card one at a time until the deck runs out.

All the cards you have are the ones you are in charge of looking up and teaching to the other students. When you look up a word, write its definition on the back. Be prepared to explain what the word means to the rest of the group. If you have any questions, feel free to ask me and I can help with definitions or looking up a word.

Give students time to look up their words and record definitions on the back of their cards. For sayings, explain them to students and have them come up with their own definition.

Let's come together and share our definitions. Before we do that, everyone take your deck and pass it to the person next to you.

Now, you will read these definitions out loud, and the author will explain more if we need.

Have students read out each definition and talk about what it means. If students get confused, provide examples or clarify where needed.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For an added challenge, have students write their own definitions without any help or resources, or for additional language scaffolding, have them draw pictures instead of writing definitions.
2. For groups of students who are shy, have them instead trade decks and teach one another what their words mean rather than sharing in a big group.
3. Alternatively, have quick-working students write their own definitions down on their own key word lists.

Supplemental Material: Selection text**Such Foolishness!**

One morning Mimi checked her calendar and saw that Mama's birthday was coming. On her walk to school, she stopped in front of Connelly's Department Store window. She looked at the mannequins modeling clothes, and at the jewelry, purses, and scarfs arranged at their feet. Mimi wished she could buy them all for Mama.

Especially the flower-shaped earrings. How their tiny green stones sparkled! They reminded Mimi of the creek behind their house, where she and Mama watched clear water gurgle over moss-covered stones. They reminded her of all the shining green growing things Mama loved. Oh, those earrings were just right!

At school Mimi's teacher said the class should write poems about something or somebody special. Mimi wrote:

Those earrings
Are the sparklingest green
If Mama could wear them,
She'd look like a queen.

Mimi had some money saved from her allowance and odd jobs. After school she walked into Connelly's Department Store and asked how much the earrings cost. She thought it would be a hundred dollars. But it wasn't!

Mimi jumped over sidewalk cracks all the way home. "Mama tells me not to spend money foolishly," she thought. "But what does that mean? Probably buying something you don't want. Like cauliflower instead of oranges, when it's oranges you like best."

Mimi knew she wanted to buy those earrings. She could just see them on either side of Mama's wonderful smile. Nothing foolish about that. And she had the perfect reason—Mama's birthday.

"I'm home!" Mimi called as she rushed into the house. She ran to her bedroom and counted the money in her money jar. Almost enough!

That afternoon she helped her friend Tyler deliver newspapers. She swept the sidewalk for her neighbor, Mrs. Trimaldi. She even cleaned out Mrs. Trimaldi's cat's litter box while her cat, Stinker, watched. Finally, Mimi had enough money.

The next day Mimi told the clerk at Connelly's Department Store that she would like to buy the sparkly green earrings. "For Mama's birthday," she said proudly.

The clerk lifted the earrings from the window and held them for Mimi to see up close. He polished the earrings with a soft cloth and laid them on cotton in a little box.

Mimi counted out her money and paid for the earrings. She couldn't believe she was actually going to take them home for Mama.

That evening Mimi asked, "Aren't you excited, Mama, about your birthday? I can't wait to give you your present."

Mama looked up from her book. "Oh, dear, is it that time of year again already? Sweetheart, I don't need a present."

"But, Mama!"

Mama gave Mimi a squeeze. "I mean it," she said. "Don't go spending money on me. It would be foolish to buy me something I don't need."

Mimi was stunned.

"Don't look so sad!" Mama said with a smile. "I don't need a lot of fuss just to remind me I'm another year older."

Daddy had been listening. "Your mama is a sensible woman," he said fondly. "It's sometimes surprising how sensible she is."

Mimi went to her room. She hid the earring box under socks in her drawer. She worried about foolishness as she climbed into bed and pulled up the covers.

Every day until Mama's birthday, Mimi worried. If she gave the earrings to Mama, Mama might call it foolishness. But if she didn't give them to Mama, those sparkly green earrings would sit buried under socks forever, and that would be foolish, too!

Mama's birthday came on a Sunday. Mimi woke up early to wonderful cooking smells. Waffles! She slipped past her parents' bedroom and glimpsed the long lump of Mama still in bed. She tiptoed down the stairs and found Daddy in the kitchen.

"Morning, honey bear!" he whispered. "Want to help me serve Mama breakfast in bed?"

"But Mama said not to make a fuss about her birthday," Mimi whispered back. "She says it's foolishness."

Daddy shrugged his shoulders. "This doesn't have to be for her birthday. We could call it something else."

"I know!" said Mimi. She whispered her idea to Daddy.

Mimi found a fat candle and put it on a holder on a tray. Daddy loaded breakfast onto the tray, and Mimi added a cloth napkin. Then they marched upstairs singing at the top of their lungs, "HAPPY FOOLISHNESS DAY TO YOU!"

Mama sat up in bed and rubbed her eyes. "What . . . what's this?" she sputtered. "What's all this foolishness? You know I told you not to make a fuss for my birthday."

"Seems as though you're the one who's making the fuss," said Daddy. "Who said anything about your birthday?"

"Yeah," said Mimi. "This is Foolishness Day!"

Daddy lit the candle, and Mama looked anything but mad.

"Oh, lovely!" she said.

When Mama was finished eating, Mimi ran to her room. She threw socks on the floor to dig up the little box. Then she carried her present in to Mama.

Mama said, "What's this, Mimi? More foolishness?" She patted the bed. "Sit here, next to me." She opened the box.

Mimi stared at her lap. She couldn't look at Mama. Then she heard Mama say, very softly, "Wow."

Mimi looked up. Her mother had put on the left earring. Now she was putting on the right. And next, Mama smiled. She didn't say, "Such foolishness."

"Mama looks just like a queen," thought Mimi. Mama opened her arms wide, and Mimi nestled in.

"Just so long as you understand," said Mama, "that you don't have to buy me a present. I already know you love me. Every day you show me."

"Yes, Mama," said Mimi.

Mama wore those sparkly green earrings every day for the longest time after that. She wore them for working and playing and walking along the creek. For all Mimi knew, Mama even wore those earrings to bed. Such foolishness!

Supplemental Material: Vocabulary

department store

mannequins

reminded

creek

gurgle

moss-covered

allowance

foolishly

swept

litter box

sparkly

actually

gave a squeeze

lot of fuss

sensible

buried

glimpsed

lump

honey bear

shrugged

candle

loaded

at the top of their lungs

rubbed

sputtered

seems

lovely

dig up

patted

for the longest time

LESSON TOPIC: "The Amazing Journey of the Salmon"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify main idea and some details.
Identify facts and explicit messages from illustrated text.

Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.

Listening: Infer from and act on oral information.
Follow multi-step oral directions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use descriptive language to paint a picture in their minds.

CONTENT – Students will be able to read "The Amazing Journey of the Salmon" fluently in Reading Assistant.

KEY VOCABULARY

flows	hide	currents
spring	shady	beak
hatches	bass	upstream
yolk	swift	jaws
attached	scales	exhausted
fry	reeds	

MATERIALS

- Selection text, copied for each student and displayed somewhere clearly visible (page 4)
- Descriptive language master copy of the selection (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Beautiful and engaging pictures of salmon at various stages in their life cycle, displayed somewhere clearly visible
- Graphic organizer copied for each student and displayed somewhere clearly visible (page 7)
- Highlighters, pencils

MOTIVATION

(Building Background)

We're going to think for a minute right now. Let's take a minute and I want you think about one thing: What makes scary stories scary? Or what makes any story you are told a good story? Think for a minute about this.

Give students a minute to think about it.

To me, a good story is a story that describes exactly what's happening and uses language that gives me a clear picture in my mind. For example, how amazing is this:

'Tommy the Turtle opened the door and a big scary bunny jumped out.'

That's not very...*exciting* to me. How about this:

'Tommy inched toward the door, his hand trembling. The room was dark; the only light coming from the hallway behind him. A cold sweat formed on his forehead as he reached for the shaking handle, but he knew he couldn't avoid it any longer. Swoosh! As he flung open the closet door a stark-white bunny with vicious fangs leapt out with a shriek and started after Tommy.'

What is different about these two stories?

Have students talk about the differences. Guide their thinking or summarize their comments and mention "descriptive language."

Today we will read a story with amazing *descriptive language*. Let's say that together: descriptive language. Descriptive language is the language authors use to describe stories to us in vivid detail.

Why do you think it's important to understand descriptive language as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As I read, follow along on your copy of the story and think about the descriptive language we hear.

Read through the selection once, pausing at the key vocabulary words to explain their definitions and give examples. Have students practice saying the words.

Now we'll read the story together, and as we read, we'll highlight language that helps us get a picture in our minds of what is happening. We're going to highlight all the descriptive language we see.

Read the selection with students and model pausing, highlighting the descriptive language, and drawing a sketch of what the language makes you imagine. Have students highlight their copies of the selection along with you, and complete sketches or drawings on their own graphic organizers. Practice saying the words as you highlight them, modeling pronunciation.

When students complete their graphic organizers, have them read the selection to you one more time (or for additional scaffolding, have them read it with you instead).

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students record the descriptive language from another Reading Assistant selection or a book of their own (during a Reading Assistant session or independent reading).

Supplemental Material: Selection text

The Amazing Journey of the Salmon

A Salmon in a Stream

A little stream flows through a quiet forest. The stream bed is covered with pebbles. But one of the pebbles is not a rock. It is a tiny salmon egg.

Early in the spring, a male salmon hatches out of the egg. For the first few weeks of its life, the salmon lives on its egg yolk, which stays attached to its body.

The little brown salmon is called a fry. The fry needs clean, cool water and lots of pools to hide in. The trees around the stream keep the water shady and cool. Fallen logs create perfect pools. All the fry in the stream blend in with the brown pebbles. They eat worms, newly born insects, and other tiny creatures.

As the fry grows bigger, its body changes. The young salmon's body turns bright silver. It begins to swim downstream. There are bigger animals here, where the stream is wide and swift. The young salmon has to catch larger, fast-moving insects and small fish to eat. Bigger fish such as bass may try to eat it. Birds might try to catch it. But the salmon is a fast swimmer, and its silver scales blend in with the bright water.

As the young salmon keeps moving, the stream becomes a river. The river slows down. The water grows salty. The salmon is almost at the ocean. It waits here for a while so its body can get used to salty water. Thick reeds around the river's mouth make good hiding places. There are also small fish, snails, and crayfish for the young salmon to eat. Soon, it is big enough for the open sea.

A Salmon in the Sea

The fish is a grown salmon now. Its body is large and strong. It swims thousands of miles through the open ocean, following the currents of the water. It eats fish, shellfish, and other ocean creatures, and grows bigger every year.

One fall, after two or three years in the open sea, the salmon feels drawn back to the land. Something pulls it back toward the stream where it was born. The salmon can find its own stream by smelling and tasting the water. When it moves from salt water to fresh water, its body changes again. Its sides turn red, and its mouth turns into a strong hooked beak. Back in its old stream as an adult, now the salmon has to swim upstream. Instead of eating, it lives off the body fat it built up in the ocean.

Along with hundreds of other salmon, it leaps over big rocks and swims through fast-moving water. There is something else in the stream, too—bears. They are trying to catch the salmon to eat them. The salmon swims around their big claws. It leaps away from their powerful jaws.

No matter what, the salmon keeps pushing against the strong current. By the time he gets to the stream bed where he was born, the salmon is exhausted. Even so, he doesn't stop. A female salmon lays eggs in the stream. The male salmon fights with other males to be the one to fertilize the female's eggs.

Next year, a tiny new egg will hatch in the stream. And another young salmon will be born.

Supplemental Material: Selection text (descriptive language master)

The Amazing Journey of the Salmon

A Salmon in a Stream

A little stream flows through a quiet forest. The stream bed is covered with pebbles. But one of the pebbles is not a rock. It is a tiny salmon egg.

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The little brown salmon is called a fry. The fry needs clean, cool water and lots of pools to hide in. The trees around the stream keep the water shady and cool. Fallen logs create perfect pools. All the fry in the stream blend in with the brown pebbles. They eat worms, newly born insects, and other tiny creatures.

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Along with hundreds of other salmon, it leaps over big rocks and swims through fast-moving water. There is something else in the stream, too—bears. They are trying to catch the salmon to eat them. The salmon swims around their big claws. It leaps away from their powerful jaws.

No matter what, the salmon keeps pushing against the strong current. By the time he gets to the stream bed where he was born, the salmon is exhausted. Even so, he doesn't stop. A female salmon lays eggs in the stream. The male salmon fights with other males to be the one to fertilize the female's eggs.

Next year, a tiny new egg will hatch in the stream. And another young salmon will be born.

Supplemental Material: Vocabulary

flows
spring
hatches
yolk
attached
fry
hide
shady
bass
swift
scales
reeds
currents
beak
upstream
jaws
exhausted

Supplemental Material: Graphic organizer (double sided)

Name _____

Date _____

The Amazing Journey of the Salmon

Descriptive language

Image in my mind

Descriptive language	Image in my mind

Supplemental Material: Graphic organizer

Descriptive language	Image in my mind

LESSON TOPIC: "The Boy Who Cried Wolf"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to describe cause and effect in English using speaking and writing.

CONTENT – Students will be able to read "The Boy Who Cried Wolf" fluently in Reading Assistant.

KEY VOCABULARY

shepherd	barns	grumbling
pasture	bored	fool
village	prank	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with pictures, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Pencils

MOTIVATION

(Building Background)

Ask students the following questions:

What happens when you eat?

What happens when you go out in the rain without an umbrella or raincoat?

What happens when you don't tell the truth?

What happens when you run really fast?

Have them respond in their own words (speaking in their native language first and then English, if appropriate).

These are examples of something called *cause and effect*. Let's say that together: *cause and effect*. A *cause* is a reason something happens. An *effect* is the result of what happened. It happens to us every day.

Model using your graphic organizer to record an example of a cause and effect from the opening discussion. Have students record their favorite examples on their graphic organizers.

Today we are going to read a story about a boy who learns the effects of the things he does to cause trouble.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read, think about what the boy does, or the *cause*, and what happens as a result, the *effect*. Afterward we'll talk about it.

Why do you think it's important to think about cause and effect as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Before we start reading, let's preview some vocabulary that will help us better understand the story.

Review all the key vocabulary words with students, showing pictures and talking about what they mean. Have students practice saying each word aloud.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students, then have students read it with you. Pause at any words where students struggle and have them practice saying the words.

Have students read the selection again two or three times, with you or by themselves.

So what was a main cause in this story?

Give students wait time and have them Think-Pair-Share their responses on their graphic organizers.

What was an effect of this story?

Give students wait time and have them Think-Pair-Share their responses. Allow each to respond in their own words (if they repeat a neighbor that's OK). Then have students record their responses on their graphic organizers.

Have students continue to share out causes and effects from the selection and then record their responses on their graphic organizers. The graphic organizer won't be filled up, which is OK.

Now let's think about a *moral*. A moral is the lesson we learn from a story. Does this story have a moral?

Give students wait time and have them Think-Pair-Share their responses.

What is the moral of this story? What is the author trying to tell us?

Give students wait time and have them Think-Pair-Share their responses. Give students hints if they are struggling to come up with a response. Have them record their responses on a sheet of paper or journal. They can use this to help them identify morals in other readings they're working on.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For a challenge, have students write a summary of the selection using the key vocabulary words.
2. Have students complete their cause and effect graphic organizer with examples from other texts such as their independent reading or another Reading Assistant selection.

Supplemental Material: Selection text**The Boy Who Cried Wolf**

Once upon a time, there was a shepherd boy whose job it was to watch over everyone's sheep. Every morning he took the sheep to a pasture at the top of the hill near his village. At night, he took the sheep back to the village. He put them in barns to keep them safe. During the long, long day between morning and night, the shepherd boy watched the sheep as they ate. Every once in a while, he saw a wolf at the edge of the pasture. When that happened, the shepherd boy threw rocks and sticks to chase the wolf away so he wouldn't eat any sheep. The boy also yelled "Wolf! Wolf!" and the villagers came to help. They threw rocks and sticks, too. Those days were exciting, but most days the boy just sat and watched.

One day, the boy was bored, so he thought of a prank to make his day more exciting. "I'll yell Wolf!" he decided. "Then the villagers will come running to help save the sheep. That will be exciting, and when I tell them that there is no wolf, it will be very funny."

The boy stood up and yelled, "Wolf! Wolf!"

Just as he knew they would, the villagers came running up the hill to the pasture to help save the sheep.

"Where's the wolf?" they asked.

"There is no wolf," the boy said. "It was a joke."

The villagers didn't think it was funny. "Don't cry 'wolf' when there is no wolf!" they said. Then they went back down the hill, grumbling about what the boy had done.

Later that same day, the boy was bored again and decided to play his prank a second time. He stood up and yelled, "Wolf! Wolf!"

Once again, the villagers came running up the hill to the pasture to help save the sheep.

"Where's the wolf?" they asked.

"There is no wolf," the boy told them. "It was another joke."

The villagers were angrier than before. "Don't cry 'wolf' when there is no wolf!" they warned the boy again. Then they went back down the hill, grumbling even louder about what the boy had done.

Later that day, the shepherd boy saw a wolf at the edge of the pasture. He leaped to his feet and cried loudly, "Wolf! Wolf!"

But the villagers thought he was trying to fool them again, and this time they didn't come.

With no one to help save the sheep, the wolf chased the flock and the sheep ran away. That night, the shepherd boy was afraid to go back to the village. When he didn't return, the villagers went up the hill to find him. He was in the pasture, sitting under a tree, crying.

"There really was a wolf here!" he said. "I yelled 'Wolf!' but no one came."

"We'll help you look for the sheep tomorrow," the villagers told him. "We didn't come because we thought you were trying to trick us again."

"But it wasn't a trick that time," the boy said. "It was the truth."

An old man put his hand on the boy's shoulder and told him, "Nobody believes a liar. Even when he's telling the truth."

Supplemental Material: Vocabulary

shepherd

pasture

village

barns

bored

prank

grumbling

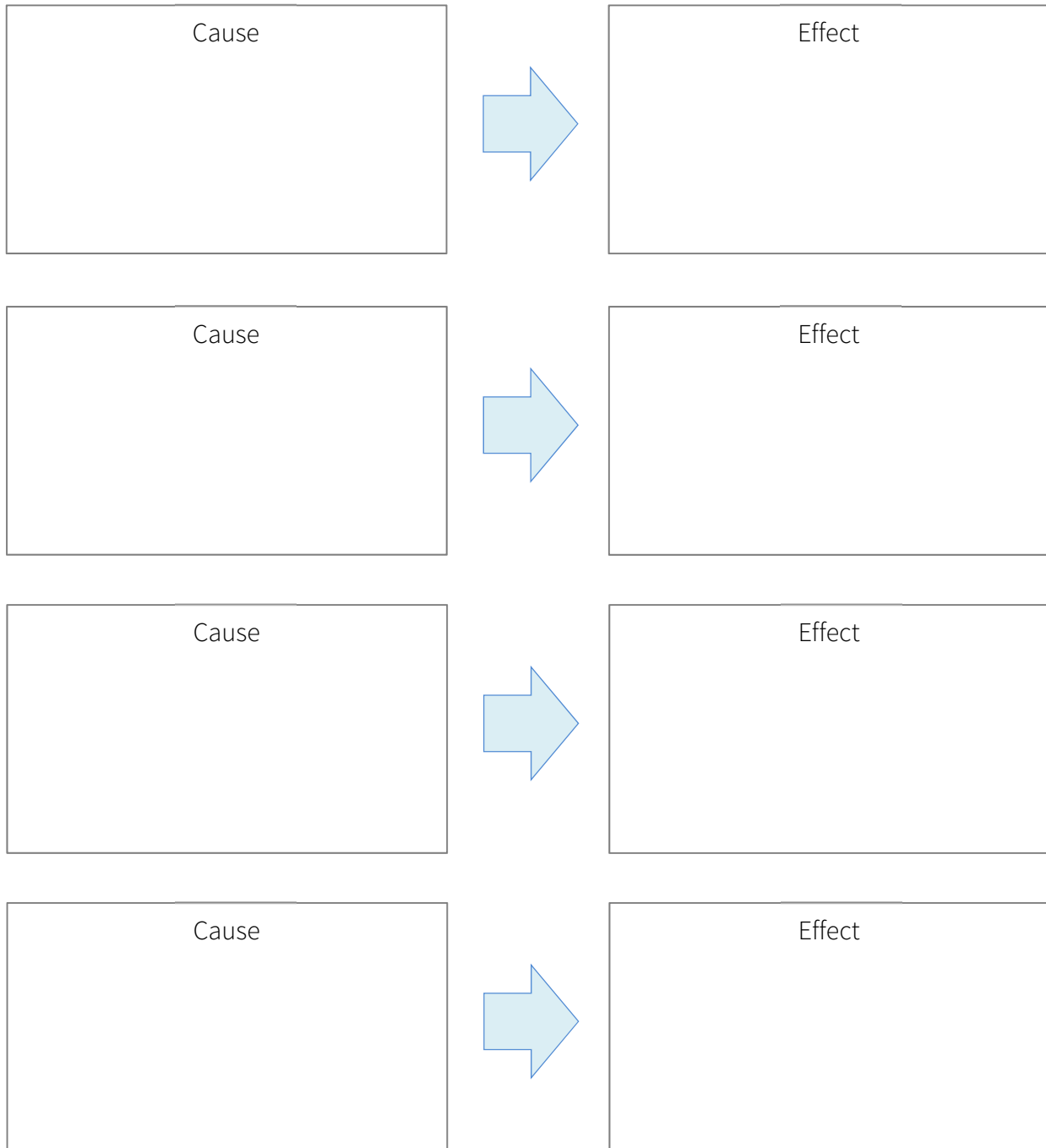
fool

Supplemental Material: Graphic organizer

Name _____

Date _____

The Boy Who Cried Wolf: Cause and Effect



LESSON TOPIC: "The Bravest Man in the World"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Draw conclusions from explicit and implicit text at or near grade level.

Listening: Role play the work of authors, mathematicians, scientists, historians.

Speaking: Discuss stories, issues, and concepts.
Make predictions or hypotheses from discourse.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use text evidence and key vocabulary to infer the author’s message.

CONTENT – Students will be able to read "The Bravest Man in the World" fluently in Reading Assistant.

KEY VOCABULARY

treasure	bravery	bridegroom
acres	devised	fairly
suitable	crocodile	congratulations
sought	declared	polite
satisfied	opposite	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Folktales often have a message in them—a lesson that we can learn. Today we will read a story about a great king and his daughter, and we will try to *infer* the author's message. Let's say that together: *infer*. Infer means that we will take what we know and what we read in the text and put them together—like two puzzle pieces—to guess what the author really might be saying.

Why do you think it's important for readers to infer? Why is inferring important in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection to students, modeling fluency and expression. As you read, pause to define or give examples of the key vocabulary words, and give students time to practice saying each word.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students. Have students think about what the king wanted in a husband for his daughter.

So now, let's infer what the author might be saying. Hmm...the king didn't want a rich man he wanted a brave man. Were there any brave men? Hmm, so if there are no brave men and only rich men, then how will they choose a husband for the princess?

Have students come up with ways they would choose a husband for the princess.

Based on the things you just told me and what we know from the story, who do you think will end up being her husband? Someone who is rich? Someone who is brave? Someone who is neither?

Let's *infer* the author's message here. What do you think the author is saying?

Guide students' thinking to the message that neither money nor bravery is all that matters in someone you want to marry.

Have students read the selection aloud once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write an alternate ending to the selection. Or, have students create an alternate ending in speaking, in either their native language or in English.

Supplemental Material: Selection text

The Bravest Man in the World

Long, long ago in a far-off village in China, there lived a king who had two treasures. One was his land, for he owned a thousand acres. The other, his greatest treasure, was his daughter.

When the princess was of the age to marry, everyone who saw her loved her. Her father wished to find the most suitable husband, and though many rich men sought to marry her, her father wasn't satisfied.

"Money is not the important thing," he said. "Bravery is. Only the bravest man in the world should marry my daughter."

The king devised a contest. A wide, swift river ran by the village, and in it lived a huge, fierce crocodile. The king declared that the man who would swim that river from the opposite side over to him and his daughter should be her bridegroom.

When the day of the contest arrived, many people gathered on both sides of the river to see who would be brave enough and lucky enough to win the hand of the princess.

For some time nothing happened. Then a young man jumped off the opposite bank and began to swim. Faster and faster he swam, and when the people shouted, "The crocodile is behind you! The crocodile is behind you!" he fairly flew through the water.

When he reached the shore, the king's men grabbed him and pulled him out of the river.

With a great smile on his face, the king said, "Congratulations. You have won my daughter's hand!"

"Thank you," said the young man with a polite bow. Then he turned and shouted to the people on the opposite bank, "Who pushed me?"

Supplemental Material: Vocabulary

treasure

acres

suitable

sought

satisfied

bravery

devised

crocodile

declared

opposite

bridegroom

fairly

congratulations

polite

LESSON TOPIC: "The Constitution"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Use context clues and illustrations to determine meaning of words/phrases.

Identify cognates from first language, as applicable.

Find changes to root words in context.

Writing: Take notes using a graphic organizer.

Listening: Infer from and act on oral information.

Follow multi-step oral directions.

Speaking: Present content-based information.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use context clues, background knowledge, a graphic organizer, and teacher support to learn new words in English.

CONTENT – Students will be able to read "The Constitution" fluently in Reading Assistant.

KEY VOCABULARY

declared	improve	branches (of government)
independence	society	protest
Britain	articles	fair trial
government	conditions	accused
weak	rights	convicted
union	delegates	
laws	checks and balances	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 7)
- Pencils

MOTIVATION

(Building Background)

What do you know about our U.S. government?

Have students share out what they know. This input could be vast and varied. If students don't know the term *government*, you can explain it as follows:

Government is the system a group of people have to run their land, like a state, province, or country. For example, sometimes a government provides schools so its people can learn and be educated when they join the work force as adults.

Provide other examples if appropriate.

When the United States was founded, the people who started the country wrote down how the government would work, with different states and a national government. That plan didn't work out, so they wrote out a new plan and that's what we use today. That new plan is called the Constitution.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read, we're going to see a lot of words we don't know. To help us understand all these new words, we each have a sheet to help us. When we come to a word we don't know in the reading, we'll write that word on our sheets and record the sentence where it was found. Then we'll use that information, along with what we know about government, to write what we think that word means.

Does anyone know what this strategy is called? The strategy where we use what is around a word to help us figure it out?

Give students wait time to respond. If students don't know, provide the answer:

We call this *context clues*. Let's say that together: context clues. Why do you think it's important to use context clues as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud to students slowly and clearly, pointing to the words as you read.

Read the selection again, this time with students. Pause at any unknown words, and model filling in the first box on the graphic organizer and writing a short definition of the word (or what students think it might mean).

Model again for the second word, this time having students participate along with you as you fill in the information. Model again if needed, then have students fill in their own graphic organizers.

Have students read the selection one or two more times to practice pronunciation and guess at the meaning of unknown words, if appropriate.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. After students have finished reading and learning all the new words, have them summarize the selection verbally to a partner.

Supplemental Material: Selection text**The Constitution**

A new nation needs a written plan of government. When the United States declared its independence from Britain, it needed a new government. Its first plan created a weak national government that did not work well. So, Americans wrote a second plan, the U.S. Constitution. This new plan worked, and it has become a model for governments around the world! What does the U.S. Constitution say and what does it mean in our lives? Let's find out.

The first paragraph of the Constitution states the basic purposes of the new plan of government:

(1) to create a union where the states work together; (2) to create a system of laws that are fair; (3) to keep peace within the country; (4) to protect the nation from outside attack; (5) to improve the lives of all Americans; and (6) to make sure that our free society survives in the future.

The seven articles set out the powers of Congress, the president, and the federal courts. The articles also explain how the states are to relate to the national government and how the Constitution can be amended, or changed. Most importantly, the articles declare that the Constitution and all laws made by Congress will be the "supreme law of the land." All states must obey the national laws and follow the Constitution.

The amendments, or changes to the Constitution, were not written at the Constitutional Convention. They were added later, when changing conditions showed a need for a change to our plan of government. Changing the Constitution is not easy. There have been only twenty-seven amendments in more than 200 years.

Government needs to have power to do its job. However, it may use this power to do wrong. Governments have used the police to take away the rights of the people. Officials have used tax money to make themselves rich. Governments have gone to war when many citizens believed it was wrong.

The delegates wanted to control the power they gave to our government. To do this, they built into the Constitution a system of checks and balances. They created three separate branches of government. They wanted each branch to help control the power of the others.

To take one example, Congress passes laws, but the president signs the laws. The president can veto, or reject, a law. However, if two-thirds of the members of the House and the Senate then vote for the law, they can override the president's veto. Later, if a legal case results from the law, the Supreme Court can decide whether the law is unconstitutional. In this way, all three branches of government have a role in seeing that our laws are fair.

If Congress believes a president has seriously misused power, it can impeach, or formally charge, him or her with misconduct. The Senate puts the president on trial. If found guilty, the president can be removed from office. In U.S. history, two Presidents, Andrew Johnson and William Jefferson Clinton, have been impeached and brought to trial. Neither was found guilty.

At first, the Constitution did not include a bill of rights. Many people thought it was a mistake that the Constitution did not have one. That problem was fixed by the first ten amendments, our Bill of Rights. The amendments of the Bill of Rights protect the basic freedoms of individuals. These include freedom of religion, freedom of speech, freedom to protest government actions peacefully, and the right to a fair trial.

These amendments guarantee that people accused of crimes will have a lawyer. They are guaranteed that they will be given a trial held in the open—not in secret. People convicted of a crime are guaranteed they will not receive "cruel and unusual punishment." These amendments also guarantee a free government and an open society. Sometimes we may have to listen to people whose ideas we do not share. This is part of living in a free country. Freedom, as protected by the Bill of Rights, means we must tolerate those who disagree with us. It also means we respect those who have a different religion from ours or no religion at all.

Our Constitution has been in operation for more than 200 years. It is the oldest working constitution in the world. It is not perfect. We have changed it twenty-seven times. Yet, for all its faults and problems, it has brought more liberty to more people than any other system of government in the history of the world.

Over the years, millions of immigrants have come to the United States. One reason they came was because they understood that this nation had a strong Constitution. It guaranteed them a voice to say what they want, and the right to vote for their leaders.

The delegates in Philadelphia said in the Preamble that they wanted to create "a more perfect Union." They wanted to "establish Justice" and "secure the Blessings of Liberty" to the American people. They succeeded remarkably well.

Supplemental Material: Vocabulary

declared
independence
Britain
government
weak
union
laws
improve
society
articles
conditions
rights
delegates
checks and balances
branches (of government)
protest
fair trial
accused
convicted

Supplemental Material: Graphic organizer (page 1 of 4)

Name _____

Date _____

The Constitution: Context Clues

Word	Word	Word	Word
Sentence _____ _____	Sentence _____ _____	Sentence _____ _____	Sentence _____ _____
What I think it means _____ _____	What I think it means _____ _____	What I think it means _____ _____	What I think it means _____ _____

Word	Word	Word	Word
Sentence _____ _____	Sentence _____ _____	Sentence _____ _____	Sentence _____ _____
What I think it means _____ _____	What I think it means _____ _____	What I think it means _____ _____	What I think it means _____ _____

Supplemental Material: Graphic organizer (page 2 of 4)

Word	Word	Word	Word
Sentence ----- ----- -----	Sentence ----- ----- -----	Sentence ----- ----- -----	Sentence ----- ----- -----
What I think it means ----- ----- -----	What I think it means ----- ----- -----	What I think it means ----- ----- -----	What I think it means ----- ----- -----

Word	Word	Word	Word
Sentence ----- ----- -----	Sentence ----- ----- -----	Sentence ----- ----- -----	Sentence ----- ----- -----
What I think it means ----- ----- -----	What I think it means ----- ----- -----	What I think it means ----- ----- -----	What I think it means ----- ----- -----

Supplemental Material: Graphic organizer (page 3 of 4)

Word	Word	Word	Word
Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____
What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____

Word	Word	Word	Word
Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____
What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____

Supplemental Material: Graphic organizer (page 4 of 4)

Word	Word	Word	Word
Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____
What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____

Word	Word	Word	Word
Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____	Sentence _____ _____ _____
What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____	What I think it means _____ _____ _____

LESSON TOPIC: "The Crocodile"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Find details that support main ideas.
Identify facts and explicit messages from illustrated text.
- Writing: Describe events, people, processes, and procedures.
Copy words, phrases, and short sentences.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Restate content-based facts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use internet research to support their understanding of the author's writing.

CONTENT – Students will be able to use read "The Crocodile" fluently in Reading Assistant.

KEY VOCABULARY

crocodile
stick
poke
ignore
welcome
stroke
Nile
thinner
whene'er

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)
- A list of websites that students can visit during the lesson to learn more about crocodiles (search for "crocodile facts for kids" and review the sites to ensure content and vocabulary is appropriate)
- Several pictures of crocodiles
- Pencils

MOTIVATION

(Building Background)

Have you ever seen a crocodile? They look like this:

Show a few pictures of crocodiles.

What do you think about this animal?

Have students form their own sentences about the way a crocodile looks and what they think of it. Give verbal sentence frames where appropriate. Ask guiding questions like these:

What do you think of its mouth?

Look at its back—what are these? What do these look like?

Where are its ears? Does it have ears?

Where do you think this animal lives?

Can it swim? Can it walk?

What do you think it eats?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read a short poem about this animal. Using the reading, we're going to think about what this animals eats, where it lives, and what it likes to do. Why do you think it's important to think as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once for students. Have them think about what the author is saying. Pause to define key vocabulary words, provide examples as needed, and let them practice pronouncing new words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Let's read this poem together, then we'll answer some questions.

Read the selection again, this time with the students.

Now that we've read the poem, what is the author saying here?

Guide students' thinking to the conclusion that the author is suggesting the crocodile will eat you.

Now, where do you think crocodiles live? Do we have clues in the text to help us find this out? Let's look.

Using the poem, what do you think crocodiles eat?

What do crocodiles like to do?

Give students wait time to answer these questions. Give verbal sentence frames where appropriate.

Now we know a little bit about crocodiles from the story. Let's do some research to find out more about them so we can answer the questions on our handouts.

Hand out the graphic organizers. Give students time to browse the crocodile websites and look for answers to the questions listed on the graphic organizer. Help them with vocabulary and writing as needed. Ensure students answer at least the first few questions. The poem activity on the graphic organizer can be completed during the Extension activity (page 3).

Have students read the selection once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students craft their own poems about crocodiles and write them at the bottom of the graphic organizer. Encourage students to use what they've just learned about crocodiles to write their poem.

Supplemental Material: Selection text

The Crocodile

If you should meet a crocodile,
Don't take a stick and poke him;
Ignore the welcome in his smile,
Be careful not to stroke him.
For as he sleeps upon the Nile,
He thinner gets and thinner;
Whene'er you meet a crocodile
He's ready for his dinner.

Supplemental Material: Vocabulary

crocodile
stick
poke
ignore
welcome
stroke
Nile
thinner
whene'er

Supplemental Material: Graphic organizer (double sided)

Name _____

Date _____

Crocodiles

Research the answers to these questions about crocodiles.

What do crocodiles eat?

Where do crocodiles live?

What is a reptile?

What does the word "amphibious" mean?

LESSON TOPIC: “The Dark of Night”

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., “and they lived happily ever after” – fairy tales).

Draw conclusions from explicit and implicit text at or near grade level.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Speaking: Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use discussion and key words to identify the theme/tone/mood of a poem.

CONTENT – Students will be able to read “The Dark of Night” fluently in Reading Assistant.

KEY VOCABULARY

wicked

all the while

cane

awful

hyena

shrill

snort

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with definitions and/or pictures, copied for each student or displayed somewhere clearly visible
- Several other poems that elicit different moods from the reader (for Extension activity on page 3)

MOTIVATION

(Building Background)

Do you like poems? Why/Why not?

Have students share out their opinions on poems. Use the sentence frames below as needed. Give students wait time if needed.

I like poems because _____.

I don't like poems because _____.

Another reason is _____.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Poems are very special because they are art with words. Poems can be songs, stories, or just words put together to make some meaning for the reader.

There are some *elements* or things authors do to make their poems have the message they want it to have. Sometimes authors want you to feel ecstatic, or playful, or happy. Other times authors want you to feel sadness, or feel scared or worried.

The things authors use to send their message are called *literary devices*. You don't need to memorize this term, but that's what we're going to be exploring today.

One literary device poems have is called a *theme* (or *tone* or *mood*). The theme is what I just described—how a poem makes the reader feel. When you read a poem, do you feel excited, or nervous, or angry, or sad? That's what we'll think about today.

As we read, think about how the poem makes you feel. Then we'll talk about what the author does to make us feel that way. Why do you think it's important to think about feelings as we read? What do you think this helps us do as readers?

Have students Think-Pair-Share their responses.

Read the selection to students slowly, pausing to define key words as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now let's read the poem together.

Read the selection again, this time with students.

Ok, now, how do we feel?

Have students share how the poem makes them feel.

Ok, now looking at the poem, what words make us feel that way?

Have students share out which words or phrases contribute to the theme/tone/mood. Have students articulate the agreed upon theme/tone/mood.

Have students read the selection once more, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students read a few other short poems and identify the theme/tone/mood of each.

The Dark of Night

Do you know Henry McInnery?
At night he walks
He walks a wicked walk
all the while tapping a cane
and laughing an awful laugh

Have you seen his eye?
It is as dark as the night, they say
when he walks
talking that troublesome talk he talks
when he walks
at night

Have you heard that laugh he laughs?
His cane tapping a terrible tap
as he laughs
like a hyena or hog
or both at once, more like it
shrill and snort
tapping that terrible tap he taps

And then, when he stops
and doesn't tap
or talk
or laugh
or walk
he pops open that one empty eye
and it is
as dark as the night.

Supplemental Material: Vocabulary

wicked
all the while
cane
awful
hyena
shrill
snort

LESSON TOPIC: "The Five Senses"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Find details that support main ideas.
Identify facts and explicit messages from illustrated text.
- Writing: Describe events, people, processes, and procedures.
Copy words, phrases, and short sentences.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Restate content-based facts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to research facts about Helen Keller and then use a graphic organizer and teacher support to answer literal comprehension questions about her life.

CONTENT – Students will be able to read "The Five Senses" fluently in Reading Assistant.

KEY VOCABULARY

resource
research
cite

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)
- A list of websites that students can visit during the lesson to learn more about Helen Keller (review the sites to ensure content and vocabulary is appropriate)
- Pencils

MOTIVATION

(Building Background)

What are some games or sports you like to play outside?

Have students describe in detail the games they play. Use probing questions and recasting as needed.

What abilities does your body have to help you play these games?

Students might say jumping, thinking, etc. Point out that our five senses probably help us do these things.

Could we play the game if we couldn't hear or see?

Have students talk about how not having one or more of their five senses would impact their games.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Listen closely and follow along as I read.

Read the selection slowly, pausing to define and give examples of key vocabulary words. Give students an opportunity to practice saying new words.

We have all five of our senses, but there is someone very famous who was missing two: a woman by the name of Helen Keller. Helen Keller was born in the year 1880 and got sick at a very young age. She lost her ability to see and hear.

In a few minutes we're going to learn more about Helen Keller. Before we do that, let's get our reading muscles ready for research by reading together.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once more with students. Then have students read it to you.

Hand out the graphic organizers. Give students time to browse the Helen Keller websites and look for answers to the questions listed on the graphic organizer. For students still growing in English proficiency, provide a video instead, or provide websites with content in students' native language.

Assist students with their work on their graphic organizers as needed. Explain the meaning of the key vocabulary words, and give examples where needed.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Review responses with the group—have students share out their answers to the questions. Then have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For an added challenge, have students take bullet point notes on the back of their graphic organizers as they research Helen Keller. Model taking notes beforehand.
2. Alternatively, have students present a summary of Helen Keller's life based on their research, or have them work together to write a summary in English and/or their native language on the back of their graphic organizers.

Supplemental Material: Selection text

The Five Senses

We have five senses. The senses are sight, hearing, touch, smell, and taste. Our senses help us understand what is around us.

We use our eyes to see. We can see shapes and colors. We can see things move. Our eyes send signals to the brain. The brain decides what the signals mean. How fast is a ball coming at you? How close is your bike to a tree?

We use our ears to hear. We can hear loud and soft sounds. Sound waves reach our eardrums. Our eardrums send signals to the brain. The brain decides what the sounds mean. Is that music? Is someone talking?

We use our skin to touch and feel. Our skin sends signals to the brain. The brain helps us understand what we are touching. Petting a puppy is fun. You should not touch something that is hot or sharp.

We use our nose to smell. The brain helps us understand what we are smelling. What things are fun to smell? Flowers and warm pie. What is not fun to smell? A skunk!

We use our mouth and tongue to taste. Your tongue is covered with taste buds. They send signals to your brain. Your brain knows what you are tasting. Sugar and jam are sweet. Lemons and grapefruits are sour. Your tongue has 9,000 taste buds. A pig's tongue has 15,000 taste buds!

Our five senses help us understand the world around us. Which of your senses are you using right now?

Supplemental Material: Vocabulary

resource

research

cite

Supplemental Material: Graphic organizer

Name _____

Date _____

The Five Senses: Courageous Helen Keller

Research the answers to these questions about Helen Keller.

Why is Helen Keller famous?

What two senses did Helen Keller lose?

How did Ms. Keller learn to read?

What do you think life would be like without the ability to see or hear?

I think life _____

What is one question you still have about the life of Helen Keller?

What **resources** did you use to find answers about Helen Keller? **Cite** your resources below.

LESSON TOPIC: "The Five Senses Song"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify main idea and some details.
Identify facts and explicit messages from illustrated text.

Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.

Listening: Infer from and act on oral information.
Follow two-step oral directions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging

OBJECTIVES

LANGUAGE – Students will be able to talk and write about the five senses and the things they experienced after using their five senses in different environments.

CONTENT – Students will be able to read "The Five Senses Song" fluently in Reading Assistant.

KEY VOCABULARY

sight	face	sweet
smell	sniff	sound
touch	lime	skin
taste	tongue	stretches
hear	sour	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Something fragrant, such as food or flowers
- Something the students can eat, such as candy or a snack
- Access to the outdoors (if unavailable, choose somewhere else with plenty of sensory input; for example, the gym where students are playing, or the cafeteria where people are cooking or serving food)
- Pencils

MOTIVATION

(Building Background)

All the things we can do, we can do because of our *five senses*. Let's say that together: *five senses*. As humans we can do *five things*. Some other animals can also do these things, and some can't. And some animals can do these things much better than we can.

Senses are what we call the things we can do. They come to us naturally, and we do them easily. Today we're going to learn what our *five senses* are, and then we're going to practice using them.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Listen closely and follow along as I read.

Read the selection slowly, pausing to define and provide examples of key vocabulary words. Give students an opportunity to practice saying new words.

Now, what are the five senses?

Give students an opportunity to go back to the text to find all five senses.

Have students complete the first part of their graphic organizers—drawing lines to connect each sense with its corresponding body part. Resist supporting students; instead encourage them to work together to match all senses.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Let's practice reading together.

Read the selection again, this time with students.

Now that we've learned about our five senses, let's practice using them. When we use them, we'll write what we used them for on our handouts.

Have students touch something rough or soft nearby—a chair, a carpet, a rug, a plush toy—and have them record what they touched on their graphic organizers. As students are interacting with the objects, use descriptive language to describe them such as *soft, fuzzy, rough, smooth, wet, dry*. Have students repeat these words after you and practice saying them.

Repeat this for all senses, giving students an opportunity to practice using them and writing out what they smelled, touched, tasted, saw, and heard. Remember to use descriptive language to describe what students are interacting with and have them practice saying the words.

Now let's go outside and practice using our five senses!

Lead students outside and have them use the words they just learned to describe how the outside environment feels. Get students talking about what they are feeling, seeing, tasting, touching, and smelling.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students talk about their favorite smells, sights, sounds, touches, and tastes. Model sentence structures and examples with your own favorites.

Supplemental Material: Selection text

The Five Senses Song

(Can be sung to the tune of "Old MacDonald Had a Farm")

On my face I have two eyes.
I use them every day.
They are used to help me see
When I work and play.
With one look here,
And one look there,
Here a look, there a look,
Everywhere another look.
On my face I have two eyes.
I use them every day!

On my face I have a nose.
I use it all the time.
When I sniff it I can tell
An apple from a lime.
With one sniff here,
And one sniff there,
Here a sniff, there a sniff,
Everywhere another sniff.
On my face I have a nose.
I use it all the time!

In my mouth I have a tongue.
I use it when I eat.
When I use it I can tell
The sour from the sweet.
With one taste here,
And one taste there,
Here a taste, there a taste,
Everywhere another taste.
In my mouth I have a tongue.
I use it when I eat!

On my head I have two ears.
Listening all day long.
If I did not have them there,
I could not hear this song!
With one sound here,
And one sound there,
Here a sound, there a sound,
Everywhere another sound.
On my head I have two ears.
Listening all day long!

On my body I have skin.
It feels cold and heat.
My skin stretches from my head
Way down to my feet.
With one touch here,
And one touch there,
Here a touch, there a touch,
Everywhere another touch.
On my body I have skin.
Feeling cold and heat!

Supplemental Material: Vocabulary

sight
smell
touch
taste
hear
face
sniff
lime
tongue
sour
sweet
sound
skin
stretches

Supplemental Material: Graphic organizer

Name _____

Date _____

The Five Senses Song: My Five Senses

Which sense matches to which body part? Draw a line to match the words.

Sight

Skin

Smell

Ears

Touch

Mouth

Taste

Eyes

Hearing

Nose

Find a way to use your five senses. Write down what you see, hear, taste, touch, and smell.

I saw _____.

I heard _____.

I tasted _____.

I touched _____.

I smelled _____.

LESSON TOPIC: "The Hare Who Would Not Be King"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use flash cards and teacher support to analyze the story in English.

CONTENT – Students will be able to read "The Hare Who Would Not Be King" fluently in Reading Assistant.

NOTE: This lesson includes two parts, with each part lasting one session.

KEY VOCABULARY

Part 1

stirred	irritably	morning till night	murmured
plains	fellow	miserable	ledge
glared	racket	sly	water hole
crept	squinted	bribed	strode
hollow	shortsightedly	very well	wicked
peeped	bellowed	trumpeted	glint
loomed	fiddlesticks	sighed	trembled

Part 2

decree	lugged and labored	shrieked	stammered
supper	prowled	kicking and	rivals
gloomily	swishing	screaming	cruel
the lot of	this is what I call	cringing	amazement
darkness fell	sigh of relief	stopped in his	a close shave
slunk	snarled	tracks	off to sleep
dawn	belly	in one bound	
pillars	warthog	breathing down	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible (for added difficulty, do not provide the words)
- Flash cards for each key vocabulary word, with a simple definition or picture on the back, separated into two decks (one for each part of the lesson)

MOTIVATION

(Building Background)

What would you do if you were crowned the king or queen of this country?

Model thinking about what you would do if you were the ruler, and then have students share out what they think. Give them wait time and allow them to elaborate as much or as little as they choose. To balance out opportunities to speak, go around the table giving each student an opportunity to speak.

Today we're going to learn some new words to help us understand a story. Why do you think it's important for readers to learn new words? Why is the ability to learn new words important in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Take the deck of flash cards for the part of the lesson you're working on and lay them out on the table. Have the first student take a card, then say the word on their card (model pronunciation) and either read the definition or describe the picture to the rest of the group. Have them place the card face down in front of them. Have the next student take a card and repeat this activity, continuing until all the flash cards have been seen and each student has a small pile of flash cards.

Now that we've heard a little about all these new words, pick up the flash cards in front of you and take a minute to study them: read the word, practice saying the word, and read the definition or look at the picture. We'll play a game in a minute where you need to know these words.

Give students 30-60 seconds to pick up their cards, organize them, and study them. Then pair up students to play the following game. Tell them to pay close attention to their partner's words, as well as their own, as this memory game will gradually get harder and harder.

- Round 1 – Student 1 takes Student 2's flash cards and holds up a card showing the word. Student 2 then has to say the word and describe what it means, using the definition and picture as support. If the student struggles, repeat the activity. Then switch: Student 2 shows a card from Student 1's pile, and Student 1 says/describes the word. Again, repeat the activity as needed.
- Round 2 – When both have gone through their own piles, students switch flash cards with their partner and go through the other's words as above. Students can repeat the activity as many times as needed.

For an added challenge, have student pairs exchange their piles of flashcards with other pairs of students and repeat the game with a new set of cards.

If this game is higher than appropriate for students' English language proficiency level, have them instead read a portion of the selection with you, one section at a time, and talk about the key words in that section. Continue until all students have an understanding of the words. Have them do an action of the word, use it in a sentence, or draw a picture showing what the word means on a sheet of paper.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

As I read, think about the words we learned and what they tell us about who Kali the lion is as a character. Think: Is he a good person or a bad person? Why? What are some things he does that tell you he is a person who has a lot of friends, or who is shy and doesn't like to talk to people? Is he nice?

What about Hare? Is he a good or bad person? Why? Why do you think he wouldn't want to be king?

Read the selection for the part of the lesson you're working on once slowly. Have students talk about what kind of character Kali is.

Read the selection again, this time with students.

So, Kali is really mean when he takes over as king. When he became king, what did he do?

Guide students' thinking about what it means to be in power or to have unlimited power, and how that can sometimes be a bad thing. Ask students why Hare might not want to be king.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students create their own flash cards and play the game with each another, using words from a different reading or additional words from this selection.

Supplemental Material: Selection text (Part 1)

The Hare Who Would Not Be King: Part 1

Nothing stirred on the African plains. The sun glared down, and Hare crept inside the cool hollow of a baobab tree for his afternoon nap.

Suddenly he was wide awake. There was boom, boom, booming in his ears. And it was getting closer. Hare peeped out from the tree nervously. Across the clearing the bushes snapped and parted, and out loomed a huge gray shape.

"Oh, it's you!" said Hare irritably. "How can a fellow sleep with all your racket?"

Rhino squinted down at him shortsightedly. "Greetings!" he bellowed in his slow way. "Tembo the elephant has sent me to fetch you to the water hole. He's going to tell us who our new king will be. All the animals have voted."

"Oh, fiddlesticks!" cried Hare rudely. "What do I want with a new king? He'll bully us from morning till night and make our lives miserable."

"Don't you want to see who's been chosen?" asked Rhino.

"I know already," snapped Hare. "It will be that sly old lion, Kali. He has bribed the other animals and promised not to eat their children if only they will vote for him."

Rhino didn't believe Hare, and in the end Hare said, "Oh, very well, I'll come. But you'll see I'm right."

The sun was setting as Rhino and Hare reached the water hole, and when Tembo saw them, he threw up his trunk and trumpeted. "Animals of the plains, I am proud to tell you that Kali the lion will be our new king—a wise choice, my friends."

The animals cheered. But Hare only sighed. "They'll soon see what a horrible mistake they've made," he murmured.

Out on a rocky ledge above the water hole strode Kali. He stared down at all his subjects, and there was a wicked glint in his eye.

"You've made me your king," he growled, "and so now you'll serve me!" And he roared until the animals trembled.

Supplemental Material: Selection text (Part 2)

The Hare Who Would Not Be King: Part 2

"My first decree is that you must build a palace to shade my royal fur from the hot sun," said Kali. "I want it here beside the water hole and I want it by sunset tomorrow. My second decree is that every day you must bring me an animal for my supper. A king can't do his own hunting."

The animals nodded gloomily.

"And my third decree is, if you don't do as I say, I'll eat the lot of you."

The animals looked at each other in horror. They had thought a king would be wise and protect them. But Kali only wanted to bully and eat them. As darkness fell, the unhappy animals slunk away into the bush.

At dawn they were back at the water hole, hurrying to build Kali's palace. There was much to do and little time. All through the heat of the day, the animals lugged and labored. Elephants lifted tree trunks for the pillars, crocodiles brought mud for the walls, giraffes collected grasses that the weaver birds wove for the roof. No one dared stop for a moment.

As the sun set behind the thorn trees and the weaver birds tied off the last knots, Kali appeared. He prowled up and down his new kingdom, swishing his tail while his subjects watched uneasily.

"This is what I call a palace!" he roared at last. The animals gave a sigh of relief. But all too soon, for in the next breath the lion snarled, "But where's my supper? My belly's rumbling. Bring me a juicy warthog!"

Every day afterward it was the same. One of the animals was chosen to be Kali's supper. Then one day it was Hare's turn. Tembo caught him and carried him kicking and screaming to the palace. "It's not fair!" shrieked Hare. "I didn't even vote for Kali. I told you it was a bad idea to have a king."

But Tembo wouldn't listen. He was thinking of his own children. They would be safe, but only if he could find other animals for Kali to gobble up.

Outside Kali's palace Hare stood shaking and cringing. He had to think of something quickly. Perhaps he could escape if he jumped into the water hole. But when he looked down and saw his own shivering reflection, he stopped in his tracks. Already Kali had spotted him.

"Come inside, Hare!" roared the lion. "I can't wait to eat the only one who didn't vote for me."

But Hare didn't move. He felt braver now and he called back, "But, Majesty, I can see two kings. Please tell me, which of you is to eat me?"

"Two kings!" snapped Kali angrily. "What do you mean two kings?" In one bound he was breathing down on Hare.

"Well, there's you, Majesty," stammered Hare, "and there's that other one down there." He pointed into the water hole. Kali looked and Kali saw...another lion.

"I'll have no rivals!" cried the cruel one, and he leaped at the other lion.

Down into the pool sank Kali as he tried to grab his enemy. Soon the waters closed over him, and he was gone.

"You've killed our king," said Tembo in amazement.

"No, I didn't," said Hare. "Anyone could see that he jumped into the water hole all by himself. Besides, you didn't think I was going to stand here and be eaten, did you? That would be as foolish as choosing a bully for a king!" And with that he ran away before anyone else could think of eating him.

"Whew! That was a close shave," Hare said in the safety of his baobab tree. "But I'll bet those silly animals will send old Rhino around to ask me to be their king. They never learn."

And so it happened. Just as Hare was dropping off to sleep, there was a boom, boom, booming across the plains. "Oh, no!" he sighed. "Why am I always right?" He flattened his ears and closed his eyes tighter. "Anyone can see I'm much too busy to be king. Much, much too busy."

Supplemental Material: Vocabulary (Part 1)

stirred
plains
glared
crept
hollow
peeped
loomed
irritably
fellow
racket
squinted
shortsightedly
bellowed
fiddlesticks
morning till night
miserable
sly
bribed
very well
trumpeted
sighed
murmured
ledge
water hole
strode
wicked
glint
trembled

Supplemental Material: Vocabulary (Part 2)

decree
supper
gloomily
the lot of
darkness fell
slunk
dawn
pillars
lugged and labored
prowled
swishing
this is what I call
sigh of relief
snarled
belly
warthog
shrieked
kicking and screaming
cringing
stopped in his tracks
in one bound
breathing down
stammered
rivals
cruel
amazement
a close shave
off to sleep

LESSON TOPIC: "The History of the Mystery"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).

Writing: Describe events, people, processes, and procedures.

String related sentences together.

Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Listening: Infer from and act on oral information.

Speaking: Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use key words to talk about and write their own mysteries.

CONTENT – Students will be able to read "The History of the Mystery" fluently in Reading Assistant.

NOTE: This lesson will last 2-3 sessions.

KEY VOCABULARY

detective

culture

wasn't so

murder

committed

involved

suspense

sharp mind

thrill

creation

inspired

series

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary with short definitions, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for students (page 5)
- Pencils and paper

MOTIVATION

(Building Background)

What was the last mystery you read? What did you like about it? What did you not like about it?

Have students share their experiences about the last mystery they have read. It might be the Reading Assistant selection "The Mystery of the Scythe."

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today, we will learn about how the mystery became its own genre. Does anyone remember what the word *genre* means?

Have students define the term *genre*, if they can.

Read the selection to students, pausing at the key vocabulary words to define them, give examples, and let students practice pronunciation.

This time, as we read, pay close attention to what the author says is important to have in a mystery, because when we finish reading you will have an opportunity to practice writing your own mystery.

Why do you think it's important to pay close attention to the author's words as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection again, this time with students. Then have students read the selection to you.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now let's record what we've learned about mysteries on our handouts.

Give each student a copy of the "Write Your Own Mystery!" graphic organizer. Model the activity along with the students as they complete each portion of the graphic organizer. Think aloud about your own mystery and get creative. Students will rely on your think-alouds and descriptions to understand how to write their own, so be very clear and use rich vocabulary to describe your story and characters.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the graphic organizer and review the key aspects of a mystery. Then have students complete the reading in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students read a mystery during independent reading and write a summary using key descriptive details.

Supplemental Material: Selection text

The History of the Mystery

The mystery section at the library goes on for shelf after shelf. Detective shows are on TV all the time. Mysteries are a big part of our culture. However, there was a time when this wasn't so.

In 1841, the writer Edgar Allan Poe wrote a short story about a murder that no one could solve. The hero of the story was a detective who tried to solve the crime. Readers loved trying to guess how the murder was committed. The story was so popular that Poe wrote several crime tales about the same detective. At about the same time, a French writer named Emile Gaboriau began writing detective stories, too.

These writers created a new kind of fiction—the mystery story. A mystery usually begins with a crime that no one can figure out. A detective studies the crime, looks for clues, and talks to people who were involved or may have been involved. There are sometimes false clues. There is often suspense, danger, and excitement.

Poe and other writers invented the detective we have come to know today. He has a sharp eye for clues, and a sharp mind to put the clues together. Early fictional detectives inspired one of the world's most famous crime solvers—Sherlock Holmes.

Sherlock Holmes is the creation of British author Sir Arthur Conan Doyle. Holmes is so famous that some people think he was a real person. Doyle published the first Sherlock Holmes story in a magazine in 1887. A series of mysteries quickly followed. Fans loved Holmes' quick mind. They read story after story, trying to solve the puzzle before the detective did. Sherlock Holmes made the mystery very popular. Later, there were Sherlock Holmes radio shows, TV shows, and movies. Other writers used Doyle's style to create their own detectives.

Today's mysteries come in many forms. Police shows are very popular. Each episode has a new crime for detectives to solve. Mysteries are popular because they offer two things at once. The first is the thrill of an exciting story. The second is a puzzle to solve. Mysteries have kept people entertained for over 150 years.

Supplemental Material: Vocabulary

detective
culture
wasn't so
murder
committed
involved
suspense
sharp mind
thrill
creation
inspired
series

Supplemental Material: Graphic organizer

Name _____

Date _____

The History of the Mystery: Write Your Own Mystery!

DETECTIVE: Who is the detective? What do they look like, wear, do for fun? What makes them interesting?
SUSPECTS: Who are the suspects? Give details about their personalities, how they look, things that make them unique, and explain why they are suspects.
1.
2.
3.
SETTING: How does the setting impact the mystery?
CLUES: What are they? Who discovered them? Why is that important?
1.
2.
3.
4.
RED HERRINGS: What misleads the reader into suspecting the wrong person?
1.
2.
3.
CONCLUSION/EVIDENCE

LESSON TOPIC: "The Joke's on Us"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.
Put words in order to form sentences.

Listening: Follow modeled multi-step oral directions.

Speaking: Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to read and deliver jokes with fluency and expression.

CONTENT – Students will be able to read "The Joke's on Us" fluently in Reading Assistant.

KEY VOCABULARY

checkers
unusual
centipede
realized
highway

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words with short definitions, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

I want us to think for a minute. What makes a joke funny? I'll give you a minute to think about this.

Give students 30-45 seconds to think. Have students share out their responses. Use sentence frames as needed; for example:

I think what makes jokes funny is _____.

What makes a joke funny to me is _____.

If I hear a joke, what makes me laugh is _____.

Have you ever read a joke book?

Give students time to think about it and give their responses.

Joke books make us read and think about the jokes. Are they as funny as the jokes you hear from your friends or family?

Have students respond.

When you tell a joke, one thing that makes it funny is the way the person tells it, right? So, if you tell a joke with no expression in your voice, it probably isn't as funny as if you were to say it with expression. I will tell a joke first with a flat voice—no expression. Then I will tell a different joke with expression, and we'll see when you laugh.

Read the first joke as though you were reading it like a robot, then read the second joke fluently like you would normally say it:

- 1. What did the traffic light say to the car? Don't look, I'm changing!**
- 2. What do you eat when you're cold and angry? A brrrgrrr!**

When we read jokes, we have to read them as though we were saying them, otherwise the joke isn't very funny.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As we read today, we'll practice reading jokes and stories fluently and with expression, like we were talking to a friend on the playground.

Listen as I read for where I stop at the punctuation, add expression to my voice, and how that makes the stories more fun than reading them with no expression.

Read the selection once and have students follow along on their copies. Pause at key words and define or give examples as needed. Model using the punctuation to guide your fluency.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, we're going to read this story together, and let's read it with as much expression as possible so as to make them funny. We're going to talk like we are telling this story to our friends on the playground.

Read the selection a second time with students and have them practice pronunciation, fluency, and expression. If students need practice reading with expression, pause students to model it as many times as needed until students are able to adopt a more natural speech pattern while reading the selection.

Have students read the selection one more time to you without help.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Choose a different selection and have students practice reading a paragraph or two using expression, fluency, pronunciation, and punctuation.

NOTE

Jokes can be challenging for ELs for several reasons. First, students may or may not have heard idioms and expressions commonly used in English that make the joke funny (as in the astronaut joke in the selection). Second, humor differs greatly across cultures. What may be funny in one culture is seen as simply not funny in a different culture, and can in some cases be off-putting. Additionally, humor is difficult to sell if students don't have background knowledge of the social constructs that lead to the humor in a joke. For example, this joke about rabbits:

What do you call a parade of rabbits hopping backwards? A receding hare-line.

This is only funny if you know that a receding hairline is something in U.S. culture that men are sensitive about and if you know that it's called a receding hairline. Here's another example:

I wanted to grow my own food but I couldn't get bacon seeds anywhere.

Students in practicing Jewish or Islamic families might not eat pork, so this joke may not be relevant to them as they have never had bacon.

Jokes and humor, in essence, are very culturally specific, so if students don't get the jokes in the selection or the jokes you tell, and their native language jokes are lost in translation to English, that's OK. The focus of the lesson is fluency, so if they are reading with expression, the lesson has been successful.

Supplemental Material: Selection text

The Joke's on Us

Jokes are fun to read and tell. Here are three jokes you might like.

The Dog Who Played Checkers

A boy went to visit his friend. When he walked into his friend's house, he found his friend playing checkers—with his dog!

The boy was amazed. He had never seen a dog play checkers.

He said to his friend, "That must be the smartest dog in the world!"

His friend said, "He's not so smart. I beat him every other game."

The Talking Centipede

A girl decided that she wanted a very unusual pet. She went to a pet store and asked for the most unusual pet they had.

The man in the pet store said, "I have just what you want. It's a talking centipede."

The girl was amazed. She took the centipede home and put him in a little box. Then she said, "Hey centipede, do you want to go get some ice cream?"

The centipede didn't answer.

The girl thought, "I'll wait five minutes. Then I'll ask again."

Five minutes passed. The girl went back to the centipede. "Hey centipede, do you want to go get some ice cream?"

The centipede didn't answer.

The girl thought, "I'll watch a TV show. Then I'll ask again."

The girl watched a TV show for half an hour. Then she went back to the centipede. "Hey centipede, do you want to go get some ice cream?"

The centipede said to the girl, "I heard you the first time. I'm still putting my shoes on."

Lost

A man driving down a road realized he was lost. He saw a farmer standing in a yard. He said to the farmer, "I'm lost. Can you tell me how to get to the nearest town?"

"I don't know," said the farmer.

"Can you tell me how to find the nearest highway?" the man asked.

"I don't know," said the farmer.

"Can you tell me where I can find someone else to ask?" the man asked.

"I don't know," said the farmer.

The man said, "You don't know very much, do you?"

The farmer said, "Maybe not. But I'm not lost."

Supplemental Material: Vocabulary

checkers

unusual

centipede

realized

highway

LESSON TOPIC: "The Little Mouse"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify basic elements of fictional stories (e.g., title, setting, characters).
Use learning strategies (e.g., context clues).

Writing: Copy written language.
Use first language to help form words in English.
Describe people, places, or objects from illustrated examples and models.
Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Find details in illustrated, narrative, or expository text read aloud.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Use academic vocabulary in class discussions.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer and teacher support to chart the characteristics of a fable for "The Little Mouse."

CONTENT – Students will be able to read "The Little Mouse" fluently in Reading Assistant.

KEY VOCABULARY

journey	handsome	fleeing
rolling hills	splendid	gasped
bubbling brooks	silky	ferocious
stuffed	crest	realize
hay	cruel	creature
inspect	polite	appearances
oddest	screeched	characteristics
dozing	fierce	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- The characteristics of a fable, copied for each student or displayed somewhere clearly visible (page 3)
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 7)
- Pencils

MOTIVATION

(Building Background)

Questions for discussion—give students 10-20 seconds wait time after each question to give students an opportunity to think about their responses:

What is something you have learned from stories you have read?

Have your parents or siblings ever told you a story to teach you a lesson?

When I was growing up, my mother told me stories to teach me things like ‘don’t lie’ and ‘do the best you can do.’ Why should we learn from stories?

Have students Think-Pair-Share their responses.

Have students share out stories they have heard that had a lesson to them. If students can’t think of any, ask them about these stories: *The Three Little Pigs*, *The Tortoise and the Hare*, *The Boy Who Cried Wolf*. Have students talk about them.

**These are all examples of a type of story called a *fable*. Let’s say that together: *fable*.
A fable is a special kind of story.**

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Fables have a few parts to them. You know a story is a fable if it has these characteristics:

Characteristics of a Fable

It is short.

The characters are animals with human characteristics.

There is a lesson or moral at the end of the story (sometimes it's not always obvious).

Fables also...

Could have good and evil.

Could have a theme, such as courage or honesty.

Could have a rule of threes (3 wishes, 3 characters, 3 tries)

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

As I read, follow along and see if you can find all the characteristics of a fable we just talked about.

Read the selection once, slowly. Pause to define or explain any key vocabulary words as necessary.

Read the selection again, with students this time. When the students finish, have them complete the graphic organizer. Model with the "Characters" section, do the "Problem" section together, and for added scaffolding have students complete "Story" and "Moral/Lesson" individually or in pairs.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a summary of the fable using the graphic organizers they created.

Supplemental Material: Selection text**The Little Mouse**

Once upon a time, there was a little field mouse who lived all by himself in a hole in the ground. One day the little mouse decided it was time to see the world. He packed some food for his journey. Then he locked his door and set off for the unknown.

And what a wonderful world he saw! There were tall, tall trees, rolling hills, and bubbling brooks. There were birds and flowers and butterflies that he had never set eyes on before. On and on he hiked, seeing something new at every turn.

Finally, he came to a house. Next to the house was another building. This other building was very strange indeed. It was bigger than the house, and it was painted red. On one end of this building was a huge door. On the other end was a round tower that was stuffed with hay.

After having a bite to eat, the mouse decided to inspect the strange building. He crawled under the fence, and what did he see? There, right in front of him, were two of the oddest animals ever!

One of the creatures was dozing in the shade. It was large and handsome with a long tail and splendid white whiskers. It had four legs and was covered from head to toe with soft, silky fur.

The other creature had only two legs. It was covered with red, yellow, and green feathers and had a bright red crest on the top of its head. This animal was wide awake, and did not look kind at all. Its cruel black eyes glared at the little mouse.

The little mouse tried to be polite. "How do you do, sir?" he began. The feathered creature puffed out its chest and screeched cock-a-doodle-doo! Then it began to strut toward the mouse, looking very, very fierce. The little mouse looked down at the creature's long, sharp toes. Then he looked up at its sharp, yellow beak.

"I must run!" he squeaked, fleeing as fast as his legs would carry him. Just in time, he saw a hole in the wall and dived right in. Inside, three little mice stared at him.

"Where did you come from?" asked one of the mice. "I've come from far away!" gasped the little mouse breathlessly. "Where am I now?" "You are in our home," said the second mouse. "We're barn mice. What happened to you?" The little mouse told them about the two animals he had met, one soft and harmless, the other brightly colored and ferocious. The three barn mice laughed.

"Sit down," said the third mouse. "Have a cup of tea. You do not realize the danger you were in! The creature that scared you is only a rooster, but the soft harmless one is a cat! If the cat had seen you, you wouldn't be here to tell the tale." As you see, you can't always judge from appearances.

Supplemental Material: Vocabulary

journey
rolling hills
bubbling brooks
stuffed
hay
inspect
oddest
dozing
handsome
splendid
silky
crest
cruel
polite
screeched
fierce
fleeing
gasped
ferocious
realize
creature
appearances
characteristics

Supplemental Material: Graphic organizer

Name _____

Date _____

The Little Mouse: What Is a Fable?

Characters	Problem
Story	Moral/Lesson

LESSON TOPIC: "The Magic Pot"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use a graphic organizer and key vocabulary words to identify and write the elements of the story.

CONTENT – Students will be able to read "The Magic Pot" fluently in Reading Assistant.

KEY VOCABULARY

tinker	spring a leak	chopped
pot handle	mend	supper
invisible	very well	goodness me

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Pencils

MOTIVATION

(Building Background)

When was the last time you had soup?

What is your favorite soup?

What is in your favorite soup? Is there meat? Are there vegetables?

Today's story is about a soup—a soup that doesn't get made for a while. We'll read to see why the soup takes so long to get made.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

When we read, it's important to be able to understand all the parts of a story. When we understand all the parts of a story, we can easily enjoy the story, or have it help us think about our lives and connect with the things that happen to us.

As we read, we'll learn about many aspects of this story: the characters, the setting, the events, resolution, and the theme.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students, pausing to define and give examples of the key vocabulary words. Give students an opportunity to practice pronouncing them.

Now, let's read together. As we read, let's listen for all of these things.

Read the selection again, this time with students. Pause periodically to have students record the story elements on their graphic organizers. Start by modeling and gradually have students lead the activity. If students miss cues or elements, cue them that they have something to complete.

So, now that we've reached the end of the story, what is the theme? The theme can also be the lesson. What is the author teaching us with this story?

Guide students' thinking to the theme of greed and the importance of not being greedy.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own stories about how being greedy can lead to bad results or disappointment. Have them use their graphic organizers as a planner. Encourage students to get creative with the story and characters.

Supplemental Material: Selection text

The Magic Pot

A tinker came to town. He knocked on Mrs. Black's door.

"Hello," he called. "I have something wonderful to sell."

Mrs. Black opened the door. "What is it?" she asked.

"A pot," said the tinker. "A magic pot." He pulled something from his bag.

"That's not a pot," said Mrs. Black. "That's only a pot handle."

"Yes," said the tinker. "This is a handle. The pot is invisible."

"How big is the pot?" asked Mrs. Black.

"As big as you need," said the tinker.

"How much soup will it hold?"

"As much as you can drink."

"If it springs a leak," said Mrs. Black, "who will mend it?"

"I will," said the tinker. "That's my job."

Mrs. Black looked at the tinker, and she looked at the pot.

"Very well. I will buy your magic pot," she said. She paid the tinker and took the pot inside.

Mrs. Black chopped an onion and some carrots and potatoes. "I'll have some soup for my supper," she said. She put the vegetables into the magic pot.

Mrs. Black lifted the pot to put it on the stove. The chopped vegetables stayed on the table.

"Hmm, perhaps I need to put some water in the pot first," she said.

She held the pot under the tap. The water poured down the drain.

"I think my magic pot has a hole in the bottom," she said.

Some weeks later the tinker came to town. He knocked on Mrs. Black's door.

"Hello," he called. "I have something wonderful to sell."

Mrs. Black opened the door. "What is it?"

"A spoon. A magic spoon."

"I don't need a magic spoon," said Mrs. Black. "But I would like you to mend my pot."

"That's my job," said the tinker. Mrs. Black gave him her magic pot.

Later that day the tinker returned. "Here's your pot. I have fixed the hole. That will be three hundred dollars, please."

"Goodness me," said Mrs. Black. "I don't have that much money!"

"The hole was very hard to mend," said the tinker. "It took a long time."

"Well, all right," said Mrs. Black. "Take my magic purse."

The tinker opened the purse. "But it's empty," he said.

"No," said Mrs. Black. "The money is invisible."

"How much is in here?"

"As much as you need."

"How long will the money last?" asked the tinker.

"Until you have spent it all," said Mrs. Black.

The tinker looked at Mrs. Black, and he looked at the purse. Then he put it into his pocket and walked off down the road.

Mrs. Black went inside. She hung her magic pot on the wall. Then she took out her old pot and made some soup for her supper.

Supplemental Material: Vocabulary

tinker

pot handle

invisible

spring a leak

mend

very well

chopped

supper

goodness me

Supplemental Material: Graphic organizer

Name _____

Date _____

The Magic Pot: Elements of a Story

Characters:

1. _____

2. _____

3. _____

Setting (where and when):

Events:

1. _____

2. _____

3. _____

4. _____

5. _____

Resolution:

Theme:

LESSON TOPIC: "The Monkey Man"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify main idea and some details.
Identify facts and explicit messages from illustrated text.

Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.

Listening: Infer from and act on oral information.
Follow two-step oral directions.

Speaking: Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use key words and a graphic organizer to analyze plot in a mystery.

CONTENT – Students will be able to read "The Monkey Man" fluently in Reading Assistant.

KEY VOCABULARY

accused	makes no sense
turned up	innocent
prove	saw with my own eyes
eager	careless
at once	instead of
what's more	trial
pointed out	traced
serial numbers	truth came out
wound up	make things right
take my word for it	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with short definitions or pictures (where appropriate), copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 7)
- Pencils

MOTIVATION

(Building Background)

Take a second and think about your favorite book or movie.

Give students 15-20 seconds to think.

What happens in your favorite book or movie? I'll give you some time to think about that.

Give students another 15 seconds or so.

Now, turn and tell the person next to you what happens in that story, then let your partner share what happens in their favorite story.

Give students 30 seconds per partner or so to talk.

Now I'm going to ask some questions about your favorite stories:

- **What happens to the main character (or characters)?**
- **Then what happens that prevents them from achieving their goal?**
- **What is the character's biggest challenge?**
- **How is the character's challenge resolved?**

Get students talking. If needed, ask additional probing questions (similar to those above) to get students to share their thoughts.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

This is a common series of events in any fiction story you read or movie you see. This is called *plot*. Plot is what happens in the story. Why do you think it's important to think about plot as we read?

Have students Think-Pair-Share their responses.

So today, as we read, let's listen for each part of the plot and record those events on our handouts.

Hand out copies of the graphic organizer so they can review them during the reading.

Read the selection to students slowly, and have students practice pronouncing key vocabulary words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students. As you read, fill out your graphic organizers together, modeling pausing and filling in space on your graphic organizer.

At first, pause students throughout the selection as needed to record the events. Then see if students can recognize when to pause and write down the climax and resolution.

After students complete their graphic organizers, have them read the selection one more time to themselves or to you (or with you for added language support).

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students complete a fresh copy of the graphic organizer on their own, using their favorite book or movie instead of the selection.

Supplemental Material: Selection text**The Monkey Man**

Franklin Gale, a clerk in the Tudway bank, was accused of stealing \$10,000. The person who accused him was his boss, James Spruce. Spruce told the police that he had seen Franklin at his money drawer the day the \$10,000 was stolen.

Five days later, one of the stolen \$100 bills turned up in a book store. The owner of the store said that he had been given the \$100 bill by Franklin Gale.

I'm a detective. I received a telephone call from Franklin's father, Joseph Gale. He wanted to hire me to prove his son did not steal the money from the bank. He asked me to come to his house so he could tell me about the case.

The Gales lived in a very big house. Mr. Gale was waiting for me in the library. He was upset and eager to talk.

"Franklin did not steal that money," Mr. Gale told me at once. "He didn't need it. We are very rich. Even if he did need money, he would never steal from the bank where he worked. Franklin says he got that \$100 bill from me, and my son is not a liar. What's more, I remember giving him a \$100 bill on the morning of the robbery, before he left for work at the bank."

"But the \$100 bill Franklin gave the owner of the book store was one of the bills that was taken from the bank," I pointed out. "I'm sorry to tell you this, but the case against Franklin looks very strong."

"I know that the case against Franklin looks strong," Mr. Gale frowned. "And I know that the bill Franklin spent at the book store wasn't one of the bills I gave him. The serial numbers on my bills were all in order. The bill Franklin used at the book store was not one of my bills. But I repeat, my son is not a liar. If he says he did not steal the money from the bank, he's telling the truth. If he says the \$100 bill he had was a bill he got from me, then that's the truth. We cannot figure out how one of the stolen bills wound up in Franklin's pocket."

"Is it possible your son is lying?" I asked.

"No, it is not possible that my son is lying," Mr. Gale told me. "For the third time, my son is not a liar. If you won't take my word for it, here's another reason Franklin would not steal money from the bank. Tudway, the owner of the bank, lives next door. Franklin is going to marry his daughter, Maude. So it makes no sense that Franklin would steal money from the bank."

"What does Tudway think about all this?" I asked.

Mr. Gale frowned again. "Tudway believes what the police tell him, and the police are saying that Franklin is guilty."

Before I could ask another question, there was a knock at the door and a young woman entered the library. Like Mr. Gale, she was upset.

"This is Maude Tudway," Mr. Gale said to me. "Maude, Mr. Zambra is a private detective. I've asked him to prove that Franklin is innocent."

"Can you help us?" Maude asked. "I know Franklin is innocent. Three days after the robbery, I saw with my own eyes that Franklin had only one \$100 bill."

"How can you be so sure?" I asked.

"There was a party at our house," she replied. "Franklin was there. During the party, a man came to the house with a performing monkey. The man said that the monkey could tell a real bill from a fake bill. The man had a fake \$100 bill with him, and he asked someone to give him a real one so the monkey could do the trick. Franklin was sitting next to me. He gave a \$100 bill to the man. Then he said to me that he hoped the man would be careful. That was the only \$100 bill he had. The real bill and the fake bill were given to the monkey, who tore up the fake bill and handed the good one back to Franklin."

"I must find the man with the monkey," I said.

"I can help you," Maude answered. "I took a picture of them."

A few days later, I found the "monkey man." I asked him what happened at the party.

"I was out doing tricks with my monkey, Jacko," he told me. "We did the trick where Jacko tells a fake bill from a real one. Afterward, a man came up to me. He said he had a friend who was careless with money. He wanted to teach his friend a lesson. He said he would pay me well if I went to a party the next day and did Jacko's money trick there. I was to borrow a \$100 bill from the man's friend. But instead of giving him back his own \$100 bill, I was to give him a different bill. The man would give me the bill that I would give to his friend."

"The next day, the man met me outside the party. He showed me his friend and gave me the \$100 bill I was to give him after Jacko's trick. The man paid me, and I did what he asked me to do. Then I left the party. I did nothing wrong. Jacko tore up the fake bill. The bill I gave back was a real one."

"Show me where the man who asked you to do this lives," I said.

The monkey man took me to 21 High Street. I looked on the bell and read the name—James Spruce.

The truth came out at the trial. But it wasn't the trial of Franklin Gale. It was the trial of James Spruce, Franklin's boss. He had taken the money from his own drawer at the bank. Afterward, he decided to find a way to see that someone else was blamed for his crime. When he saw Jacko's trick, he got an idea. He gave the monkey man one of the bills he stole from the bank and told him to give it to Franklin. He knew that when Franklin spent the bill it would be traced back to him. He was going to hide the rest of the money until Franklin was in jail for his crime.

When the truth came out, Mr. Tudway felt bad that he had believed Franklin had stolen the money. To make things right, he gave Franklin James Spruce's job at the bank. Franklin and Maude were married, and her picture of the "monkey man" now hangs in their living room.

Supplemental Material: Vocabulary

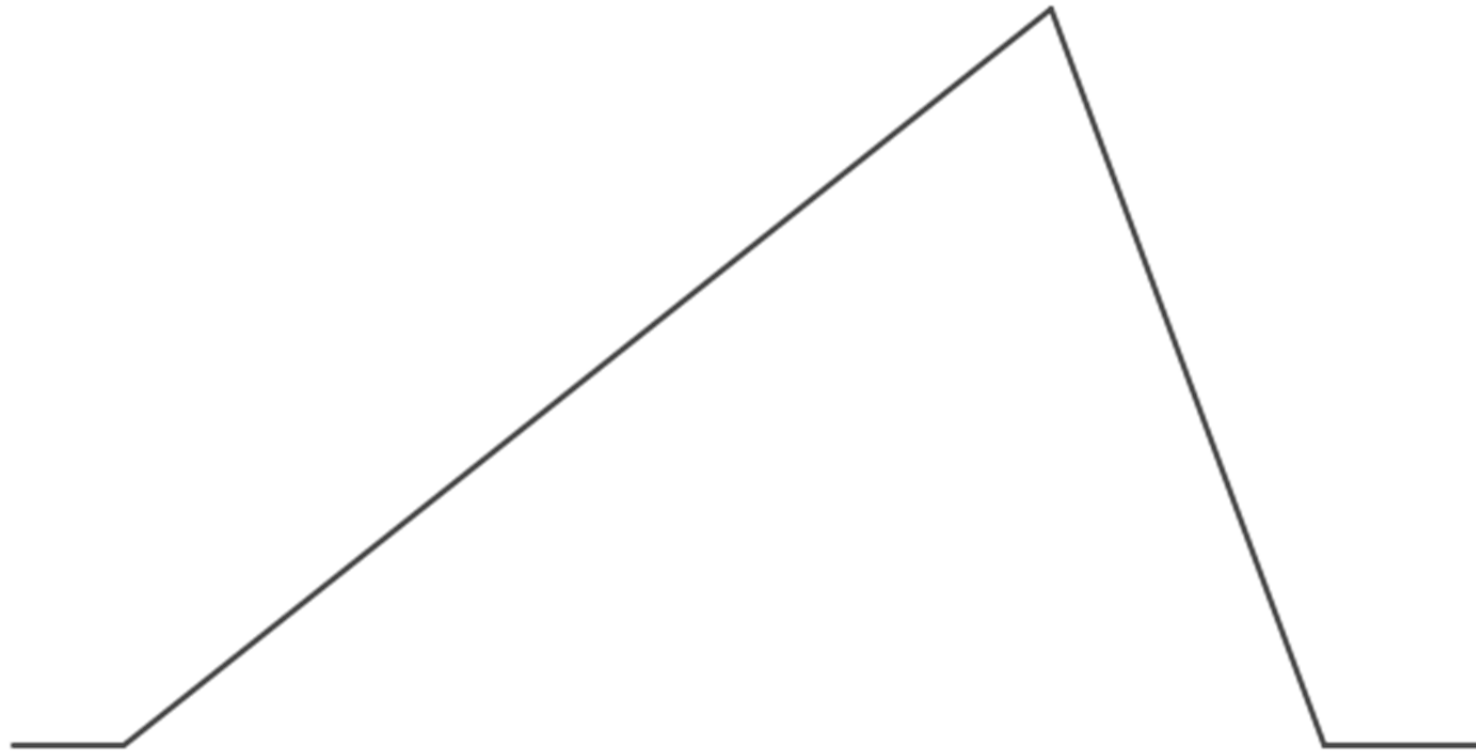
accused
turned up
prove
eager
at once
what's more
pointed out
serial numbers
wound up
take my word for it
makes no sense
innocent
saw with my own eyes
careless
instead of
trial
traced
truth came out
make things right

Supplemental Material: Graphic organizer

Name _____

Date _____

The Monkey Man: Plot Diagram



LESSON TOPIC: "The Mystery of the Scythe"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Writing: Summarize content-based information.

Listening: Identify illustrated main ideas and supporting details from oral discourse.
Follow multi-step oral directions.

Speaking: Retell short stories or events.
Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames to summarize "The Mystery of the Scythe" in speaking and writing.

CONTENT – Students will be able to read "The Mystery of the Scythe" fluently in Reading Assistant.

KEY VOCABULARY

shade	obviously	deeds	cemetery
saws	how in the world	property	reminded
dared	I bet	strongbox	hitched up
chisel	tree stump	records	immediately
rusty	yikes	clues	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with short definitions, copied for each student or displayed somewhere visible
- Sentence frames displayed somewhere clearly visible (page 3)
- Pencils and paper

MOTIVATION

(Building Background)

Have you ever solved a mystery? Do you know what a mystery is?

Tell us about a mystery you solved.

If students don't know the term *mystery*, define it and give an example. Allow students to share their stories about solving a mystery. If they can't think of any, ask if they've read a book recently about a mystery (for example, *Scooby-Doo*, *Nate the Great*, *Cam Jansen*, *The Boxcar Children*). Have students share out their experiences with mysteries.

Today we'll read about a mystery a boy solves with the help of his dad. As we read, think about ways to tell this story to your friend on the playground in 2 minutes or less.

Why do you think it's important to be able to quickly summarize what we just read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection aloud slowly. Pause at the key words and have students practice saying the key words and talking about the definition, as needed.

Now, I'm going to do something called *summarize*. When I summarize, that means I will say what the story is mostly about in a short description. I will give myself five sentences to summarize the story.

Summarize the story aloud in five sentences. It might sound like this:

1. **First, a family cut down a tree in their front yard and they found a big old knife.**
2. **So, the boy in the family was curious where it came from, and he got the help of his dad to find out why it was in the tree.**
3. **Then, they searched local records and interviewed older people in the community.**
4. **Finally, they learned that the family that used to live in the house had a son that went off to fight the Civil War.**
5. **They left the knife there for when he returned, but he never came home so the tree grew around it.**

Now we'll read the story together, and I'll give you some sentence frames to help you tell the story to the person sitting next to you. Once we say it, we'll write it down, and that will be our summary.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students.

Then have students say a short summary of the selection to their partner. Students might ramble at first, speaking in run-on sentences. Coach them as needed on how to get to the point, or shorten what they want to say. Model paraphrasing several times.

Give students the following sentence frames to help them keep their summaries short and sweet. Remind them that they will be writing these soon, so they should keep that in mind as they talk.

First, _____.

Next, _____.

Then, _____.

Finally, _____.

Make sure each partner has an opportunity to verbally summarize. If students need to shorten their summary, have them do it a few more times as needed.

After all students have had an opportunity to say their short summary, have them write out their summaries.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For extra credit, have students summarize another book they are reading for independent reading.

Supplemental Material: Selection text

The Mystery of the Scythe

Billy Tubbs hated to see the big old oak tree come down. He had climbed its branches, hidden behind it while playing hide-and-seek, and escaped the sun's heat in its cool shade. But now the tree was dying, and Billy's mom and dad were afraid it would fall on their house.

Billy watched as the workmen climbed eighty feet into the tree and, with saws and ropes, began to take the old oak apart. "Acrobats with saws," his mother said.

By late morning, most of the tree was down, and a tall man with a chain saw began to cut through the three-foot-thick trunk. Billy got as close as he dared, mainly to look at the rings. His fifth-grade teacher, Mrs. Kelly, had told him that you could tell the age of a tree by counting the number of tree rings.

"Hey, Joe, there's a piece of metal stuck in here," the tall man called to his partner. "I almost cut through it." Joe came over to take a look, and Billy moved closer. He watched as Joe used a handsaw and then a hammer and chisel to carefully free the object. It was a long, curved, rusty blade, obviously very old.

"It's a scythe," Joe said, holding it up.

"What's a scythe?" Billy asked.

"Well, boy," the tall man said, "this thing had a wooden handle at one time and was used to cut grass. Like this." He took the blade and made a side-armed motion with it. "How in the world did it get buried in the tree like that?"

"I'll bet it's been there over a hundred years," Joe said.

"Wow, a hundred years!" Billy was excited. "May I have it?"

"Sure, kid, it's your tree." The tall man handed the scythe to Billy. "Be careful with it."

Billy loved mysteries, and this was a good one: a scythe buried in an oak tree for over a hundred years. Who had put it there? And why? His parents might know.

Billy's father was still at work, but his mother thought it was a good mystery, too. "Somebody probably stuck it in when the tree was very young, and over the years the tree grew around it," said Mrs. Tubbs.

"Why, Mom? Why would somebody just leave it there?" asked Billy.

Mrs. Tubbs didn't know, but she had an idea. "Why not count the rings on the tree stump and figure out how long the scythe has been there?" Together, they went to the stump and counted. It was hard work. The stump was thick, and it was sometimes difficult to tell just where a ring started and ended. They finally decided that the tree was about 145 years old.

"Yikes," Billy's dad said when he got home. "One hundred and forty-five years old? Are you sure?"

"Why not?" Mrs. Tubbs said. "Many oaks live two hundred years and more."

"What about the scythe, Dad?" asked Billy. "Why was it stuck in the tree in the first place?"

"I don't know," said Mr. Tubbs, "but we might be able to discover who put it there."

"How?" asked Billy.

"We have deeds to this property in our strongbox in the cellar. One of the old ones should tell us who owned the property when the oak was young. Maybe that's the person who stuck the scythe in the tree."

Billy and his dad got out all the old deeds. Each deed told who had owned the property and when. Billy and his father discovered that a man named James Bartow had owned it from 1850 to 1885.

"I guess that solves the mystery, Billy," said his dad. "James Bartow probably put the scythe there when the tree was small."

Billy wasn't satisfied. "But why, Dad?"

"Maybe just to see if the tree would grow around it." Mr. Tubbs thought for a minute. "The family owned the land during the Civil War. Maybe we can check some old records to see if a Bartow was a soldier."

"What good will that do?" Billy was puzzled.

"Maybe no good, but the more we learn about the family, the better chance we have of solving the mystery. Good detectives gather all the clues they can," his dad said.

The next day Billy and his father went to the library. Mr. Hogan, the librarian, found a list of all Hillman, New York residents who had been soldiers during the Civil War. A John Bartow of the Fourteenth Regiment was listed as missing in action in 1864.

Billy and his father were learning things about the Bartow family, but they were no closer to solving the mystery. They decided to see if they could find any Bartow gravestones in the cemetery. The caretaker led them to an old section where most of the gravestones were worn and difficult to read.

They found three Bartows. James Bartow was born in 1821 and died in 1886. His wife, Amanda, was born in 1827 and died in 1878. Their son Charles was born in 1845 and died in 1922. There was no stone for John, the Civil War soldier.

There seemed little more they could do. Billy thought of looking in the telephone book for people named Bartow. None were listed for Hillman or nearby towns. "A good idea anyway," Mr. Tubbs said.

That night at supper, Billy's mom had one final idea. "If Charles Bartow died in 1922, there might be somebody still alive in Hillman who knew him. Charles may have told someone the story of the scythe."

The three of them made a list of the older citizens they knew in Hillman. On Sunday they set out to talk to them. Mrs. Weiss, the first on their list, remembered Charles Bartow but never talked to him. The second person, Mrs. Bradshaw, came to Hillman in 1923, the year after Charles Bartow died. Billy thought about quitting, but his mom reminded him that good detectives never give up. Mr. Densky, who used to own a shoe store, was the third person on the list. He was almost ninety years old, and when Billy told him about the scythe and the Bartow family, Mr. Densky smiled and nodded his head.

"I didn't know old Charlie very well, but I know the story of the scythe. When I was about your age, young man, my father hitched up our horse and wagon and took me to see that scythe. When we got there—it was the Medford place then -- my father showed me the end of the blade sticking out of the tree.

"He told me that when news of the Civil War reached Hillman, John Bartow was out cutting grass with his scythe. He immediately stopped work, hung the scythe in a little oak tree near the house, and told his parents, 'I'm going to join the army. Leave my scythe hanging in the tree until I return.'

"Three years passed. Then a letter came from an officer in John's regiment. After a fierce battle, John was missing, probably killed. The Bartows hoped that he had been taken prisoner, but when the war ended in 1865, John didn't return home. The scythe stayed in the tree, waiting for him.

"Over the years the sapling grew into a large tree," Mr. Densky continued, "and the wood began to grow around the scythe itself. Till the day they died, Mr. and Mrs. Bartow never gave up hope for John's return. And so the scythe remained. Gradually the handle rotted away until only the blade was left, and most of that had already been swallowed by the time I saw it. So that old scythe was in the oak tree more than 130 years, just waiting for John Bartow to return and pull it out.

"Everybody in Hillman knew that story back when I was a boy. Now I guess almost nobody knows it. Nobody remembers."

"Three more people remember now, Mr. Densky," Billy said.

Although he was sad for the soldier, Billy was glad the mystery was solved. He took the scythe blade to school and told his teacher and class about it. Mrs. Kelly put the scythe on display in a glass case with its story next to it. Now people would always remember John Bartow, the soldier who never returned.

Supplemental Material: Vocabulary

shade
saws
dared
chisel
rusty
obviously
how in the world
I bet
tree stump
yikes
deeds
property
strongbox
records
clues
cemetery
reminded
hitched up
immediately

LESSON TOPIC: "The Old Man of Blackheath"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Make sound/symbol/word relations.

Writing: Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Speaking: Present content-based information.
Recite words or phrases from pictures of everyday objects and oral modeling.

Listening: Carry out oral instructions containing grade-level content-based language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write their own limericks using rules for limerick writing.

CONTENT – Students will be able to read "The Old Man of Blackheath" fluently in Reading Assistant.

KEY VOCABULARY

false teeth
with a start
bitten
oh dear
bless my heart
underneath

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Facts about limericks, displayed somewhere clearly visible (page 3)
- Paper, pencils

MOTIVATION

(Building Background)

Have you ever written a poem?

Wait for students to respond.

Today we're going to write a poem. Poets don't just write a poem from nowhere. Poets find something called *inspiration*. Let's say that together: inspiration. Inspiration is what poets use to write their poems. To be inspired means to want to go create or do something based on something you saw or read.

Why do you think it's important to have inspiration?

What does this help writers do?

What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Here's an example of inspiration.

Insert your own example here; for example:

"I was shopping one day. I found a store that had things made of beautiful colors and intricate details. I saw an elephant that was very pretty with its colors and patterns, and it inspired me to go home and paint my own elephant. I now have a colorful, intricate elephant painting at home."

Think about the word *inspiration* as we read the poem today. We'll need this when we go to write our own poem.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

The poem we'll read today is called a limerick. Let's say that: limerick. Funny word, isn't it? Limericks are actually known as silly poems. They are usually written about something silly. The poem we have today is pretty silly.

Refer to the chart about limericks in the Practice/Application section.

A limerick is a funny poem with five lines. The first, second, and fifth lines must have seven to ten syllables while rhyming and having the same verbal rhythm. The third and fourth lines only have to have five to seven syllables, and have to rhyme with each other and have the same rhythm.¹

¹ <http://examples.yourdictionary.com/limerick-examples.html>

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once for students, pausing at key vocabulary words to define, give examples, and allow students to practice pronunciation as needed. Point out the body parts as you read.

What do you think the author's *inspiration* was for this poem?

Give students an opportunity to share. Then read the selection again, this time with students. Then, have students read the selection to you. Have students clap or count out the syllables as they read.

Now that we know how limericks sound, let's think about what our own limerick could be about. Again, here are the rules for limericks:

Limericks

- Are funny
- Have 5 lines
- Lines 1, 2, and 5 rhyme, have the same rhythm, and have 7-10 syllables
- Lines 3 and 4 rhyme, have the same rhythm, and have 5-7 syllables

Remember that word—*inspiration*? Let inspiration come for you with the people here or the things around the room or the things you did today or this weekend. For example, something in this room that inspires me is _____.

Choose an interesting object in the room and model writing a couple of lines about how that object inspires you.

Have students write a limerick, working in pairs for language support. Give students time to write their own limericks—be explicit about think time for inspiration and then work time for limerick writing. Direct students to the selection text for examples of how to write the lines and how the limerick should sound. Encourage students to read their limericks aloud as they work. If there is time, have students draw a picture to accompany their limericks.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selections in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own poems about something they choose, following their own poetry rules.

Supplemental Material: Selection text

The Old Man of Blackheath

There was an old man of Blackheath,
Who sat on his set of false teeth.
Said he, with a start,
"Oh, dear, bless my heart!
I've bitten myself underneath!"

Supplemental Material: Vocabulary

false teeth
with a start
bitten
oh dear
bless my heart
underneath

LESSON TOPIC: "The One-Horse Farmer"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify basic elements of fictional stories (e.g., title, setting, characters).
Use learning strategies (e.g., context clues).

Writing: Copy written language.
Use first language to help form words in English.
Describe people, places, or objects from illustrated examples and models.
Provide information using graphic organizers.
Form simple sentences using word/phrase banks.

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Find details in illustrated, narrative, or expository text read aloud.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Use academic vocabulary in class discussions.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to infer character traits using text evidence, guiding questions, and a graphic organizer.

CONTENT – Students will be able to read "The One-Horse Farmer" fluently in Reading Assistant.

KEY VOCABULARY

kingdom	boast	pile
poor	arrest	manage
fellow	taxes	omelet
indeed	exclaimed	afford
sighing	surely	eyebrows
sorry lot	neither	wool
royal	talk it over	stable
tax collector	unfair	
to what do I owe this honor	harsh	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words displayed somewhere clearly visible
- Sentence frames displayed somewhere clearly visible (page 4)
- Character map, copied for each student and displayed somewhere clearly visible (page 7)

MOTIVATION

(Building Background)

Today we will read a story about a man who might or might not be telling the truth. As we read, we will use what we learn from the story and what we know about people to *infer* what he is like as a person. Let's say that together: *infer*. When you *infer* something, you take what you already know about the world and what you see or read, and make an idea of what is really happening that might not be so obvious. Why do you think it's important to know how to *infer*?

Have students Think-Pair-Share their responses.

For example, let's say you are at the beach playing. You see a young child playing in the water down the beach. You see the parents nearby. They are watching their child. A little later you see that same child in the water but much deeper. The parents are putting on sunscreen. They are not looking at their child. The child has his or her arms in the air and looks like they are not having fun. Now, you see a situation happening. Let's think for a minute about what we already know about the world.

What do we know about water?

Have students share what they know—water is deep, you can go underwater and be in trouble, you have to know how to swim, waves can be dangerous, and so on.

What do we know about little children?

Wait for students to respond.

So, now, what do we have? We know water can be very dangerous, especially waves on the beach, and we know that little children probably can't swim very well. Now let's go back to the situation. What can we *infer* or guess about the situation we see?

Give students an opportunity to respond.

We can *infer* that the child might be drowning. Is the child going to walk up to you and say 'Excuse me, I'm drowning can you please help?' It's not always that easy, right? So we have to use what we know about the world and what we see to infer what is really happening. Then what should we do?

Have students Think-Pair-Share their responses.

Today, as we read, think about what kind of character our main character is. As we read, we will not only practice reading fluently but also we will *infer* what kind of person this man is.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection once to students, pausing at the key words and phrases to define, give examples, and allow students time to practice pronouncing them. Then, read the selection again, this time with students. As you read, think aloud about the farmer, the tax collector, and soldier. Begin working on your character map to model to students:

Hmm, this story says that the one-horse farmer can't pay taxes to the king because he doesn't have anything to pay taxes on, so what does that tell me about the farmer? I think to me that says that he's probably a poor person. So I'm going to record that here as a part of his character map.

Write "One-Horse Farmer" in the first large circle and "Tax Collector" and "Soldier" in the lower larger circle. Write "poor" in one of the circles connected to One-Horse Farmer's circle.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Move through the rest of the selection with students, completing the concept maps for these characters as you go. As students read along with you, pause them where appropriate (if they do not pause on their own) to have them think about who the characters are as people. Use the guiding questions below to get students thinking. Have them verbalize why they think what they think using evidence from the text.

What does this part of the story tell us about this character?

What clues do we have that tell us _____?

Why do you think a person would _____?

Is _____ someone you would be friends with in real life? Why/why not?

Does that seem like a good thing/bad thing to do? Why is that?

Have students record their observations about the characters on their graphic organizers. Model the first few as needed and then do several with students. Have them complete the selection aloud, and complete their character maps individually or in pairs. Once students finish, have them read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For an added challenge, have students use a thesaurus to get creative with the words they use to describe the characters.
2. For extended practice, have students complete their own concept maps for a few characters in a different story during small group work or independent reading.

Supplemental Material: Selection text

The One-Horse Farmer

Once upon a time there was a farmer who had but one horse. In the kingdom where he lived, most farmers had two or three horses, and some had even more, so he thought himself a poor fellow indeed.

One day as the farmer sat at breakfast, sighing and shaking his head at his sorry lot, a knock came at the door. He went to answer it, and there stood one of the king's soldiers along with the royal tax collector.

"Well," said the farmer, "to what do I owe this honor? One of the king's own soldiers and the tax collector, both at the same time! Not many one-horse farmers can boast as much."

The tax collector bit his lip. The soldier looked at his boots, and his face grew red. "The fact of the matter," said the tax collector, "is that we have come to arrest you for not paying your taxes."

"Taxes?" exclaimed the farmer. "How can the king expect a poor one-horse farmer to pay taxes! Surely there's been some mistake."

The soldier and the tax collector looked at each other. Neither was a harsh man. "Well," said the tax collector, "let us come in and talk it over. No one wants to be unfair."

The farmer let the soldier and the tax collector enter. They sat down at the table where the farmer had been eating breakfast, and the tax collector pulled out a pile of important-looking papers.

"Now then," he said, "you say you have only one horse. How many cows do you have?"

"None," said the farmer.

"How many pigs?"

"None."

"Sheep? Goats? Chickens?"

"Not a one to my name," said the farmer sadly. "Just one horse. That's all I have."

"Why, how do you manage?" asked the tax collector. "I see you have a nice omelet in the pan on the stove. How do you afford eggs?"

"Oh," said the farmer, "my horse lays an egg each morning—but only one. If she would lay a few more, I could sell the eggs and then I could pay my taxes."

The tax collector was amazed. A horse that could lay eggs! Still, as the farmer said, one egg a day wouldn't pay taxes.

"You poor fellow," said the soldier. "Times must be hard for you. Yet your clothes don't look like those of a poor man. That's a nice wool shirt you have on, and there's a heavy blanket on your bed."

Well, as to that," said the farmer, "my horse has a thick coat of wool I shear each spring for my clothes and blankets. If she had wool in the fall, too, I could sell that to pay my taxes."

The tax collector's black eyebrows shot high. "A horse that lays eggs and is covered with wool? Astounding! But you say she gives you only enough for your own needs. I'm surprised you had enough money to buy milk for your oatmeal."

"Oh, I don't buy that," said the farmer. "My horse gives me enough milk for my oatmeal every morning. If she gave more milk, I could milk her twice a day and then sell the evening's bucket to pay my taxes."

The tax collector and the soldier looked at each other. A horse that gave eggs and wool and milk! Still, as the farmer said, he couldn't pay his taxes with an egg he'd already eaten, or milk he'd drunk, or wool he was wearing.

"Well," said the tax collector, gathering up his papers. "I can't promise what the king will do, but he is not a hard man. I'm curious, though. Didn't you ever think to sell that remarkable horse for a great deal of money?"

The farmer looked surprised. "Now, why would I do that?" he asked. "If I sold my horse, I wouldn't have eggs for my omelets, or milk for my oatmeal, or wool to keep me warm. And on top of that, if I had money, the king would be sure to make me pay my taxes. No, I'm only a one-horse farmer, but that's what I want to be."

The soldier and the tax collector said good-bye and hurried off to tell the king that the farmer was a poor man who couldn't pay any taxes.

The farmer stood in the doorway, waving good-bye. "Sell my horse!" he said aloud. "What a silly idea."

Over by the stable door, the horse lifted her head and looked at the farmer. "I should think so," the horse said. "If you sold me, you wouldn't have anyone to play checkers with."

Supplemental Material: Vocabulary

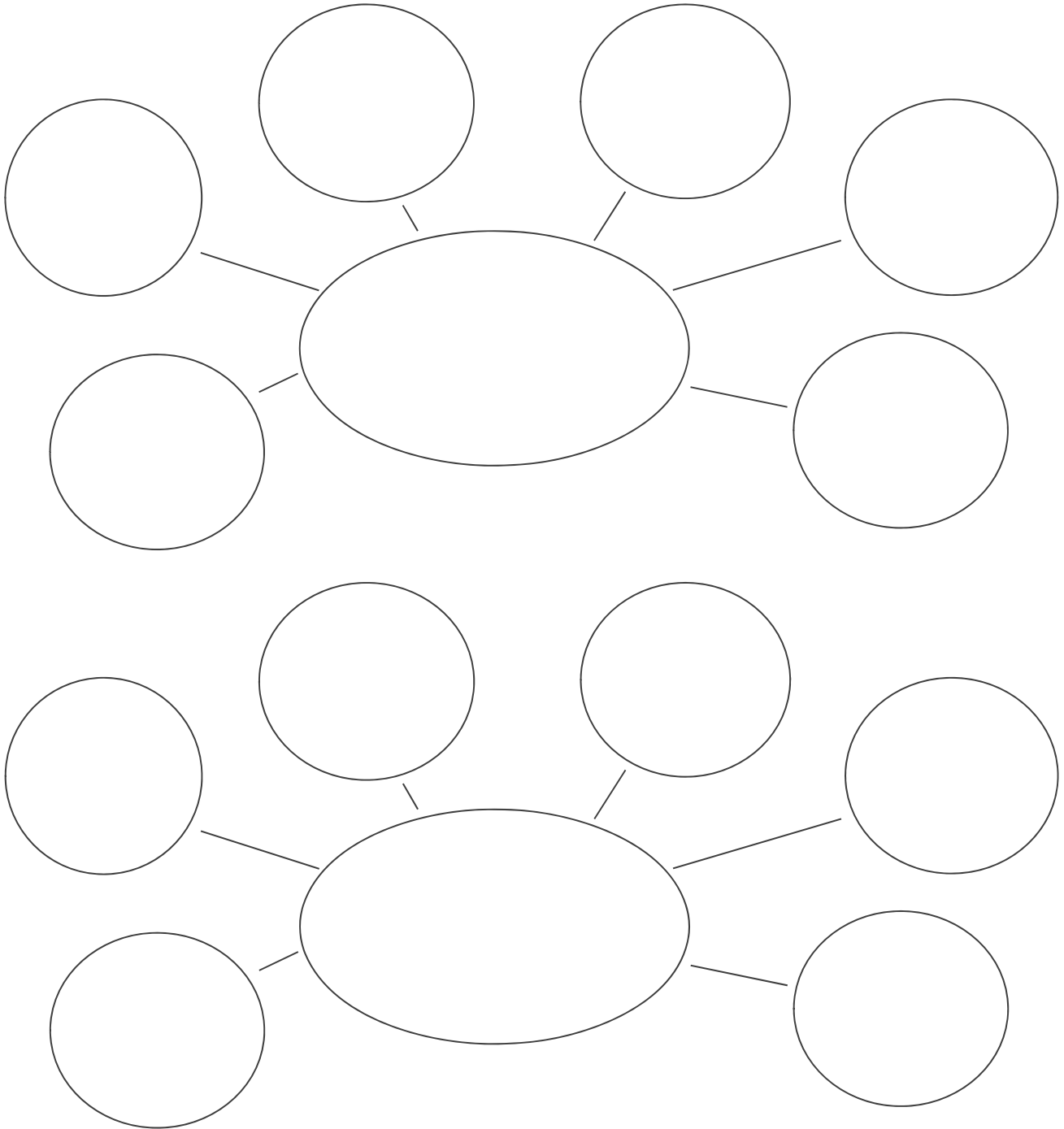
kingdom	boast	pile
poor	arrest	manage
fellow	taxes	omelet
indeed	exclaimed	afford
sighing	surely	eyebrows
sorry lot	neither	wool
royal	talk it over	stable
tax collector	unfair	
to what do I owe this honor	harsh	

Supplemental Material: Graphic organizer

Name _____

Date _____

The One-Horse Farmer: Character Map



LESSON TOPIC: "The Revolutionary Deborah Sampson"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Writing: Summarize content-based information.

Listening: Identify illustrated main ideas and supporting details from oral discourse.
Follow multi-step oral directions.

Speaking: Retell short stories or events.
Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE Students will be able to use key words and sentence frames to tell a summary of the story

CONTENT – Students will be able to read "The Revolutionary Deborah Sampson" fluently in Reading Assistant.

KEY VOCABULARY

disguised	regiment
indentured	scheme
household chores	suspected
desire	determined
independence	rumored
colonies	lectures
valued	professionally
relying	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with definitions, copied for each student or displayed somewhere clearly visible
- Pencils and paper

MOTIVATION

(Building Background)

We are going to read a special story today about a very brave woman. As we read, think about the *main idea*, or what the passage is mostly about. When we finish, we'll write a short summary of the story.

Who can tell us what a summary is?

Give students wait time. Repeat or rephrase their responses to ensure understanding.

Why do you think it's important to do this as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Remember, be thinking about the main idea as we read. What is the *main idea* again?

Give students wait time to respond.

Read the selection to students, then have students read the selection with you. Pause at any words where students struggle and have them practice saying the words.

Have students read the selection aloud two or three more times, either with you or by themselves. Pause to discuss unfamiliar words where appropriate.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now that we have practiced reading the story and have learned some new words, it's time to tell the story to a friend.

Have students retell the selection to a partner using the following sentence frames. Encourage them to use the key vocabulary words from the list.

First, Deborah Sampson is a woman who was born _____.

She wanted to _____.

She left the farm where she was indentured and _____.

She got injured, but _____.

She left the military and _____.

She was very successful because _____.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a summary of the selection using the sentence frames in pairs or in a group, or for more of a challenge, have them work individually or write a summary without the sentence frames.

Supplemental Material: Selection text

The Revolutionary Deborah Sampson

Deborah Sampson wanted to fight for America's freedom. But during her lifetime, women could not be soldiers. However, Deborah was not going to let that stop her. She disguised herself as a man and joined George Washington's army.

Deborah Sampson was born in 1760 in Massachusetts. When she was a young child, her father left the family. Her mother struggled against poor health to raise her children. At the age of 10, Sampson was indentured to a farmer named Jeremiah Thomas. Being indentured meant that Deborah had to work for Thomas until she reached the age of 18. She worked in the fields and did household chores. Over the years, she became strong. She also developed a strong desire to be in charge of her own life.

Deborah was allowed to attend school in winter. At school, she learned about the colonies' fight for independence. After gaining her independence in 1778, she worked as a weaver and then as a teacher.

The Revolutionary War, in which the colonies fought for their independence from Britain, began in 1775. The experiences of Deborah's early years had taught her just how much she valued freedom. Now that the United States was fighting for its freedom, she knew what she would do.

She dressed in men's clothing and cut off her hair. On May 20, 1782, relying on the strength she had gained during her years on Thomas's farm, she joined the 4th Massachusetts Regiment using the name "Robert Shurtleff."

Deborah's scheme worked. Her fellow soldiers thought that she was a man who was too young to grow a beard. No one suspected that this brave and determined "boy" was actually a woman.

Sampson fought often and was wounded twice. In one battle, she was shot in the thigh. Fearing that she would be discovered, she didn't tell the doctor, but treated herself. Soon she was back in the fight. Later, when she became ill with a serious fever, the doctor who cared for her realized the truth. He kept Sampson's secret and helped her leave the army with honor. Later, it was rumored that Washington himself may have known that she was a woman.

Back in Massachusetts, Sampson married Benjamin Gannett in 1785, and the couple had three children. In 1797, a book about Sampson was published. This book told of her adventures as a female soldier in disguise. Deborah began to give lectures about her experiences. She may have been the first woman to lecture professionally in the United States.

In 1982, the Massachusetts Legislature named Deborah Sampson the state heroine, and May 23rd became Deborah Sampson Day. Because she had been an indentured servant, and because she couldn't fight for the colonies' independence as a woman, freedom was all the more important to Sampson. During her life, she fought for her country's freedom in a way few women of her time could—by carrying a rifle on a battlefield.

Supplemental Material: Vocabulary

disguised
indentured
household chores
desire
independence
colonies
valued
relying
regiment
scheme
suspected
determined
rumored
lectures
professionally

LESSON TOPIC: "The River Otter"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.
Copy written language.
Use first language to help form words in English.

Listening: Classify objects according to descriptive oral statements.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Entering, Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to define words in speaking, listening, and writing using native language support.

CONTENT – Students will be able to read "The River Otter" fluently in Reading Assistant.

KEY VOCABULARY

otter	crayfish
think	treat
waterproof	slippery
shaped	juggle
stomach	balancing
dive	den
float	rest

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Graphic organizer copied for each student (double-sided, page 5)
- Pictures of river otters doing various activities
- Pencils

MOTIVATION

(Building Background)

Have you ever been to the zoo?

Give students wait time to respond.

What do you see at the zoo?

Have students share what they see and do at the zoo. Get students talking about all the things they see animals doing.

What was that animal doing when you saw it?

Today we're going to read about an animal and all the things it does. The animal we will learn about is called an otter. Have you ever seen an otter?

Show students pictures of an otter and have students talk about what they see the animal doing in the pictures. Give them wait time or sentence frames as needed.

If students are shy to talk, model for them. Then have them talk with a partner instead of to the whole group.

Now, we're going to practice reading today. Why is practicing reading important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As I read, we're going to learn some new words to help us talk about otters. When I pause, we're going to talk about the new word and what it means. Then you'll write your own definition or draw your own picture of what the word means.

To get us started, we'll begin with the most important word in the story: otter. Let's look now at the graphic organizer in front of us. What is it asking us to write here?

Have students share out what they see on the graphic organizer. Give them wait time as needed.

Let's do the first word together. Our first word is 'otter.' We're asked to write if it is a noun, a verb, or an adjective. Do any of us know what those words mean?

Have students share out if they are familiar.

Define "noun," "verb," and "adjective." Have students decide which word best defines "otter." Have students draw a picture of an otter or write some words about what it is. If they know the word in their native language, have them share that out (they might not know how to write it in their first language, which is OK).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection aloud once slowly. Then read the selection a second time, this time pausing at the key words to define them and have students fill out their graphic organizers. Define and give examples of words as needed and have students practice saying the word. Have students read the selection once more if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students add words from the reading or words you call out to their graphic organizers, identifying the word as a noun, verb, or adjective, and drawing a picture or writing a few sentences defining the word.

Supplemental Material: Selection text

The River Otter

A river otter is at home in ponds, lakes, and rivers. Her thick brown fur is waterproof. It keeps her warm and dry, even when she swims in cold winter waters.

The river otter is a great swimmer. Her long body is shaped for swimming, and her big back feet help her move quickly through the water. She can swim on her stomach or dive deep into the water. Sometimes, though, she just likes to float on her back.

Her dinner might be fish or frogs she catches. Crayfish are a favorite treat. She eats in careful little bites.

River otters love to play. In the deep snow, they play hide-and-seek. Another fun game is to slide down a slippery hill, splash! right into the water. Sometimes a river otter will dive for rocks. Then she will juggle a rock in her paws. Balancing a leaf on her nose and chasing her own tail are a lot of fun, too.

The river otter sleeps in a den on a bed of dry leaves. After a rest, it's time to eat, swim, and play some more.

Supplemental Material: Vocabulary

otter
think
waterproof
shaped
stomach
dive
float
crayfish
treat
slippery
juggle
balancing
den
rest

Supplemental Material: Graphic organizer (double-sided)

Name _____

Date _____

The River Otter

Key Word	Noun, Verb, or Adjective?	My Picture or Definition
otter		
thick		
waterproof		
shaped		
stomach		
dive		

Key Word	Noun, Verb, or Adjective?	My Picture or Definition
float		
crayfish		
treat		
slippery		
juggle		
balance		
den		
rest		

LESSON TOPIC: "The Science of Lie Detectors"

STANDARDS

WIDA Grade Level Cluster 3-5

Writing: Describe events, people, processes, and procedures.

String related sentences together.

Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Listening: Infer from and act on oral information.

Speaking: Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use story starters to write their own stories in English, incorporating key vocabulary from the text in their writing. Or, students will be able to use native language support to define key vocabulary words in English, in both writing and speaking.

CONTENT – Students will be able to read "The Science of Lie Detectors" fluently in Reading Assistant.

KEY VOCABULARY

liar	subject (a person or animal being tested)
fake	cuff
often	simple
control	response
polygraphs	tricky
heart rate	reveal
blood pressure	suddenly
nervous	spot (to identify)
sensors	

MATERIALS

- Selection text and story starters, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Dictionaries
- Pencils and paper

MOTIVATION

(Building Background)

Today we will read a story about liars. The key vocabulary here (on the board/in the handouts) will help us understand the story.

Before we begin, let's talk about lying. Have you ever told a lie?

Have students share stories of a time they lied or someone they know lied.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We're going to write our own story about lying using the key vocabulary words.

To get started, I want you to think about the story you just told me and how you could use that story to write your own story.

Give students 15 seconds to think.

I'm going to give us about 10 minutes to write our own stories about liars or lying. Let's see how many vocabulary words we can use in our stories and have it still make sense. Before we do that, however, let's talk about the vocabulary words.

Discuss each key vocabulary word with students, giving definitions where needed. Use simplified language and circumlocution where appropriate. When students have an understanding of the words, have them start writing their stories, either with or without the story starters.

Let students use a dictionary to learn more about the vocabulary words or to add creative words to their stories. Have students write for about 10 minutes, then have students share out their stories, counting how many words they were able to effectively incorporate into their writing.

NOTE: For beginner language learners, have them write stories in their native language, or have them translate the vocabulary into English on a sheet of paper and work as a group to come up with a definition for each word. Then move on to "Practice/Application".

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students, then have students read it with you. Pause at any words where students struggle and have them practice saying the words.

Have students read the selection aloud two or three more times, either with you or by themselves.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students edit, revise, and proofread their stories.

Supplemental Material: Selection text

The Science of Lie Detectors

Can you spot a liar? Do you watch a person's eyes or eyebrows as they talk? Do you look for a fake smile? Good liars can often control their faces very well. But lying may cause other changes in the body. These can be changes that a person can't control. This is the idea behind polygraphs, or "lie detectors."

Many people get nervous when they lie. Their heart rate goes up. Their blood pressure rises. They may sweat. A polygraph uses sensors to show these changes.

A polygraph test isn't very exciting to watch. The subject, or person taking the test, sits in a chair. The questioner puts a blood-pressure cuff and other sensors on the subject's body. The sensors measure how the subject's body reacts during the test and when the subject answers questions.

The first few questions are simple. The questioner may ask, "Is your name John Smith?" Or, "Do you live in Springfield?" The sensors show how the subject's body responds to these easy questions. This gives the questioner an idea of the subject's normal response when he or she is telling the truth.

Then, the questions get tricky. The questioner may ask, "Did you eat breakfast today?" and follow that with, "Did you steal the money?" The questioner keeps a close watch on what the sensors reveal about the subject's responses. The subject may sweat. His or her blood pressure may suddenly rise. Responses like these show the person is nervous. Someone who is nervous about giving an answer might be lying.

Polygraphs aren't perfect. Some people may be so good at lying that they don't get nervous. Other people may get so nervous during the test that it looks like they're lying even when they tell the truth. However, polygraphs are one tool that can help police spot a liar.

Supplemental Material: Story starters

1. There once was a man who could never tell a lie. He had a few friends, a nice job, lived in a big city, but no matter how he tried, he could never tell a lie. One day...
2. All the kids in the neighborhood loved _____. He was kind and caring and friendly. That is, until one day, when he began to _____. All of a sudden...
3. "Lying is for losers," cried Sarah. She was mad at her little brother Mateo again. He broke a vase and lied to their mom, again! Her mother doesn't believe Sarah when she tells her that Mateo always lies. But this time, Sarah decides to...
4. Once upon a time, there was a nasty little village in a valley. Everyone in the village was mean. They lied and stole from one another all the time! Until one day...

Supplemental Material: Vocabulary

liar
fake
often
control
polygraphs
heart rate
blood pressure
nervous
sensors
subject (a person or animal being tested)
cuff
simple
response
tricky
reveal
suddenly
spot (to identify)

LESSON TOPIC: "The Snow Walker"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.
Copy written language.
Use first language to help form words in English.

Listening: Classify objects according to descriptive oral statements.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use the parts of speech to learn descriptive language in English from "The Snow Walker."

CONTENT – Students will be able to read "The Snow Walker" fluently in Reading Assistant.

NOTE: This lesson will last 7-8 sessions.

KEY VOCABULARY

22 verbs, 30 nouns, 8 adjectives or adverbs

Chapter 1

jolted
 rattled
 tossing
 parlor
 kerosene lamp
 blocking
 icebox
 foolish
 exclaimed
 snow drifts
 second story

Chapter 2

barrel hoops
 slats
 cord
 piled on
 overcoat
 mittens
 waist
 shrieked
 shawl
 Alaskan parka
 sled
 landmarks
 clothesline

Chapter 3

biting wind
 hardly
 recognized
 window ledge
 a crack
 condensed milk

Chapter 4

tugged
 dog sleds
 admired
 noon whistle
 lint
 clung

Chapter 5

frantic
 begged
 stockings
 wagons and
 carriages
 telegraph pole

Chapter 6

prescription
 clothespin
 urged
 flapping
 nervously
 pleading

Chapter 7

icy bits
 wobbling
 ached
 awkward

Chapter 8

violent
 gust
 barely
 exactly
 trudged
 glimpsed
 spirits soared
 struggled
 sill
 supper
 declared

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words displayed somewhere clearly visible
- Flash cards of all the key vocabulary words with a simple definition or picture on the back
- Graphic organizer copied for each student (double-sided, page 14)
- Pencils

MOTIVATION

(Building Background)

As we read today, we are going to see a lot of what is called *descriptive language*. Let's say that together: *descriptive language*. As I read, follow along and look for any words you might not have seen before or that you know are interesting. Chances are, that is probably *descriptive language*. *Descriptive language* helps us understand exactly what the author is trying to show us—it describes precisely what things look like, sound like, or feel like, and makes us feel like we're there.

Now, we're going to practice reading by learning some new words today. Why is learning new words important?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Before we begin, we need to know three things. First, we need to know 'nouns.' Second, we need to know 'verbs.' Last, we need to know 'adjectives.' Can anyone tell me what any of these things are?

Have students share out what they know. Give wait time as needed. Build on what students say with your own definitions and write those definitions somewhere clearly visible next to the word they define. For students who may quickly forget, have them write the definitions on their own graphic organizers in the spaces next to the words.

Place the flash cards face down on the table. Together, have students choose a card, talk about the word, and then label it *noun*, *verb*, or *adjective*. Then have students sort them into three piles (one for each part of speech). Start this activity with a lot of support, then gradually provide less and less until students are doing the activity for some time on their own.

Read the first chapter once, modeling fluency and expression. As you read, pause to give students time to practice saying key words or difficult words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the first chapter again with students, modeling fluency and expression. As students come to a key vocabulary word, have them define the word on their graphic organizers and then do the following:

- If the word is a noun, have students draw a picture next to the word showing what it is.
- If the word is a verb, have students act out the word.
- If the word is an adjective, have students write a sentence using that word.

Then have students look up each word in the thesaurus and write down a synonym. If there is still time, have students read the chapter to you one more time.

Complete this activity for the rest of the chapters and words in the selection. Feel free to incorporate your own words, or have students contribute to the list as they come to words they don't know. If students already know some of these words, feel free to omit them or replace them with other less common words.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own story about what it would be like to be in a blizzard in their own neighborhoods, using as much descriptive language as possible with the story still making sense.

Supplemental Material: Selection text (page 1 of 8)

The Snow Walker: Chapter 1

Monday, March 12, 1888

Crack! The sound jolted Milton awake. A howling wind rattled the window. Milton jumped out of bed and pushed aside the curtains. A smile lit his face. Snow!

Snow was everywhere. He saw that a giant branch had broken from the maple tree. Now wind was tossing it crazily across the yard.

Quickly, Milton pulled on his school clothes and ran downstairs. Snow covered all the windows. The hall and parlor were dark. Back in the kitchen, Mama had lit the kerosene lamp. Everyone was eating breakfast, even baby Jerome in his high chair.

"Mama! Why didn't you call me?" Milton asked. "It's after 7:30. I'll be late for school."

"No school today," his mother replied. "There's a wall of snow blocking the front door."

"We'll all stay home," said his father. "It's dangerous out in that storm."

"We have plenty of food," Mama said, checking the icebox. "But I do wish we had more milk."

"I'll go and buy some," Milton offered.

"Don't be foolish, Milton!" his father exclaimed. "The drifts are already climbing to the second story. You would be buried out there."

"I could go on snowshoes," Milton insisted.

"And where are you going to get snowshoes?" his father asked.

"We could make some," Milton replied. "At school, we've been studying the Alaska Territory. There are pictures of snowshoes in my geography book. I bet we could make a pair. Could we try, Papa? Please?"

His father laughed. "All right, son. Eat your oatmeal," he said. "Then we'll try to make you some snowshoes."

Supplemental Material: Selection text (page 2 of 8)

The Snow Walker: Chapter 2

After breakfast, Milton and his father set to work. They used wooden barrel hoops, thin slats, wire, heavy cord, and the bottom of an old pair of roller skates with the wheels off. Finally, after almost two hours, the snowshoes were ready to try out.

Everyone crowded into the little upstairs bedroom. Milton piled on sweaters, an overcoat, a wool hat, a scarf, and mittens. His father helped him strap on the snow shoes. Then he tied a rope around his son's waist.

"Okay, Milton. I'll hold onto the line until we're sure your snowshoes work," he said. "If you start to sink, I'll pull you back."

He opened the window. An icy wind swept snow into the room. The girls shrieked. Mama covered Jerome with her shawl.

Milton pulled his hat down over his ears and his scarf up over his mouth. He wished he had an Alaskan parka. He took one step, then a second, and a third. He had to keep his feet apart. Otherwise, he stepped one snowshoe on the other, and couldn't walk.

Milton climbed up and down the snowdrift to the window several times.

At last, his father nodded. The snowshoes worked. Milton untied the clothesline. His father handed him a sled with a wooden box nailed to it.

"Watch for landmarks so you don't get lost," Papa warned.

"Please be careful," his mother called.

Supplemental Material: Selection text (page 3 of 8)

The Snow Walker: Chapter 3

Milton leaned into the biting wind. He snow-shoed across the front yard and over the garden fence. Wind had swept the road clear to an icy base in some places. In others, Milton had to climb over drifts of snow. Some drifts were as hard as icebergs. Some moved beneath his feet.

At times, gusts of wind scooped up fallen snow and tossed it back into the air. When that happened, Milton saw nothing, only whiteness swirling around him. He hardly recognized the houses he passed. Everything looked so different piled with snow and hung with icicles.

Milton reached the spot where he knew Mike Ash's grocery store should be. At first, he couldn't find it. The sign had blown away, and snow covered the door and window. Then he climbed up the snowdrift and tapped on the window of the Ashes' apartment above the store. He held onto the window ledge to keep from being blown away.

Mr. Ash opened the window a crack. "Milton! What are you doing out in this storm?" he yelled above the wind.

"How did you get up here?" his son Mickey wanted to know.

"My mother needs milk, Mr. Ash," Milton shouted back with a grin. "Like my snowshoes, Mickey?"

"No fresh milk was delivered today, Milton," said the grocer. "But I can sell you condensed milk."

Milton gave him fifty cents. Mr. Ash went downstairs to the store. He returned with five cans of milk. Mickey leaned out the window for a better look at Milton's snowshoes. Quickly, Mr. Ash pulled him back in and shut the window.

Supplemental Material: Selection text (page 4 of 8)

The Snow Walker: Chapter 4

Milton tugged his scarf up over his face and started for home. A neighbor who was watching from her upstairs window shouted, "Young man, can I buy some of that milk?"

Milton sold her a can of milk. He asked for ten cents, but the woman insisted he take a quarter. Another neighbor called to him. Then another.

Soon Milton had sold all the cans of milk. He snow-shoed back to Mr. Ash's store and bought more condensed milk. But again, at almost every house he passed, someone shouted for milk.

As he dragged his sled back to Ash's store, Milton pictured the dogsleds of Alaska. Maybe he and his father could make a dogsled, he thought.

When he got back to the store, he bought a whole case of milk with the extra money people had given him. He sold this milk, and then another case, to neighbors. By now, half the kids in the neighborhood had seen and admired his snowshoes.

Milton grinned when he thought of how surprised they would be if he came by on a dogsled. He imagined himself and all the dogs of the neighborhood out in the storm, and all the rest of the world snowed in.

Just then, the noon whistle blew at the factory. Milton was surprised. He didn't feel as if he had been out for almost two hours. He set out for home at once.

Snow clung to his clothes like lint. Snowflakes driven by the wind stung and reddened his eyes and nose. His toes ached from the cold. But Milton felt like cheering as he snow-shoed home, pulling the sled after him.

Supplemental Material: Selection text (page 5 of 8)

The Snow Walker: Chapter 5

Back at home, Milton's father helped him in through the bedroom window. "What took you so long?" he asked.

"We've been frantic with worry," his mother exclaimed.

"I'm sorry, Mama. I've been getting milk for our neighbors," said Milton. He pulled coins and bills from his pockets.

"Milton! How much did you charge them?" his mother asked.

"Ten cents," he said. "But people kept giving me more."

After lunch, Milton begged to go out again. "Honestly, Mama, I won't go far," he said. "It's great fun. And there are many more people who need milk. With these snowshoes, Papa, I'm safe."

Papa looked at Mama. "All right," he agreed after a minute. "The snowshoes seem to be holding up well. But be home well before dark. Five o'clock at the latest."

"Milton, put these on," said Mama. She handed him three pairs of wool stockings. "I don't want your feet to get frostbitten."

Milton had to wear a pair of his father's old shoes to fit over all those stockings. Bundled up, Milton stepped again through the window and into the blizzard. In his imagination, he was back in Alaska.

By three o'clock, Milton had bought and sold all the milk in Mr. Ash's store. He decided to go to Roach's grocery, four blocks away on Willis Avenue. On the way, Milton passed empty horse wagons and carriages. They were almost buried in snow. He cut across the road to avoid a broken telegraph pole that swung wildly from wires over the street.

Didn't Alaskans on their lonely travels sometimes face danger, too? he thought. Didn't they have to watch out for wolves and polar bears?

Snow covered Roach's grocery store. Mr. Roach was surprised to see Milton outside his apartment window. But he brought up a case of milk from the grocery store and sold it through the window.

As Milton pulled the sled over a snowdrift, he felt his right snowshoe loosen. A couple of the wires had snapped. With icy fingers, he twisted them onto unbroken wires. He would finish selling this case of milk, he decided, then head for home before the snowshoe came apart.

Supplemental Material: Selection text (page 6 of 8)

The Snow Walker: Chapter 6

Milton sold the last of the milk. Then a woman called to him from a third-floor window. "Sonny," she said, "would you please go to the drugstore for me? My husband is sick. He needs medicine."

She threw down a slip of paper held by a clothespin. It spun in the wind, and Milton grabbed for it. It was a doctor's prescription. He would get the medicine, he told himself, and then go straight home.

"Wait," the woman called. "I'll give you some money."

Milton didn't wait. He didn't think about his broken snowshoe. He headed for McKane's drugstore.

Mrs. McKane was shocked to see Milton peering over the windowsill of the apartment above the store. She called her husband. He took the prescription and hurried downstairs.

Soon, he came back with a small package. "Get this to the sick man as soon as possible," he urged.

"How much does it cost?" asked Milton.

"No charge," Mr. McKane replied. "Anyone who comes out in a storm like this doesn't have to pay for medicine."

Milton made his way back to the woman's house. He felt his right snowshoe flapping again. Another wire had broken. I have to get home, he thought nervously. Without snowshoes, I might sink into snow over my head. I might freeze in a snowdrift.

The woman whose husband needed medicine was watching for Milton. She lowered a can on a string so he could send up the package. "How much was the medicine?" she called.

"No charge," he shouted back.

A woman from the apartment below opened a window. "Young man," she pleaded, "would you please go to the store for me? We have no food in the house."

All right, Milton thought. I will get the food for this lady and then go home.

Supplemental Material: Selection text (page 7 of 8)

The Snow Walker: Chapter 7

Milton took the shopping list and money. He headed back to Roach's store. He twisted his scarf so that only his eyes showed. Still, as he pushed through the waves of snow, icy bits blew in. They stung his nose and cheeks. He thought of the woman and her sick husband. Did they need food, too?

"Please fill this order for a lady down the street," said Milton. "And, Mr. Roach, would you make up the same order for me?"

When Milton delivered the groceries, the woman told him to keep the change.

"Thank you," he said. "This bag of groceries is for the lady upstairs. Tell her I hope her husband gets better."

"God bless you, son. I will," the woman said.

By this time, it was after four o'clock. Milton tried to hurry home. But now both snowshoes were wobbling. The left one had a few broken wires. He could twist them back onto the slats. But his right snowshoe was coming apart. He stepped as lightly on it as he could.

Soon his legs ached with every awkward step. Even with three pairs of stockings, his toes felt icy. A frozen bird fell from a tree and landed on his shoulder. Milton jumped, stepping hard on his right snowshoe. Another wire snapped.

Suddenly, Milton was afraid. He was alone. He had not seen one other person out in the storm. What if he sank into a drift and disappeared? No one would know he was there.

Supplemental Material: Selection text (page 8 of 8)

The Snow Walker: Chapter 8

A violent gust of wind flung up a cloud of fallen snow. For several seconds, Milton could barely see or breathe. It was getting dark. Where exactly was he? He had to get home. He trudged on. He couldn't move fast enough to keep warm. He was beginning to get chilled.

Finally, Milton recognized his own street. Just ahead was his house. His spirits soared. He felt like an Alaskan returning from a dangerous journey. He glimpsed his sister Hannah's red hair at the window. Then he saw the whole family. They smiled and waved.

At last, Milton struggled up the snowdrift to the bedroom window. Mr. Daub lifted him over the sill and pulled the sled in after him.

"You look exhausted, son," he said.

"Yes, Papa, I am," Milton replied. He emptied his pockets of coins and bills and proudly handed them to his mother. Papa unstrapped the snowshoes.

"Thank God you're home safe," said Mama, looking at the broken snowshoes. "I should never have let you go."

They helped Milton pull off his snow-covered clothes. He put on his nightshirt and got into bed. Mama brought him a hot supper. Milton ate only a bit. Then he fell asleep, even though it was only six o'clock.

Snow continued to fall all that night and through the next day. Finally, on Wednesday, the storm was over. People in the South Bronx dug out from under mountains of snow. They all talked about the boy who had walked on snow through the blizzard to help his neighbors.

Many people stopped by the house to thank Milton. One woman could not thank him enough. Milton had not only given her milk and much-needed food, she declared. Milton had helped save her husband's life.

Supplemental Material: Vocabulary

22 verbs, 30 nouns, 8 adjectives or adverbs

Chapter 1

jolted
rattled
tossing
parlor
kerosene lamp
blocking
icebox
foolish
exclaimed
snow drifts
second story

Chapter 2

barrel hoops
slats
cord
piled on
overcoat
mittens
waist
shrieked
shawl
Alaskan parka
sled
landmarks
clothesline

Chapter 3

biting wind
hardly
recognized
window ledge
a crack
condensed milk

Chapter 4

tugged
dog sleds
admired
noon whistle
lint
clung

Chapter 5

frantic
begged
stockings
wagons and
carriages
telegraph pole

Chapter 6

prescription
clothespin
urged
flapping
nervously
pleading

Chapter 7

icy bits
wobbling
ached
awkward

Chapter 8

violent
gust
barely
exactly
trudged
glimpsed
spirits soared
struggled
sill
supper
declared

Supplemental Material: Graphic organizer (double-sided)

Name _____

Date _____

The Snow Walker

Noun	Verb	Adjective

Supplemental Material: Graphic organizer

Noun	Verb	Adjective

LESSON TOPIC: "The Snowflake"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Draw conclusions from explicit and implicit text at or near grade level.

Listening: Role play the work of authors, mathematicians, scientists, historians.

Speaking: Discuss stories, issues, and concepts.
Make predictions or hypotheses from discourse.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use key words in a poem to determine an author's message.

CONTENT – Students will be able to read "The Snowflake" fluently in Reading Assistant.

KEY VOCABULARY

melt
filigree
skyey¹
wilderness
crystal
pause
vanish
instantly

¹ Skyey is actually a word, but it's not always recognized. Explain to students that poets sometimes use little-known words or made-up words to best fit with the poem and the author's message.

MATERIALS

- Selection text with key vocabulary words highlighted, copied for each student or displayed somewhere clearly visible (page 4)
- Dictionaries or thesauri (for the Extension activity on page 3)

MOTIVATION

(Building Background)

Have you ever seen snow? What is your favorite part about snow? If you've never seen snow, what do you think you would love about it?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

We're going to read a poem today about snow and the author uses some interesting words to describe the scene. Let's see if you can understand what the author is saying with these interesting words.

Why do you think it's important to think about an author's message? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Read the selection once slowly, pausing to define the key words and phrases as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students.

Now, what do you think the author wants us to understand? What is the author saying?

Give students some think time and have them share their ideas with a partner. Then have them share out their ideas to the group. For an added challenge, have students share what their partner said.

Have students read the selection once more, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write and then share out their own poems about snow or some other type of weather they love. Encourage them to get creative with their words; let them use a dictionary or thesaurus if available.

Supplemental Material: Selection text (with key vocabulary words highlighted)

The Snowflake

Before I melt,
Come, look at me!
This lovely icy filigree!
Of a great forest
In one night
I make a wilderness
Of white:
By skyey cold
Of crystals made,
All softly, on
Your finger laid,
I pause, that you
My beauty see:
Breathe, and I vanish
Instantly.

Supplemental Material: Vocabulary

melt
filigree
wilderness
skyey
crystal
pause
vanish
instantly

LESSON TOPIC: "The Soup Stone"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Draw conclusions from explicit and implicit text at or near grade level.

Listening: Role play the work of authors, mathematicians, scientists, historians.

Speaking: Discuss stories, issues, and concepts.
Make predictions or hypotheses from discourse.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use realia and guiding questions to find the author's message in the story.

CONTENT – Students will be able to read "The Soup Stone" fluently in Reading Assistant.

KEY VOCABULARY

traveler
twinkled
belly
rumbled
peered
pot (for cooking)

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Items to make pretend stone soup:
 - A big pot (or imaginary pot), with a large spoon or other implement to stir/serve it
 - A small rock or stone
 - Cans of vegetables (carrots, peas, corn, etc.)
 - A few potatoes
 - Cans of chicken broth
 - Packets of noodles
 - Salt and pepper, spices

MOTIVATION

(Building Background)

What are some of your favorite things to cook?

Do you help cook at home?

Who helps cook at home?

What do you know how to make?

What is your favorite thing to eat?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to read a folktale. Something you might not know about folktales is that they always have a lesson. The author always has a message. Why do you think it's important to find the author's message as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

As we read today, let's see if we can figure out the author's message. Before we begin, though, you'll need a few things. As we're reading, we're going to need to use these things, so hold on to them.

Pass out the ingredients you brought to class—one or two to each student. If you have many students, they can pair up and share ingredients.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students, pausing to define and give examples of the key vocabulary words. Give students an opportunity to practice pronouncing them.

Now, let's read together. As we read the ingredients, share what you have and put it into this pot, then stir it and cook it.

Read the selection again, this time with students. Pause at each part where the traveler asks the family members to add something to the soup. Have the student(s) with that ingredient add it to the pot and stir it.

Continue reading and having students add ingredients until the end. Pretend to stir and share the soup with students. Have them pretend to taste the soup and say if it's tasty.

Now, what do you think the author is trying to tell us here?

Have students share their ideas. Use the questions below to guide students' thinking.

How do you think the soup got delicious?

How do you think the people felt when they were able to contribute to the soup?

Did the traveler trick the people he was staying with? Why/why not?

What would have happened if nobody put anything in the soup?

Have students articulate the author's message—that working together and sharing can benefit everyone and create a much better outcome than if nobody shared or worked together.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students say or write a story about a time when they worked together to do something special or did something fun/interesting to create something that everyone could enjoy. Model language as needed.

Supplemental Material: Selection text

The Soup Stone

Long ago and far away, a traveler walked and walked. He had no money and even less food. Night fell. Stars twinkled in the sky. The traveler's belly rumbled with hunger.

The traveler came to a small house in the forest. He stopped and knocked on the door. A farmer and his wife slowly opened the door. Two children peered at the traveler from behind their mother.

The traveler asked for something to eat. The farmer shook his head. "We do not have any food for ourselves," he said. "I do not know what we will eat tonight!"

"Ah, then I will make something for us all with this stone," said the traveler. With these words, he pulled a smooth stone from his pocket.

"Soup from a stone?" asked the woman.

"How can that be?" asked the girl.

"This stone is magic," the traveler replied. "It has fed me for weeks. I will show you, if only you will give me a pot and some water."

The boy ran to fill a pot with water. Then the traveler placed the stone in the pot. Soon the water boiled and bubbled. Steam filled the air. The family rubbed their hands and patted their bellies.

After a while, the traveler told the family, "The soup is coming along nicely. But it would be better if we had an onion."

"We may have one onion," the farmer said. "But it is very small."

He ran off and came back with a small onion. The traveler added the onion to the pot.

The soup boiled and bubbled. A bit later, the traveler said, "The soup is coming along very nicely. But it would be much better if we could add a potato."

The little girl said, "We have one potato, but it's too small to feed anyone."

She ran off and came back with a small potato. The traveler cut it up and added it to the soup.

The soup boiled and bubbled. The family watched the pot. They rubbed their hands and patted their bellies.

A bit later the traveler said, "The soup is coming along very, very nicely. But it would be so much better if we added a carrot."

The little boy said, "We have one carrot, but it is old and too dry for eating." The boy ran to get the carrot. The traveler added it to the pot.

The soup boiled and bubbled. "Ah," said the traveler with a big sniff. "The soup is almost done. I think it will be wonderful. Now, if we only had a little meat to put in."

"We haven't had meat for a long time," said the woman. "What we have is dry, and not enough to cook." She went off and came back with a small bit of dry meat. The traveler added it to the pot.

The soup boiled and bubbled. Finally, the traveler took a big sniff and said, "The soup is done!" He took the stone from the pot. Then he poured the soup into cups. Everyone tasted the soup. "Mmmm," they all said. "This soup is wonderful!"

"Who would have thought you could get soup from a stone!" said the farmer.

"You are a wise and generous man," said the woman. "Thank you for sharing your special stone with us!"

The traveler smiled. "Thank you for sharing your home with me. Let me give you my special stone," he said.

The farmer said, "Thank you. Now we will be able to eat again tomorrow."

The woman added, "With this special stone, we will never go hungry again!"

Supplemental Material: Vocabulary

traveler

twinkled

belly

rumbled

peered

pot (for cooking)

LESSON TOPIC: "The Story of William Tell"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to draw conclusions about characters using text evidence, guiding questions, and a graphic organizer.

CONTENT – Students will be able to read "The Story of William Tell" fluently in Reading Assistant.

KEY VOCABULARY

tyrant	disobey	grief
the lot of	rebel	should be made to
bitter	made up his mind	bade
indeed	bold	begged
public square	bow and arrow	tremble
bow down	cruel	struck

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 6)

MOTIVATION

(Building Background)

Have you ever had to stand up for what you know is right, but you knew you might get in trouble for it?

Have students think about that question for a minute and then share out their responses. Let them talk to a neighbor first before they share out, so each student has time to think about and practice talking about their response.

Today we'll read a story about a man who did not bow to the king in his kingdom. He knew he might get in trouble, but he did it anyway. Then, the king put him in a terrible situation. As we read today, let's think about what kind of person this character is.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection to students, pausing at the key vocabulary words to define, give examples, and allow students time to practice pronouncing them.

Then read the selection again, this time with students. As you read, think aloud about King Gessler and William Tell. Model working on your character map as you read:

Hmm, this story says that William Tell wouldn't bow to the pole that the king made everyone bow to, so what does that tell me about William Tell? For me, I think it says that he's probably a brave person. So I'm going to record that here as a part of his personality as a character.

Write the name *William Tell* in the top large circle and the name *King Gessler* in the bottom large circle. Write *brave* in one of the circles connected to William Tell's circle.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Continue reading the selection with students and filling out the concept maps for these two characters. As students read along with you, pause them where appropriate to have them think about who the characters are as people. Use these guiding questions to get students thinking, and have them verbalize why they think that way using evidence from the text.

What does this part of the story tell us about this character?

What from the story tells us _____ is like this?

What clues do we have that tell us _____ is like that?

Is _____ someone you would be friends with on the playground? Why/Why not?

Does that seem like a good thing/bad thing to do? Why is that?

Have students record their observations about the characters on their graphic organizers.

Have students finish reading the selection and completing their character maps, individually or in pairs.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For an added challenge, have students use a thesaurus to help them get creative with the words they use to describe the characters.
2. For extended practice, have students complete their own concept maps for a few characters from a different selection or story they are reading.

Supplemental Material: Selection text

The Story of William Tell

Many years ago a proud tyrant whose name was Gessler ruled over Switzerland and made the lot of the people a bitter one indeed.

One day this tyrant set up a tall pole in the public square and put his own cap on the top of it. He then gave orders that every man who came into the town should bow down before it.

But there was one man, named William Tell, who would not do this. He stood up straight with folded arms and laughed at the swinging cap. He would not bow down to Gessler himself.

When Gessler heard of this, he was very angry. He was afraid that other men would disobey, and that soon the whole country would rebel against him. So he made up his mind to punish the bold man.

William Tell's home was among the mountains, and he was a famous hunter. No one in all the land could shoot with bow and arrow so well as he. Gessler knew this, and so he thought of a cruel plan to make the hunter's own skill bring him to grief. He ordered that Tell's little boy should be made to stand up in the public square with an apple on his head. Then he bade Tell shoot the apple with one of his arrows.

Tell begged the tyrant not to have him make this test of his skill. What if the boy should move? What if the bowman's hand should tremble? What if the arrow should not carry true?

"Will you make me kill my boy?" he said.

"Say no more," said Gessler. "You must hit the apple with your one arrow. If you fail, my soldiers shall kill the boy before your eyes."

Without another word, Tell fitted the arrow to his bow. He took aim and let it fly. The boy stood firm and still. He was not afraid, for he had all faith in his father's skill.

The arrow whistled through the air. It struck the apple fairly in the center and carried it away. The people who saw it shouted with joy.

As Tell was turning away from the place, an arrow which he had hidden under his coat dropped to the ground.

"Fellow!" cried Gessler. "What mean you with this second arrow?"

"Tyrant!" was Tell's proud answer. "This arrow was for your heart if I had hurt my child."

Supplemental Material: Vocabulary

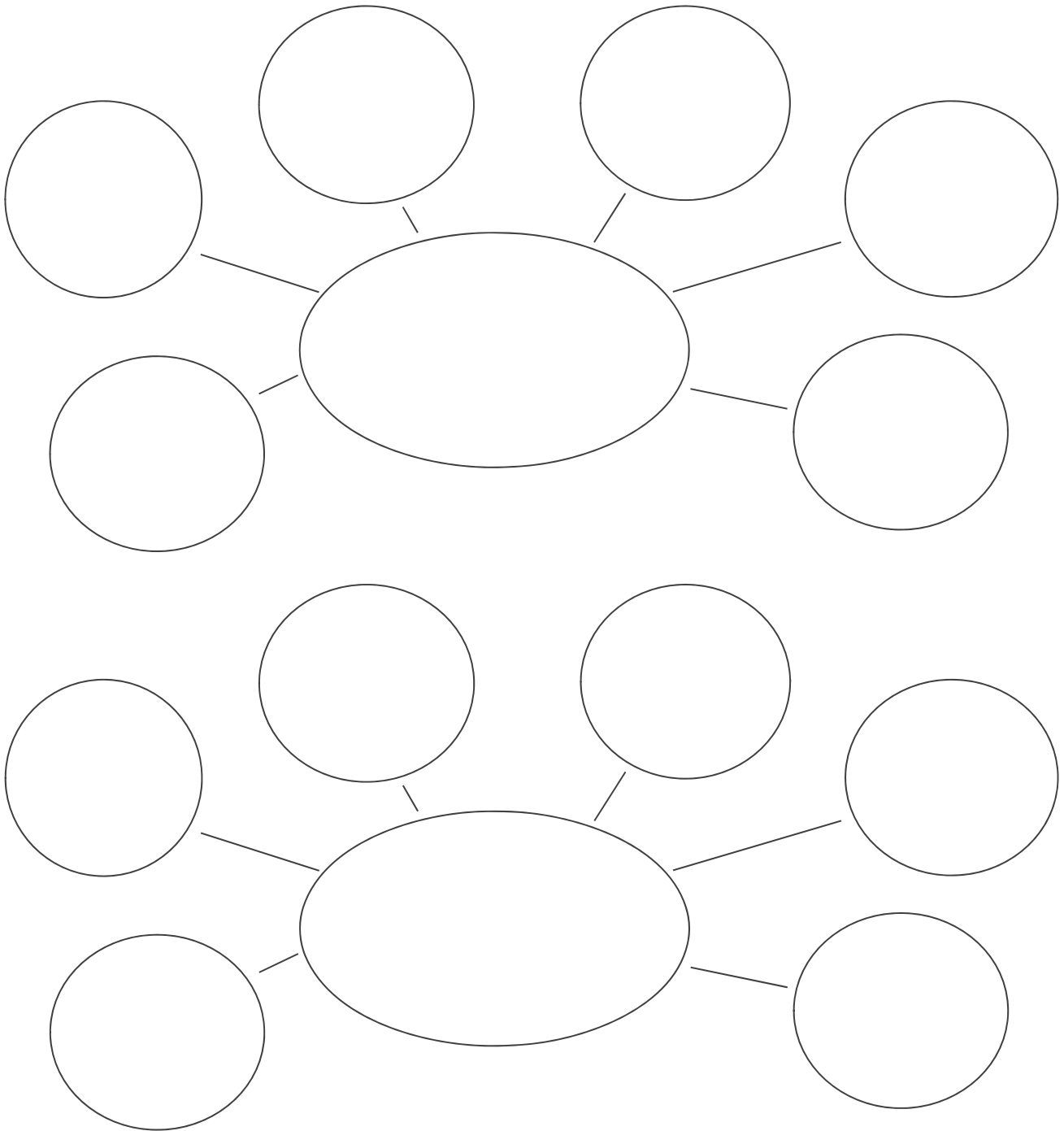
tyrant
the lot of
bitter
indeed
public square
bow down
disobey
rebel
made up his mind
bold
bow and arrow
cruel
grief
should be made to
bade
begged
tremble
struck

Supplemental Material: Graphic organizer

Name _____

Date _____

The Story of William Tell: Character Map



LESSON TOPIC: "The Tale of King Midas"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Writing: Summarize content-based information.

Listening: Identify illustrated main ideas and supporting details from oral discourse.
Follow multi-step oral directions.

Speaking: Retell short stories or events.
Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use guiding questions and creative thinking to retell a folktale.

CONTENT – Students will be able to read "The Tale of King Midas" fluently in Reading Assistant.

KEY VOCABULARY

above all else	twig	rushed
riches	wonder	robbed
granted	beyond	begged
at once	palace	felt sorry

MATERIALS

- Selection text displayed somewhere clearly visible that can be also removed from view; for example, on chart paper (page 4)
- Key vocabulary words displayed somewhere clearly visible

MOTIVATION

(Building Background)

If you could have one wish in the whole world, what would it be?

Give students think time and an opportunity to share their answers. Encourage students to get creative and talk at length. If they make a silly wish or something that would have ridiculous consequences, push them to elaborate but don't challenge their logic or lend your opinion; this is an opportunity for students to get as creative as they like.

A long time ago, most people didn't read and write. It wasn't until about 200 years ago that it was normal for everyone to know how to read and write.

Folktales are often stories that people told before most people could read and write, and they were passed on by telling them.

We're going to spend some time today pretending the year is 1630. In the 1600s it wasn't as common for people to know how to read and write. So, because we can read, we are a very lucky group of people.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

When we finish reading together, we'll retell the story to our neighbors, like we are in the year 1630 and we can only tell stories to pass them along.

First, though, I'm going to read the story to you. Listen closely and follow along as I read.

Read the selection to students, pausing to define and give examples of key vocabulary. Give students an opportunity to practice saying new words. Ask these guiding questions to get students thinking:

What mistake did King Midas make?

What are some things King Midas touched right after he was granted his wish?

Why couldn't King Midas eat or drink?

How do you think he felt when his daughter turned to gold?

What do you think the lesson of this story is—what is the author telling us?

Thinking back to the wish you made at the beginning of the lesson, would you change your wish to something different?

Did you fully think through your wish and all the things that could happen, good and bad?

What do you think King Midas should have wished for instead?

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read together, and this time let's pay really close attention so that when we finish, we can retell the story to our neighbor.

Read the selection again, this time with students. Then pair up students and remove the selection text from sight.

Now let's pretend you're out on the playground in 1630 with your partner, and that you are just playing on the playground. Your partner asks you to tell them the story you heard from me just now.

Have students retell the selection to their partners.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students read and retell a different selection or short story during guided reading or independent reading.

Supplemental Material: Selection text

The Tale of King Midas

A long, long time ago, there was a king named Midas. He loved two things above all else. First, he loved his daughter. Second, he loved riches. Midas wanted to be the richest man in the world.

One day, Midas helped a god. In return, the god granted him a wish. Midas did not think about his wish for very long. He wished that everything he touched turned to gold. The god smiled and granted Midas his wish.

Midas tested his new power at once. He touched a twig. It turned to gold! He picked up a stone. It turned to gold! He picked an apple from a tree. Midas stared in wonder. He was holding a gold apple! Midas had never felt so good in his life. He would soon be the richest man in the world. He would be rich beyond his dreams!

Midas went to his palace. He ordered a huge meal set before him. He picked up a piece of bread and put it in his mouth. But he could not eat the bread. It had turned to gold. Midas tried to drink some water. He could not. When the water touched his lips, it turned to gold.

Midas would never be able to eat or drink again. How would he live? The king's daughter heard his unhappy cries. She ran into the room. When she saw her unhappy father, she rushed to him. Midas tried to stop her from touching him. It was too late. She threw her arms around her father. And the girl turned to gold!

Midas stared at his daughter. She stared back, but she could not see him. She was a gold girl. Midas had never felt so bad in his life. He hated his new power. It had made him rich beyond his dreams. But it had robbed him of the only thing he loved more than riches—his daughter.

Midas went to the god who had given him this power. He begged the god to take it away. The god saw how unhappy Midas was. He felt sorry for him. He told Midas that there was one way to lose this power. He should wash his body in a nearby river.

Midas ran to the river. He jumped into the water. When he came out, he picked up a twig. It did not turn to gold. He picked up a stone. It did not turn to gold. His power was gone!

Midas ran to his palace. His daughter was no longer gold. She looked as if she had just woke up from a dream. Midas ran to his daughter and threw his arms around her. She was a live girl again.

Midas never again wished he had more riches. He had learned his lesson. He knew that he was already as rich as he needed to be.

Supplemental Material: Vocabulary

above all else

riches

granted

at once

twig

wonder

beyond

palace

rushed

robbed

begged

felt sorry

LESSON TOPIC: "The Wise Woman"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Sequence events in stories or content-based processes.

Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
Connect or integrate personal experiences with literature/content.

Listening: Infer from and act on oral information.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use key words and teacher support to sequence a story.

CONTENT – Students will be able to read "The Wise Woman" fluently in Reading Assistant.

KEY VOCABULARY

cruel	root
take over	downstream
wise	male
challenges	female
exactly	silk
judge	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with short definitions or pictures, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 6)
- Pencils

MOTIVATION

(Building Background)

When we tell stories, how we tell them is really important. Can you remember a time when a friend or family member told you a story and it confused you? Why did it confuse you?

Give students wait time, then give them opportunity to share their experiences—first with a neighbor and then with the group. Have students think about why it was confusing: were they missing a key piece of the story, did the friend tell the story out of order, did they miss a key person involved?

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

When we read, we have to pay attention to the same things we pay attention to when we're hearing a story or watching a movie. Without the key parts of a story, the story doesn't make any sense.

Why should we pay attention again?

Have students Think-Pair-Share their responses.

Today we will practice putting a story in what is called *sequential* order. Let's say that word together: sequential. Great!

I will read the story once, and as I read, follow along with me and think about the *events*. Let's say that word together: events. Events are the things that happen in the story.

What are events again? (This is just a quick check for listening; feel free to skip.)

Wait for students to respond with: "The things that happen in the story."

So let's listen for the events, and then we'll read together and put the events in order.

What are we putting in order?

Wait for students to respond with: "Events."

And what are events?

Wait for student to respond with: "The things that happen in the story."

Read the selection to students, modeling fluency and expression. As you read, pause to define or give examples of the key vocabulary words and give students time to practice saying them.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students. As you read, pause after each event and have students record the event on their graphic organizers in sequential order. Model paraphrasing the event, asking students where to put each one on the graphic organizer. Model going in order, if needed.

Work on the first few events together, then have students complete their graphic organizers individually: read together and then cue the students to write where appropriate, but do not tell them what to write.

Have students read the selection once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For more of a challenge, have students paraphrase the events on their own after the first round of modeling.
2. Have students continue to practice sequential order by giving one another directions for everyday tasks, such as lining up or cleaning a whiteboard. Have students follow the exact directions, withholding the urge to do the action as he or she already knows.

Supplemental Material: Selection text

The Wise Woman

A long time ago there were two countries next to each other. One country was bigger than the other. It was ruled by a cruel king. The smaller country was ruled by a kind king. One day, the cruel king decided he wanted to take over the smaller country next to his. "But first," the cruel king said, "I want to see if their king is wise. I will send him three challenges. If he can answer them, he is a wise man. And if he proves to be wise, I will not try to take over his country."

The cruel king found two horses that were exactly the same in color and size. He sent them to the kind king and asked him to decide which horse was the mother and which horse was the daughter.

The kind king called his judges. The judges looked at both horses, but they could not tell which horse was the mother and which horse was the daughter.

The head judge went home and told his wife about the problem.

"I'll tell you how to solve this problem," she said. "Put the horses in a pen and put some food in front of them. The mother will push the food toward her daughter."

It happened just as she said it would, and the kind king was able to answer the cruel king's first challenge.

The next day, the cruel king sent a stick shaped the same at both ends. He asked the kind king to tell which was the top of the stick and which was the root of the stick. The kind king called his judges, but they could not tell which was the top of the stick and which was the root of the stick.

The head judge went home and told his wife about the problem.

"I'll tell you how to solve this problem," she said. "Throw the stick into the water. The head will go downstream first and the root will go last."

It happened just as she said it would, and the kind king was able to answer the cruel king's second challenge.

The next day, the cruel king sent two snakes. One was male, and the other was female. He asked the kind king to tell which snake was male and which snake was female. The kind king called his judges, but they could not tell which snake was male and which snake was female.

The head judge went home and told his wife about the problem.

"I'll tell you how to solve this problem," she said. "Place a piece of silk near both snakes. The female snake will think the silk is nice and soft, and she will lie down on it, curl up, and go to sleep. The male snake will run away from the silk and refuse to sleep."

It happened just as she said it would, and the kind king was able to answer the cruel king's third challenge.

The cruel king decided he didn't want to fight the king of the smaller country, for he was too wise. But the kind king knew he had been saved from war. He called his head judge and asked how he had solved all these problems when everyone else had failed.

The head judge said that it was his wife who had given him the answers. So the king had the wife brought before him and made her a judge, too.

Supplemental Material: Vocabulary

cruel
take over
wise
challenges
exactly
judge
root
downstream
male
female
silk

Supplemental Material: Graphic organizer

Name _____

Date _____

The Wise Woman: Events

First,

↓

Then,

↓

Next,

↓

After that,

↓

Finally,

LESSON TOPIC: "The World of the Bear"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Find details that support main ideas.

Writing: Summarize content-based information.

Listening: Identify illustrated main ideas and supporting details from oral discourse.
Follow multi-step oral directions.

Speaking: Retell short stories or events.
Answer simple content-based questions.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames, key words, and teacher support to summarize the story.

CONTENT – Students will be able to read "The World of the Bear" fluently in Reading Assistant.

KEY VOCABULARY

hollow	underneath	swiftly	leaping
valley	disappear	moose	traps
tender	snails	hunt	protein
miles	crayfish	chilly (weather)	skills
log	shore	notice	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Highlighters
- Pencils and paper

MOTIVATION

(Building Background)

When we read stories, one important skill we build is something called *summarizing*. A summary is a short description of what happened in a story or an event. When you talk to your friends and tell them stories, you do one of two things: either you *summarize* or you *retell*.

Retelling, as you may know, is when you tell every single thing that happened. Summarizing is sharing just the main things or important events. For example, I will retell what I did this weekend/yesterday/at lunch.

Retell students exactly what you did. Be as explicit and descriptive and long-winded as possible.

Now I will give you a *summary* of what I did.

Summarize the same event you just retold. Be as concise as possible while still using student-friendly language (shorter sentences/tier 1 and 2 vocabulary).

Ask students to describe the differences between the first time and the second time you told your story. Give students wait time to think about what they heard and how the summary and the retell were different. Emphasize the differences and rephrase student responses as needed.

Now it's your turn to try. Turn and tell your neighbor a *summary* of what you did this weekend/yesterday/today on the playground.

Give students time to share out their stories. If needed, start them off with sentence frames like this:

This weekend I _____.

Yesterday, the first thing I did was _____.

Next, I _____.

If students are long-winded (which is OK), have them repeat the exercise, but first model pulling out the important events from your original retell to give them an idea of important main events versus telling everything that happened.

Why do you think it's important summarize what we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

After we read, we will write a summary of what we read. So, pay close attention as we read for the important events we will include in a summary. I'll read the story first, and then we'll read together.

Read the selection to students, pausing at the key words and giving definitions and examples as needed. Give students an opportunity to practice pronunciation.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students. Model highlighting important parts of the selection to include in a summary, thinking aloud as you model.

Have students continue with you, highlighting main points of the selection per your example and guided practice. When they finish reading/highlighting the selection, have students move to paper and pencil and write a summary. Have students use the following sentence frames to write their summaries:

"The World of the Bear" is mostly about _____. **First, the bear family _____.** **Then, they _____.**
Next, _____. **After that, _____.**
Finally, _____.

If students prefer more of a challenge, or if they have more experience with summaries, have them write a summary without the sentence frames.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a summary of a book they are reading during independent reading or while working on another selection in Reading Assistant.

Supplemental Material: Selection text**The World of the Bear**

It is the first warm day of spring. A mother bear peeks out of a hollow tree trunk on the side of a mountain. She and her two cubs have slept all winter. The cubs drank milk from their mother, but the mother bear ate nothing. She's hungry.

The mother bear leads her cubs down the mountain. Birds sing in the trees. In the valley, the first tender spring plants grow. The mother bear eats leaves and grass while the cubs chase flies.

As spring turns to summer, the mother and her cubs travel many miles. Bears will eat almost anything. The mother turns over a log in a forest, and the cubs eat insects that are underneath. The mother bear finds a beaver pond. The beavers disappear into their lodge, but the mother and her cubs find snails and crayfish to eat near the shore.

Near a river, the mother bear suddenly moves swiftly. She sees an old moose that seems to be sick or hurt. The cubs watch their mother hunt the moose, then follow her to eat meat.

As summer turns to fall, the air gets chilly and the trees turn red and gold. The mother bear leads her cubs to a fast-moving stream. There are many other bears there. Each one has taken a spot in the river. The mother stays near the edge. She doesn't want her cubs near the big, powerful males. Male bears don't like other bears near their fishing spots.

The cubs play in the cold stream. Soon, they notice fish leaping through the water. These fish are salmon. A salmon leaps up in front of the mother bear and she traps it against a rock with her paw. The cubs run over to eat the delicious salmon, which are full of fat and protein. The cubs must be fat and healthy before winter comes, because they will not eat for months. They will need all the fish they can get.

The cubs spend a lot of time playing. This helps them learn skills like digging, climbing, and swimming. These skills will be important next year. After this winter, the cubs must find food on their own. Their mother has taught them a lot about how to live in their world.

Supplemental Material: Vocabulary

hollow	snails	notice
valley	crayfish	leaping
tender	shore	traps
miles	swiftly	protein
log	moose	skills
underneath	hunt	
disappear	chilly (weather)	

LESSON TOPIC: "Tom Hughes Meets the President"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use phrases in English to create sentences in both speaking and reading.

CONTENT – Students will be able to read "Tom Hughes Meets the President" fluently in Reading Assistant.

KEY VOCABULARY

come to your senses	next thing I knew	pleased to meet you
drifted off	stunned	you remind me
must be dreaming	literally	if you don't mind
gather his thoughts	did I hear	hear about
peering	where are your manners	right thing to do
squeak out	to freeze (in motion)	strode off

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Set of flash cards, each with a key vocabulary word or phrase on one side

MOTIVATION

(Building Background)

If you could meet the president today, what would you say? If he walked in right now, what would you do?

Have students share how they would react to the president being here.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we will read a story about a boy who gets to meet the President of the United States, but the president he meets is President Abraham Lincoln. This story takes place during the Civil War. What do you know about the Civil War?

Have students share out what they know of the Civil War. Give wait time if appropriate.

Before we read, there are some phrases we say in English that can be found in this story. Let's spend a few minutes talking about them, and then we'll practice reading.

Place the flash cards face down on the table in front of students. Have each student take a card. They have each student read their card to the group.

For bridging English speakers, have students guess at what they think the phrase could mean. For growing English speakers, give an example of the way the phrase is used; explain as much as needed for students to understand the phrase.

Then have the student who chose the card use the phrase in a sentence. Correct the student or clarify any misunderstandings as needed. Once the student uses it correctly in a sentence, he/she can put the card in a discard pile. Go through all the flash cards at least once, and make sure each student has a chance to speak at least once.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read through the selection once slowly. Then have students read the selection with you. Pause if needed where students don't know a word or need to practice pronunciation or expression.

Have students read the selection to you the third time around, or read it with them for extra scaffolding, if needed.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students look up other phrases people say in English and use them in sentences (internet search terms: English sayings, English expressions).

Supplemental Material: Selection text

Tom Hughes Meets the President

"Wake up, Tom, wake up!"

Nine-year-old Tom Hughes slowly came to his senses. He was lying across the seat on the train. He had drifted off to sleep just as the train pulled into the stop at Lancaster in Pennsylvania. Now his mother was poking and pulling at him. As he looked up at her, standing next to his seat, he could see that she was excited. There was something serious in her look, too. "Tom, President Lincoln's railroad car will be attached to our train," she told him. "We're being told to move to another car."

For a second, Tom thought he must be dreaming. To be on the same train as his hero Abraham Lincoln—it just couldn't be true! As he got out of his seat, Tom gathered his thoughts: It's September 20, 1862. Mother and I are on our way home to Philadelphia from Harrisburg.

At his cousins' home in Harrisburg, all the talk had been about the war between the North and South. On September 18th, news had come about an enormous battle that had taken place the day before at Antietam in Maryland. The Confederate army had struck on northern soil. This was a shock to everyone at the house in Harrisburg. It was a great shock to all northerners, and was almost all Tom had thought about since he heard the news.

Meanwhile, Tom's mother was gathering their bags together and hurrying him along. She didn't want him doing exactly what he was doing now—moving slowly through the railroad car, leaning over seats, and peering out the windows. Tom was desperate for a sight of President Lincoln. This was probably the only chance he would ever have to see his hero, and he wasn't going to let it go by. "Thomas, come on!" his mother hissed.

"Alright, mother!" Tom sighed. But even as he said it, he moved to another window for one more look.

Suddenly the car filled with people and noise. As Tom turned to see what was going on, he tripped and landed belly-down on the floor. Peering up, he realized instantly what he had tripped over: President Lincoln's famous long legs.

"Hello, Mr. President!" Tom managed to squeak out with a mixture of embarrassment and excitement.

Tom's mother turned around and whispered loudly, "Thomas! Where are your manners?"

Looking down at Tom, Abraham Lincoln winked and smiled. Tom got to his feet in an awkward rush, and the next thing he knew, his mother was pushing him on through the car. He was stunned. He had literally tripped over history! He tried to look back, but now his mother had a firm grip on his shirt.

"Son, did I hear right that your name is Thomas?" It was the President. And he was talking to Tom!

Tom froze, his mother froze, and together they turned. "Yes, sir," Tom said. "Thomas Hughes, sir, but everyone calls me Tom."

Tom's mother turned pale and she took a firmer grip on his shirt.

"I have a son about your age, also named Thomas," the President went on. "We call him Tad."

Lincoln turned to Tom's mother. "Pleased to meet you, Mrs. Hughes." Then he was speaking to Tom again. "Young man, you remind me very much of my Tad. If you don't mind, I'd like to know something."

Tom's eyes were the size of saucers. He could barely nod in response.

"Have you heard about all the men who died at Antietam?" the President asked.

"Yes, sir," Tom answered. "When is the fighting going to stop, Mr. President? And will you really free the slaves?" Tom went on in a rush.

Tom felt his mother stiffen beside him, and her hand held his shirt even tighter than before. But the President just smiled. "This is a difficult time, Tom. We had a bloody day at Antietam. I am returning now from speaking with the generals there. Neither they nor I can say when this war will end. But I can tell you this — we won't give up. We're fighting for something very important. Even so, I want you to understand, Tom, that this war is a terrible thing."

"Yes, sir," Tom spoke quietly, nodding.

"As for slavery," the President went on, "I believe that it must be ended sooner, not later. Do you agree?"

"He's just a boy, Mr. President," Tom's mother said, unable to stop herself.

"But I do agree!" Tom spoke up. "Imagine being forced to work so hard for your whole life!"

"Yes, Tom," said Lincoln, "I think you understand the problem. The slaves are people. No one should be treated like that."

"They are people, sir," Tom said. "And I think that if you free the slaves, everyone will agree it's the right thing to do."

"I think you're right," the President answered thoughtfully. "And I thank you for your support."

Abraham Lincoln extended his long arm and shook Tom's hand. Then, smiling and nodding good-bye to Tom's mother, he turned and strode off.

Speechless, Tom and his mother made their way slowly through the car. "I just spoke to Abraham Lincoln!" Tom said to himself in wonder. "I just spoke to the President!"

Two days later, on September 22, 1862, President Lincoln issued the first Emancipation Proclamation. The Proclamation stated that all slaves in the Confederate states that did not return to Union control would be freed on January 1, 1863.

Supplemental Material: Vocabulary

come to your senses
drifted off
must be dreaming
gather his thoughts
peering
squeak out
next thing I knew
stunned
literally
did I hear
where are your manners
to freeze (in motion)
pleased to meet you
you remind me
if you don't mind
hear about
right thing to do
strode off

LESSON TOPIC: "Two Women, One Mission"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Writing: Complete/produce sentences in writing from word/phrase banks or walls.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use background knowledge, flash cards, and native language supports to define sayings from the story, in both speaking and writing.

CONTENT – Students will be able to read "Two Women, One Mission" fluently in Reading Assistant.

KEY VOCABULARY

Lucretia Coffin Mott	taking on	echoed
spoke out	to be considered	much to their surprise
take an idea seriously	learned a lesson	bring attention
bring about change	have a voice	special favors

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Sets of 12 blank flash cards; one set for each student
- Highlighters and pencils

MOTIVATION

(Building Background)

What is something you *really* care about? What is something you would fight for if you couldn't have it anymore? This could be a toy, a friend, being able to play a sport, or being able to have recess, even.

Give students time to brainstorm and think of responses.

What if you never got a recess? What if middle schoolers and kindergarteners always got recess, but not you? How would you feel?

Have students share their feelings and ideas.

Today we will read about two women who fought for their right to vote in the United States. What does it mean to have the right to vote? Does anyone know? Why do we vote in the U.S.?

Have students respond and think about why we vote in the United States.

A long time ago, women couldn't vote.

Talk about what voting is and why it is important. Have students think about a time when they felt like something wasn't just. Students should share out their opinions. Help them with verbal sentence frames if appropriate.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

In front of you are some blank flash cards. As we read today, we're going to write some sayings in English on them from the story. When we get to a saying, I will pause us and we will talk about the meaning, then you will highlight the phrase on your paper and write the phrase with a different way of saying it or a definition on the back.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students. Pause at the key vocabulary phrases and have students highlight the phrase. Talk about what the phrase means.

Then have students read the selection with you. Have students write each phrase on one side of a flash card, and on the back write a definition or phrase that describes the saying. Students can also write a translation of the phrase in their native language on the back.

Have students practice their flash cards after reading the selection, or later at home.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write their own summary of the selection using their flash cards, or have them quiz one another using their flash cards.

Supplemental Material: Selection text

Two Women, One Mission

Elizabeth Cady Stanton and Lucretia Coffin Mott fought for freedom by fighting for the rights of women. They spoke out for women's rights at a time when few people took the idea seriously. Each believed that American women should have the same rights and freedoms that men had.

At this time, women were not allowed to vote. They were not allowed to own property. Stanton and Mott wanted to bring about change. Their efforts led to the first women's rights convention, which was held in 1848.

Before taking on the fight for women's rights, both Stanton and Mott had been involved in the movement to free people kept in slavery. Elizabeth Cady was born in 1815. As a young woman, she had seen runaway slaves at the home of a cousin. Later she married Henry B. Stanton, a leader of the anti-slavery movement.

Lucretia Coffin Mott was born in 1793. She was raised in the Quaker faith. Like many Quakers, she believed that slavery was an evil that had to be ended. In 1848, both women traveled to London, England, to attend a world-wide anti-slavery convention. That's where they met.

At the convention, Stanton and Mott got an unhappy surprise. They learned that because they were women, they would not be considered official delegates at the convention. This meant that they would not be able to vote on the issues that were discussed.

They were furious, but they learned a clear lesson. If they wanted to have a voice in support of the rights of others, they needed rights themselves. Before leaving London, they agreed that they had to organize a convention that focused on the rights of women.

Later that same year, Stanton and Mott met again at the home of a friend. Along with several other women, they began to plan the convention for women's rights. A convention is a meeting of many people, at which the people try to accomplish something. Stanton and Mott wanted to bring about change that would give women more rights. Yet they knew that many people thought this change was not necessary. At this time, many people felt that women did not need more rights. Stanton and Mott wanted to gain the support of more people before they tried to change the country's laws. They hoped their convention would bring them this support.

To prepare for the convention on women's rights, Elizabeth Cady Stanton wrote a Declaration of Sentiments. It said that "...all men and women are created equal." This declaration purposely echoed the Declaration of Independence. Stanton wrote a list of 18 injustices to women and 12 ways to end them. One injustice on the list was that women did not have the right to vote.

Lucretia Mott feared that many people—including women—would not support a demand for women being allowed to vote. But Stanton insisted that women deserved this right. It stayed on the list.

The convention was planned for late July, 1848 in Seneca Falls, New York. The women did not expect a large turnout. However, much to their surprise, over 300 people came. That was a lot of people for a meeting like this. Many people still believed that women did not need more rights. There were even 40 men at the convention. Many people consider this convention to be the beginning of the women's rights movement in the United States.

Stanton and Mott continued to fight for women's rights. Stanton helped write the Declaration of Rights of the Women of the United States. She presented this declaration at the celebration of the country's 100th birthday in 1876. In part, this declaration said, "We ask ... no special favors. We ask that all the ... rights that belong to citizens of the United States, be guaranteed to us and our daughters forever."

This declaration helped bring attention to the fact that women did not have the same rights as men. Stanton, Mott, and other women kept fighting for these rights. Finally, in 1920 women gained the right to vote in national elections.

There are people today who do not know the names Elizabeth Cady Stanton and Lucretia Coffin Mott. But half the people in the United States now enjoy rights they once didn't have because of these women's hard work. They were willing to stand up and speak out for themselves and others, and fight for freedom.

Supplemental Material: Vocabulary

Lucretia Coffin Mott
spoke out
take an idea seriously
bring about change
taking on
to be considered
learned a lesson
have a voice
echoed
much to their surprise
bring attention
special favors

LESSON TOPIC: "Water Worries"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify facts and explicit messages from illustrated text.

Writing: Copy words, phrases, and short sentences.
Compare/contrast content-based information
Fill in graphic organizers, charts, and tables.

Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.

Speaking: Discuss stories, issues, and concepts.
Compare/contrast content-based functions and relationships.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use key vocabulary words to compare and contrast floods and droughts, in both writing and speaking.

CONTENT – Students will be able to read "Water Worries" fluently in Reading Assistant.

KEY VOCABULARY

worries	southern coast	survive
extreme	seasonal	acres
soaks	absorb	strike
hurricanes	drought	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student (page 6)

MOTIVATION

(Building Background)

Have you ever been in a flood or a drought? What do you know about floods? What do you know about droughts?

Give students wait time to respond. If students do not understand, explain what floods and droughts are. Show pictures if available.

As we read today, we're going to think about floods and droughts, and then think about ways in which they are the same or different. Good readers think about ways things are the same and different to help them better understand the author's message. This way, they fully understand the reading and can learn a great deal from it.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Hand out the graphic organizers. Read the selection to students slowly. Have students practice saying the key vocabulary words. Talk about what they mean and give them simple definitions or examples as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection again, this time with students. Discuss ways in which floods and droughts are similar and different. Feel free to use the following sentence frames:

Floods are dangerous because _____.

Droughts are dangerous because _____.

One way floods and droughts are similar is _____.

One way floods and droughts are different is _____.

Floods are like droughts because _____.

Floods are not like droughts because _____.

Then have students complete their graphic organizers. Students can use the sentence frames to help them, as needed.

Have students read the selection once more, if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a summary of the selection with a partner, or individually for more of a challenge.

Supplemental Material: Selection text**Water Worries**

Extreme weather events can cause water worries. Too much water can damage or destroy crops, homes, and lives. Too little water can be a danger to animals, plants, and people.

Floods

Floods are extreme wet weather events. Most of the time when it rains, the water soaks into the ground or runs into the sea. Sometimes, though, too much water covers an area of land. When this happens, it is called a flood. Floods affect more than 500 million people a year.

Some floods go away quickly and cause little or no damage. However, floods that happen very suddenly or that last a long time can damage homes and land.

Hurricanes are one cause of dangerous flooding. Hurricane Katrina hit the southern coast of the United States in 2005. Eighty percent of the city of New Orleans was flooded. Homes, cars, and schools were under water. Most of the people who lived in the city had to leave their homes.

Seasonal changes can cause flooding in some places. Winter brings heavy snowfall. Then April and May rain showers, and warm spring weather, melt the snow. However, the ground is still frozen hard and cannot absorb all the water. When this happens, the water sits on top of the ground and causes a flood.

Droughts

A drought is an extreme dry weather event. In a drought, there is not enough water to meet the needs of animals, plants, and people. In some places, droughts happen nearly every year.

Some droughts are short and last for only a few months. Other droughts last for years. One of the most common causes of droughts is not enough rainfall over a long period of time.

Droughts can be very dangerous. In 2007, extreme drought dried out the Yangtze River, China's longest waterway. More than a million people did not have enough water to drink, and there was not enough water for the plants and animals that people eat to survive.

Droughts can also lead to other dangerous natural events such as wildfires. Wildfires can spread quickly over dry land. Wildfires destroy property and thousands of acres of land every year in the western United States. When wildfires strike, many animals and people can lose their homes.

Floods and droughts are extreme weather events. They affect the water supply of animals, plants, and people. Maybe you remember a time when people where you live wondered, "Will the rain ever stop?" or "Will the rain ever come?"

Supplemental Material: Vocabulary

worries
extreme
soaks
hurricanes
southern coast
seasonal
absorb
drought
survive
acres
strike

Supplemental Material: Graphic organizer

Name _____

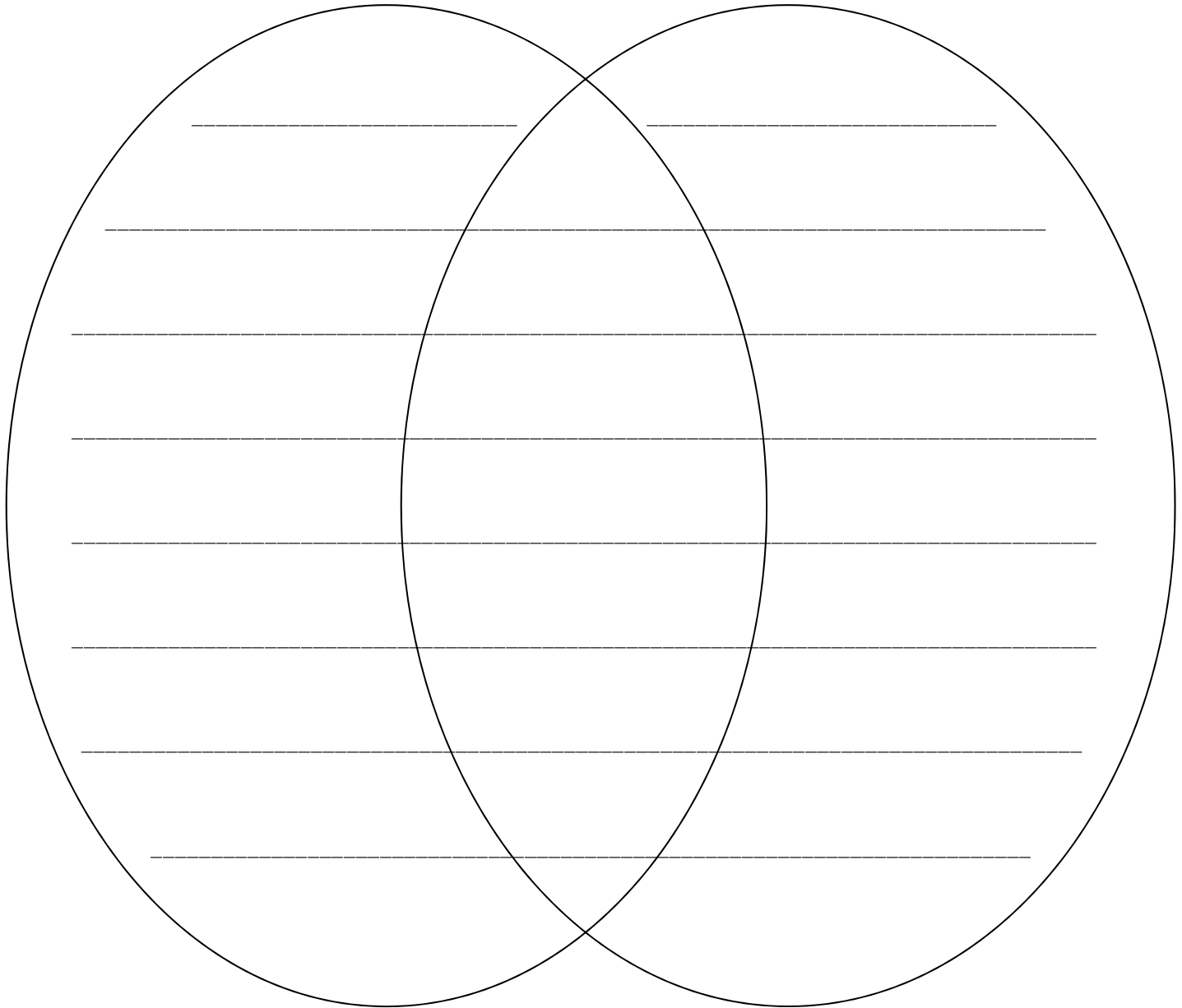
Date _____

Water Worries

Floods

Both

Droughts



LESSON TOPIC: "What Can Baby Hummingbirds Do?"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Distinguish between general and specific language (e.g., flower v. rose) in context.

Writing: Provide information using graphic organizers.
Form simple sentences using word/phrase banks.
Copy written language.
Use first language to help form words in English.

Listening: Classify objects according to descriptive oral statements.
Follow modeled multi-step oral directions.

Speaking: Make predictions or hypotheses.
Participate in class discussions on familiar social and academic topics.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to classify new words as nouns, verbs, or adjectives using a graphic organizer through all four language domains.

CONTENT – Students will be able to read "What Can Baby Hummingbirds Do?" fluently in Reading Assistant.

KEY VOCABULARY

newly	webs	sparkle
hatched	squeak	jewels
weak	swallow	beat (wings)
cozy	bill	noun
nest	tiny	verb
stretch	nectar	adjective
bits	feather	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Graphic organizer, copied for each student and displayed somewhere clearly visible (page 6)
- Pictures of hummingbirds at various stages of development—baby, juvenile, adult, mature
- Pencils

MOTIVATION

(Building Background)

Have you ever seen a hummingbird?

Show students pictures of hummingbirds.

Hummingbirds are very interesting for many reasons, but one thing that makes them interesting is how tiny they are.

'Tiny' means very, very small. They are the smallest birds in the whole world. 'Tiny' is an example of an *adjective*. Let's say that together: adjective. An adjective is a word that describes something or tells us about the way something is. For example, this classroom is _____.

Insert adjective here: big, small, roomy, bustling, busy, loud, quiet, welcoming

This tells you a little about what this classroom is like. What are some words we could use to describe the hummingbirds in these pictures?

Have students share out their words, model as needed.

Today as we read we learn to identify more adjectives like 'tiny,' as well as some new kinds of words called *nouns* and *verbs*. Have you heard these words before? Do you know what they mean?

Give students wait time. If students know, have them share out their understanding of the words. If they don't, say:

We will learn about these words right now.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

As I read, listen carefully for any new words that you have never heard before. When you hear a new word, tap your head with your hand (or some other movement that you prefer). That will tell me it's time to learn the new word.

Model tapping head or preferred movement.

As we learn the new words, we're going to write what we learn on the graphic organizer in front of you. Why should we learn new words? What is important about learning new words?

Have students Think-Pair-Share their responses.

Let's take a second to look at our graphic organizers now.

What do you see?

Have students talk about the graphic organizer. Define *noun*, *verb*, and *adjective* for students as needed. Have them practice saying those words a few times; give examples of each and record them on your graphic organizer as the students will do shortly (to start, record "tiny" in the Adjective column).

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection once slowly so that students can identify new words. Have them follow along on their own copies. When a student taps his or her head, pause and talk about the new word. Define it, give examples, and have students write it in the correct column on their graphic organizers. Give students an opportunity to practice saying the word as well.

If students are not tapping their heads, have them define the key vocabulary words—maybe they know them already. If so, have them say the word in their native language. Help students define the words in English.

If students simply aren't talking, start with the key words and model tapping your head, thinking aloud, and recording the word in the correct box. Give students wait time to encourage participation.

Do this for all the key vocabulary words/new words students learn. Read the selection again with students. Have them read the selection to you one last time if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Play a game where you say a word or write a word, and have students classify it as noun, verb, or adjective on their graphic organizers.

Supplemental Material: Selection text

What Can Baby Hummingbirds Do?

What can newly hatched hummingbirds do? They are as small as bees and are too weak to fly. Newly hatched hummingbirds can sleep. Their cozy nest is the size of a walnut shell. Their mother covers them with her wings, keeping them warm and dry and safe.

What can baby hummingbirds do? They can grow. Soon their nest is too small, so they push and stretch it to make it bigger. The nest is made of soft bits of plants and spider webs.

What else can baby hummingbirds do? They can squeak for their mother when they are hungry. They can swallow food from her long bill. They eat tiny bugs and nectar from flowers.

What do baby hummingbirds do then? They grow feathers. Some feathers sparkle in the sun like red, blue, or green jewels. Baby hummingbirds learn to beat their wings. When the wings move very fast, they make a humming sound. Soon the birds rise out of their nest. They are flying!

Hum-m-m-m.

Supplemental Material: Vocabulary

newly
hatched
weak
cozy
nest
stretch
bits
webs
squeak
swallow
bill
tiny
nectar
feather
sparkle
jewels
beat (wings)
noun
verb
adjective

Supplemental Material: Graphic organizer

Name _____

Date _____

What Can Baby Hummingbirds Do?

Noun Example: dog	Verb Example: run	Adjective Example: scary

LESSON TOPIC: "What Cultures Share"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Draw conclusions from explicit and implicit text at or near grade level.

Listening: Role play the work of authors, mathematicians, scientists, historians.

Speaking: Discuss stories, issues, and concepts.
Make predictions or hypotheses from discourse.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use schema, sentence frames, key words, and native language support to understand the author’s message.

CONTENT – Students will be able to read "What Cultures Share" fluently in Reading Assistant.

KEY VOCABULARY

generation	work the land
customs	way of life
decorations	common
festivals	generous
lifetime	bind

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Pencils

MOTIVATION

(Building Background)

We celebrate traditions all the time. A tradition is an activity that a person, family, or a group of people do every year or every few years. What are some traditions you have? These can be holidays, parties, big celebrations.

Have students discuss any traditions they have. If there is a class or school tradition, have students discuss that as well.

Today we will read about traditions that other cultures have. As we read, think about what you know about traditions. We will use what we already know to help us understand what the author is telling us. This is called *schema*. Why do you think it's important to use our schema as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection aloud to students, then have them read the selection with you. During the second reading, pause at any words where students struggle to sound them out as needed, and have students practice saying those words. Pause to discuss the meaning of the key vocabulary words, using examples or pictures where appropriate. Have students practice saying those words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection a third time with students. Pause periodically to talk about what students already know; for example: Little Red Riding Hood, Japan, Cinderella, Europe. Use these sentence frames to help students form their thinking.

I have heard of _____ . It was when _____ .

I know the story of _____ . The story is about _____ .

I know where _____ is/I know what _____ is.

I think the author is trying to tell me _____ .

I think the author's message is _____ .

Students may naturally make connections, which is great. Encourage this, along with making connections with cognates and rituals in their cultures. Guide their thinking by asking, "What do you think the author is telling us?"

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students use the sentence frames on page 2 to write sentences about topics from the reading.
2. Have students write about a tradition they like to enjoy with their family or friends.

Supplemental Material: Selection text**What Cultures Share**

Traditions are passed from parent to child, from generation to generation. In this way, special customs are kept alive. Your family may have traditions that began with your grandparents or great-grandparents. Perhaps your family celebrates a holiday in a special way, or cooks special foods at special times. There are many things that make up traditions—food, decorations, stories, dances, songs, and games are only a few.

Some traditions take place once a year. In Japan, each year when the cherry trees blossom, towns and cities hold festivals to celebrate the trees' beauty. Some traditions happen once in a lifetime. In Mexico, a girl's fifteenth birthday is celebrated with a special party. In many countries, when people get married, they share a special cake.

Some traditions are part of people's everyday lives. In the United States, many families live in a house with parents, children, and sometimes grandparents. In other cultures, aunts, uncles, cousins, grandparents, and great-grandparents all live together. Some people work the land as farmers. This is their traditional way of life. Some people live in cities and work in stores, offices, or factories. This is a newer kind of tradition.

No matter where people live, they tell stories. Some stories are very old, and have been passed from generation to generation. These are traditional stories. Comparing traditional stories shows us how much people everywhere have in common.

When you were a child, you were probably told the story of "Little Red Riding Hood." Very similar stories are told in France, Italy, Germany, and Japan. The story of "Cinderella" is told around the world. The stories are a little bit different in each culture, but the story itself is the same.

Perhaps you read Rosa's Basket. This story is a traditional folktale from Guatemala. Like many traditional folktales, it shows us how we should act. Rosa is generous to those who have been generous to her. In the Middle East, thousands of miles from Guatemala, a very similar story is told. In that story, a wood cutter learns to be generous and share a special snack with the poor.

We often see the differences between countries and between cultures. We even notice the differences between how people live and act in different parts of our own country. But if we look closely, we can see that there are many things that are shared by people everywhere. Traditions bind all of us together and show that we are more alike than different.

Supplemental Material: Vocabulary

generation
customs
decorations
festivals
lifetime
work the land
way of life
common
generous
bind

LESSON TOPIC: "What Is a Folktale?"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Identify elements of story grammar (e.g., characters, setting).
Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Draw conclusions from explicit and implicit text at or near grade level.
- Writing: Describe events, people, processes, and procedures.
Fill in graphic organizers, charts, and tables.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to write their own folktales.

CONTENT – Students will be able to read "What Is a Folktale?" fluently in Reading Assistant.

KEY VOCABULARY

folktale	greedy
explain	lazy
certain	wise
clever	foolish
brave	cunning

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer copied for each student (page 5)
- A projector with internet access to show presentation to students (page 2)
- Pencils

MOTIVATION

(Building Background)

What do you know about folktales?

Do you know any folktales?

Get students talking about folktales and what makes a folktale.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Today we're going to learn about folktales, and then spend some time thinking of folktales we know. Why do you think it's important to understand elements of stories? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Share the following presentation with students. Answer questions as students have them.

<https://prezi.com/nvzclvafvnnx/characteristics-of-folktales/>

Now, let's read a little bit about what we've just learned.

Read the selection to students, pausing to define and provide examples of the key vocabulary words. Give students an opportunity to practice pronouncing the words.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Now, let's read the story together.

Read the selection along with students. When you finish, have students record all the folktales they know in their graphic organizer. Start by modeling with examples.

Hmm, let's see, *Shrek* is a folktale, and the message is to not judge a person by the way they look.

What else? Hmm. I think *Cinderella* is a folktale, and the lesson is that money doesn't make someone a good person.

What else?

Have students share out folktales they know, using the checklist on the graphic organizer as a guide.

When students seem to have a firm understanding of the elements of a folktale, have them start writing their own folktales using the information they've learned in this lesson. To get their ideas flowing, give them some time to brainstorm, and have them complete a concept map. Have students think about what moral they want to teach in their story, what kind of characters they want, and where they want the story to take place.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students read their folktales aloud to the other students and talk about how they came up with the story. Have students draw a picture to accompany their work.

Supplemental Material: Selection text

What Is a Folktale?

The Three Little Pigs. The Little Red Hen. Little Red Riding Hood. Can you guess how these stories are alike? They are all folktales.

What makes a folktale a folktale? For one thing, these stories are very old. They have been told again and again and again. A long time ago, there were very few books. There was no television. So people told one another stories. Some people changed the story a little as they told it. But it was still the same story each time.

"Once upon a time." "Long ago, in a faraway land." Folktales often start with words like these.

There are many kinds of folktales. Some explain things. These stories might explain why an animal lives in a certain place. They might explain why people do certain things today. Some folktales are funny. Some folktales tell about animals that act like people. In some folktales, magical things happen. People can fly. Animals can change into people. Trees can walk. Books can talk.

Many folktales tell about people. A folktale may tell about a clever princess. It may tell about a brave hero. Folktales may tell about someone who is greedy or lazy. Folktales may tell about someone who is wise or foolish.

People in folktales often learn a lesson. They might learn that kindness is better than greed. They might learn that working hard is better than being lazy.

Many folktales end with the words, "They lived happily ever after." These folktales have happy endings. Some folktales do not have happy endings. Happy or sad, folktales are fun. That's why they have been told for so many years. That's why people still enjoy them today.

Supplemental Material: Vocabulary

folktale

explain

certain

clever

brave

greedy

lazy

wise

foolish

cunning

Supplemental Material: Graphic organizer

Name _____

Date _____

What Is a Folktale

A folktale is story that:

- Usually begins with "Once upon a time" or "Long ago"
- Has good and evil
- Is about people or animals
- Explains something, like why the sun is in the sky or why it's good to be brave
- Has a problem to solve
- Deals with cultural beliefs

Folktales we know

1. _____

6. _____

2. _____

7. _____

3. _____

8. _____

4. _____

9. _____

My very own folktale!

LESSON TOPIC: "What's So Funny?"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Make text-to-self connections with prompting.

Listening: Follow modeled multi-step oral directions.
Identify ideas/concepts expressed with grade level content-specific language.

Speaking: Participate in class discussions on familiar social and academic topics.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to use sentence frames, key words, and native language support to make connections between the reading and their own lives.

CONTENT – Students will be able to read "What's So Funny?" fluently in Reading Assistant.

KEY VOCABULARY

jokes
humor
moving up in the world
knock-knock jokes
riddle

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 6)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- List of clean jokes found online

MOTIVATION

(Building Background)

Let's take a minute and think about jokes. What are some jokes you know?

Have students share out classroom-friendly jokes. If they are having trouble getting started, tell a joke first. If you can't think of any, use the jokes below that you know students will comprehend. It's OK if the jokes require a bit of explaining. If students know jokes in their native language, let students share them and then explain them.

Jokes

- **A farmer in the field with his cows counted 196 of them, but when he rounded them up he had 200.**
- **What does a nose pepper do? Get jalapeño business.**
- **Doctor: I'm sorry but you suffer from a terminal illness and have only 10 to live.
Patient: What do you mean, 10? 10 what? Months? Weeks?!
Doctor: 9...**
- **My dog used to chase people on a bike a lot. It got so bad, finally I had to take his bike away.**
- **What do you call a fake noodle? An impasta!**

Riddles

- **What stays in the corner and travels all over the world? A stamp.**
- **I'm light as a feather, yet the strongest man can't hold me for more than 5 minutes. What am I? Breath.**
- **What building has the most stories? A library.**
- **Without fingers, I point, without arms, I strike, without feet, I run. What am I? A clock.**
- **A truck driver is going opposite traffic on a one-way street. A police officer sees him but doesn't stop him. Why didn't the police officer stop him? He was walking.**

Today as we read we're going to do something called *make connections*. Let's say that together: make connections. When we read, our brains naturally make connections. Making a connection is when we think of something like what we are reading, or maybe the reading reminds us of something we did or something that happened. Why, as readers, should we make connections? What does making connections help us do?

Have students Think-Pair-Share their responses.

We're going to read together, and as we read, think about a time when you heard a joke, or when a friend played a joke on you or another friend. As we are reading, when you make a connection, do this with your hands:

Put your hands in front of you, with your palms facing toward you and the tips of your fingers overlapping. Then wiggle your fingers back and forth together so it looks like synapses connecting:



Have students practice this motion.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read through the selection once modeling fluency and expression. Provide short definitions or examples of key vocabulary words where needed. Give students an opportunity to practice pronunciation of unfamiliar words. Explain jokes as needed.

Additionally, model making a connection, for example:

Making motion with hands to signal a connection as you begin talking:

Oh, knock-knock jokes. I first heard knock-knock jokes from my older brother. I think the first knock-knock joke he told me was, 'Knock knock. Who's there? Orange. Orange who? Orange you going to let me in?' It was funny the first time I heard it, but then he said it a hundred more times!

Model making a connection a few more times as you read to give students a good idea of what to do.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection along with students. Use the sentence frames below to get students talking about experiences they have had with jokes. Have them make the hand motion and share connections as they read. Make sure each student shares at least one connection.

If students need help getting started, have them use sentence frames:

My connection is _____.

I have a connection. When I _____.

I know this word because _____.

This makes me think of _____.

This reminds me of one time when _____.

The makes me remember that _____.

Have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. For more of a challenge, have students write a short description of their connections on a T-chart, recording the text that triggered the connection on one side and the connection on the other.
2. Additionally, have students practice saying jokes to one another using a list of clean jokes found online or from some other source. The key is for students to practice their fluency by reading the joke fluently, pausing where appropriate, using the punctuation, and then delivering the punch line just as fluently. Reiterate that if a person sounds like a robot delivering a joke, the joke is harder to understand, so it's important to read like you're really telling the joke.

NOTE

Jokes can be challenging for ELs for several reasons. First, students may or may not have heard idioms and expressions commonly used in English that make the joke funny (as in the astronaut joke in the selection). Second, humor differs greatly across cultures. What may be funny in one culture is seen as simply not funny in a different culture, and can in some cases be off-putting. Additionally, humor is difficult to sell if students don't have background knowledge of the social constructs that lead to the humor in a joke. For example, this joke about rabbits:

What do you call a parade of rabbits hopping backwards? A receding hare-line.

This is only funny if you know that a receding hairline is something in U.S. culture that men are sensitive about and if you know that it's called a receding hairline. Here's another example:

I wanted to grow my own food but I couldn't get bacon seeds anywhere.

Students in practicing Jewish or Islamic families might not eat pork, so this joke may not be relevant to them as they have never had bacon.

Jokes and humor, in essence, are very culturally specific, so if students don't get the jokes in the selection or the jokes you tell, and their native language jokes are lost in translation to English, that's OK. The focus of the lesson is fluency, so if they are reading with expression, the lesson has been successful.

Supplemental Material: Selection text**What's So Funny?**

People love to laugh. People love to make other people laugh, too. How do people make one another laugh? They share funny pictures and silly cartoons. They tell funny stories about things that really happened. They make up funny stories or tell funny stories they have heard. Humor is part of life everywhere in the world. It is something that connects people to each other.

A big part of humor is jokes. A joke can be a long story, or just a few sentences. Some jokes have been told for years and years. Jokes can be about school, animals, or families. Jokes can be about almost anything. When you tell a joke, you hope everyone "gets it" and thinks it is funny too.

Why are astronauts successful? Because they always go up in the world!

You probably know about "knock-knock" jokes. It's fun to pretend there is a door between you and a friend, and you can't see who's on the other side. It's funny when words get mixed up.

Knock knock!

Who's there?

Butter.

Butter who?

Butter let me in!

Riddles can be funny, too. A riddle is a puzzling question, and the answer is often surprising.

What runs around a house but doesn't move? A fence!

Pranks are tricks that people play on each other. Pranks can be fun and funny, but they can also be hurtful or scary. Take care when you pull a prank! Make sure that everyone will enjoy it.

People expect pranks on April Fool's Day. Long ago, people celebrated New Year's Day on April 1st. Then New Year's Day was changed to January 1st. People asked, "Is this a joke?" That may be the reason April 1st is known as a day of tricks, jokes, and pranks.

Jokes, riddles, and pranks are often passed from person to person. They travel around schoolyards and places where people work. They're sent from one person to another by email. Old jokes can tell us about life in earlier times. They also show us that humor has been around for a very long time!

Supplemental Material: Vocabulary

jokes

humor

moving up in the world

knock-knock jokes

riddle

LESSON TOPIC: "White Fields"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).
Make sound/symbol/word relations.

Writing: Author multiple forms of writing (e.g., expository, narrative, persuasive) from models.

Speaking: Present content-based information.
Recite words or phrases from pictures of everyday objects and oral modeling.

Listening: Carry out oral instructions containing grade-level content-based language.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE Students will be able to identify and define rhyme within a poem.

CONTENT Students will be able to read "White Fields" fluently in Reading Assistant.

KEY VOCABULARY

pointing out
filigree

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 5)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Paragraphs from Presentation section on page 3, copied for each student

MOTIVATION

(Building Background)

Rhyme is when it sounds the same at the end of a line. Here are some examples.

Say these rhymes, then afterward go back and point out the rhyming endings.

**Hey, diddle, diddle,
The cat and the fiddle,
The cow jumped over the moon.
The little dog laughed
To see such sport,
And the dish ran away with the spoon.**

Or this:

**Jack and Jill
Went up the hill
To fetch a pail of water.
Jack fell down
And broke his crown
And Jill came tumbling after.**

Here's another example:

**Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.**

Can you think of any songs or poems or chants that you know that rhyme?

Have students share out responses and give wait time as needed.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Hand out the printed copies of these two paragraphs, then read them aloud to students.

Rhyme is used in poetry to create structure and pattern. Before people knew how to write, rhyme helped with memorizing. Not all poems rhyme, and not all rhymes are poetry. But the use of rhyme in poetry is normal. Rhyme still helps us remember things.

Rhyming is one of the oldest forms of storytelling. Many cultures used spoken stories to tell their history and culture. They told stories to the younger people of their culture so they could pass the stories on. Rhyme is a powerful way to remember things. So a lot of these stories became rhymes. Rhyme was used for a long time because people didn't start reading and writing until about three hundred years ago.

NOTE: It is not pertinent that students know all the words above or even understand every bit of information. It simply gives students some practice putting the sounds they hear to print, along with practice gathering their own thoughts around what they are reading or hearing.

Isn't that very interesting? Can you imagine having no one knowing how to read or write, only doctors or special people hired to write? We couldn't have this lesson if we didn't know how to read or write, huh?

Have students think about this and then share their feelings. Probe as needed to get them to talk about their thoughts.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Today we're going to read a poem that has rhyme in it. Let's see if you can find it.

Read the selection to students slowly. Pause where needed to explain the key vocabulary words. Allow students to practice pronunciation for any words where they may struggle.

Now, as we read together, we're going to practice the rhyme. Let's read together.

Have students read the selection along with you.

OK, so now that we have read, where is the rhyme?

Have students point out all the rhyming words.

Now, what is rhyme again? And what does it help us do?

Excellent! Let's read it once more.

Have students read the selection aloud one more time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have the group come up with a rhyme about winter (or the current season or weather that is happening outside now). For an added challenge, have students write their own rhymes and share them out.

Supplemental Material: Selection text

White Fields

In the winter time we go
Walking in the fields of snow;

Where there is no grass at all;
Where the top of every wall,

Every fence and every tree,
Is as white as white can be.

Pointing out the way we came,
—Every one of them the same—

All across the fields there be
Prints in silver filigree;

And our mothers always know,
By the footprints in the snow,

Where it is the children go.

Supplemental Material: Vocabulary

pointing out
filigree

LESSON TOPIC: "Who Am I?"

STANDARDS

WIDA Grade Level Cluster 1-2

Reading: Identify basic elements of fictional stories (e.g., title, setting, characters).
Use learning strategies (e.g., context clues).

Listening: Interpret information from oral reading of narrative or expository text.
Follow modeled multi-step oral directions.
Find details in illustrated, narrative, or expository text read aloud.

Speaking: Use first language to fill in gaps in English (code-switching).
Participate in class discussions on familiar social and academic topics.
Use academic vocabulary in class discussions.
Express and support ideas with examples.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding

OBJECTIVES

LANGUAGE – Students will be able to identify and explain the moral of a story using guiding questions and background knowledge.

CONTENT – Students will be able to read "Who Am I?" fluently in Reading Assistant.

KEY VOCABULARY

fools	bathroom
merely	shall
scribe	noticed
butcher	woe is me
argument	alas
recognize	fortunate
pondering	moral
worried	

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words with simple definitions or pictures or both, copied for each student or displayed somewhere clearly visible

MOTIVATION

(Building Background)

Today we're going to read a story called a folktale. Folktales are stories that often times have a *moral*. A *moral* is a lesson. Has a family member ever told you a story that had a lesson? Maybe it was a story that they wanted you to hear so you don't make the same mistake again. Think for a minute about a story your family might have told you.

Give students 30-45 seconds to think about stories they have been told with a lesson. Have students share out stories they can think of that they were told and had a lesson.

Today we will read a story with a lesson. As we read, think about what the lesson could be, and then we'll talk about it. Why do you think as readers it's important to get a lesson from a story? What do you think learning a lesson helps us do?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection once and have students follow along on their copies. Pause at key vocabulary words to define them and give examples as needed. Model using the punctuation to guide your fluency.

Now, we're going to read this story together. Pay close attention as we do because when we finish, we'll talk about what the author might be trying to tell us.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection a second time, this time with students.

Now that we've read the story, what do you think the author might be trying to tell us?

Guide students' thinking with the following questions:

- 1. Why are they so worried about not having an identity in the bathhouse?**
- 2. Do you think having clothing is an important part of being recognized among your friends and family? Why/why not?**
- 3. What other parts of someone makes them recognizable in their community?**
- 4. Why is identity important to these characters?**
- 5. Does clothing make a person? Why/why not?**

Guide student thinking to the idea that clothing does not tell who a person is; a person is identified by who they are inside—their personality, attitude, and how they act. People shouldn't be judged based on looks alone because bad people can dress very well. Dressing well does not make you a good person.

Have students read the selection once more if there is time.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students write a paragraph about identity and how being oneself is the most important part of one's identity. Have students think about this in writing: "No one else can be you. Only you can be you."

Supplemental Material: Selection text**Who Am I?**

Now, the people who lived in the little town of Chelm weren't fools, not at all. It was merely that foolish things kept happening to them!

One day, Hershel the scribe and Chaim the butcher got into a great argument. About what? About clothing!

"How one looks is very important!" Hershel said firmly. "You can always tell a famous man by the fine suit he wears."

"But a not-so-famous man can buy a fine suit, too," Chaim argued. "And then he will look just as important as the better fellow."

"No, no," Hershel said. "When you see someone from a good distance away, what's the first thing you notice? How that person is dressed, of course! And how do we first recognize each other? By what we wear! I always wear this jacket with the ink stains on it. And you, Chaim, don't you always wear that nice white apron?"

"But what if a man is in the bathhouse?" asked Chaim. "He has no clothes on there. How can we recognize him then?"

Now, that was a problem! Hershel went home pondering it. And as he pondered, he grew very worried.

"Why, if no one can tell who I am in the bathhouse, I might not be me. I might even become lost! Or worse than that, if no one can recognize me, I—I might turn into no one at all! That would be terrible!"

But what could Hershel do about it? Houses in Chelm were small and didn't have separate rooms for bathing. Instead, everyone went to the bathhouses to get clean. Men went to one bathhouse and women to the other.

But no one in all of Chelm ever went without bathing! Sooner or later, Hershel knew, he would have to take off his clothes.

"And stop being me?" he cried. "Never!"

Suddenly Hershel had an idea. "I know what I shall do! I will tie a string around my leg. That's it! Then, even when I have all my clothes off in the bathhouse, I'll still know who I am!"

So off Hershel went to the bathhouse with a string tied around one leg. He took off his clothes without fear, safe in the knowledge that he would always know who he was.

Alas, Hershel was a good scribe but a terrible tier of knots. While he was in the bath, the string came unfastened and slipped to the floor. But Hershel never noticed.

Chaim, however, also happened to be in the bathhouse at that time. And he also had been worrying about how he would know who he was when he had no clothes on. "Look at that string," he said to himself. "It's just the thing I need."

Quickly, Chaim tied the string around his own leg.

"Now I will know who I am!" he said.

Meanwhile, Hershel had just realized that the string was no longer around his leg. But look at this! There was Chaim—and he had a string around his leg! "Oh, woe is me!" Hershel cried. "If Chaim is me, then who am I?"

All at once the answer struck him. Why, surely he must be Chaim! Yes, of course, that was it! Chaim was Hershel, and Hershel was Chaim.

"How fortunate we had that piece of string," Hershel said to Chaim. "Otherwise we never would have known who we are!"

Supplemental Material: Vocabulary

fools

merely

scribe

butcher

argument

recognize

pondering

worried

bathhouse

shall

noticed

woe is me

alas

fortunate

moral

LESSON TOPIC: "Wild Weather"

STANDARDS

WIDA Grade Level Cluster 3-5

- Reading: Find details that support main ideas.
Identify facts and explicit messages from illustrated text.
- Writing: Describe events, people, processes, and procedures.
Copy words, phrases, and short sentences.
- Listening: Interpret oral information and apply to new situations.
Follow multi-step oral directions.
- Speaking: Present content-based information.
Restate content-based facts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to use key words to research, write, and speak about topics on climate change.

CONTENT – Students will be able to read "Wild Weather" fluently in Reading Assistant.

KEY VOCABULARY

claim
worst
settle down
cause
fossil fuels
greenhouse gases
a matter of
breaking records

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words, copied for each student or displayed somewhere clearly visible
- Graphic organizer, copied for each student (page 5)
- Internet access for student pairs
- A list of websites that students can visit during the lesson to learn more about the terms on the graphic organizer (review the sites to ensure content and vocabulary is appropriate)
- Pencils

MOTIVATION

(Building Background)

What do you know about climate change? Have you ever heard that term?

Have students share out what they know about climate change. Some students might know very little, while some might know a great deal. To accommodate for more soft-spoken students, give each student an opportunity to speak.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Hand out the graphic organizers. Depending on the number of students in your class/group, pair students off. This acts as a scaffold for language and task complexity.

If there are not enough students or student pairs to address every term on the graphic organizer, you may accommodate in these ways: you can complete it; students can cross those words out; students can be given two terms to research; or students can do this activity individually (for more of a challenge).

Before we read today, we're going to learn some new terms. Take a look at your handouts. First, I'm going to give each of you one of the terms. Then you will use the internet to research that term.

When you are done with your research, I want you to write the definition in the box next to that term. In the next box, you will write one interesting thing you learned. In the last box, you will write two questions you still have about that term.

Why do you think it's important to do research? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Provide the list of research websites to students. Model researching the first term and filling in the boxes adjacent to that term. Then give students about 10 minutes to research their own term, and then have students share out in a group what they wrote. Students can write the shared definitions on their own graphic organizers.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Read the selection to students once slowly. Have students practice pronouncing the key vocabulary.

Have students read the selection with you, and then have them read the selection to you. Answer any questions students may have.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students brainstorm a solution to one of the issues researched in the lesson. Have students explain their idea and why they think it might work. Allow students to get creative with their thinking (the focus is on oral language development as opposed to content-specific relevancy, but it could be both).

Supplemental Material: Selection text**Wild Weather**

Record Floods in China! The Worst Wildfires Ever in California! Drought in Africa!

Lately the news seems like one extreme weather event after another. Newspapers claim that each new event is the worst one in history. Has Earth's weather gone suddenly wild? Or is it going through a natural change that will settle down in time? Scientists are trying to discover the cause of our planet's wild weather.

Earth's temperature is slowly rising. It has now gone up about one degree. One degree may not seem like much. Yet it can bring changes to the world's weather systems. This can cause a rise in the number of storms and the strength of storms. According to one scientist, extreme weather events were once "1 in 100, today they may be 1 in 70, and in the future, 1 in 30 or more."

Some scientists believe humans are partly the cause of Earth's climate change. Humans burn fossil fuels such as coal, oil, and natural gas to make energy. Burning fossil fuels creates gases that keep heat from escaping into space. These gases are sometimes called greenhouse gases.

Greenhouse gases themselves are not the problem. They have been keeping Earth warm for millions of years. The problem now is a matter of balance. Humans might have added too much greenhouse gas to the air. The temperature might be getting too warm.

Some scientists do not believe Earth's climate will continue to get warmer. They think Earth's rising temperature is part of a natural climate cycle of warming and cooling. Climate cycles, like ice ages, last for tens of thousands, or hundreds of thousands, of years. During such a long amount of time, extreme weather events are likely to come—and go.

Today, extreme weather events are breaking records. Scientists do not know why for sure. But they are studying our climate—and climate cycles—to learn more about Earth's wild weather.

Supplemental Material: Vocabulary

claim

worst

settle down

cause

fossil fuels

greenhouse gases

a matter of

breaking records

Supplemental Material: Graphic organizer

Name _____

Date _____

Wild Weather

	Definition	What I learned	Two questions I still have
climate change			
fossil fuels			
greenhouse gases			
coral calcification			
ocean acidification			
sea level rise			
extreme weather			

LESSON TOPIC: "Windy Nights"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify elements of story grammar (e.g., characters, setting).

Classify features of various genres of text (e.g., "and they lived happily ever after" – fairy tales).

Draw conclusions from explicit and implicit text at or near grade level.

Listening: Interpret oral information and apply to new situations.

Follow multi-step oral directions.

Speaking: Present content-based information.

Discuss stories, issues, and concepts.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Developing, Expanding, Bridging

OBJECTIVES

LANGUAGE – Students will be able to identify and define metaphor in the poem.

CONTENT – Students will be able to read "Windy Nights" fluently in Reading Assistant.

KEY VOCABULARY

moon and stars are set

wind is high

all night long

when the fires are out

gallop about

trees are crying aloud

MATERIALS

- Selection text with key vocabulary highlighted, copied for each student and displayed somewhere clearly visible (page 4)

MOTIVATION

(Building Background)

We're going to start today with a little game. When I say something, I want you to see if you can *infer*, or guess, what I am actually talking about.

Say a few of the sentences from this list¹, and give students an opportunity to guess at the meaning. You don't need to say all of them; simply stop when it's clear students have an understanding of the concept.

Max is a pig when he eats.
You are my sunshine.
It's raining cats and dogs.
I was lost in a sea of nameless faces.
My teacher is a dragon.
Life is a rollercoaster.
America is a melting pot.
His eyes were ice.
The world is a stage.
Life is a fashion show.
My kid's room is a disaster.
The alligator's teeth are white daggers.
Time is money.
The wheels of justice turn slowly.
She cut him down with her words.
The teacher planted the seed of wisdom.
The clouds sailed across the sky.
Laughter is the music of the soul.
He is a chicken.
The peaceful lake was a mirror.
Your brain is a computer.
He is a night owl.
The car was a furnace in the sun.
A blanket of snow covered the ground.

What we just heard are called *metaphors*. Let's say that together: metaphors. Metaphors are things we might say all the time, but poets use them a lot in their poems to help us fully understand their experience or the writing.

¹ <https://blog.udemy.com/metaphor-examples-for-kids>

Why do you think it's important to understand metaphor as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

Today we'll read a poem that has a metaphor, and we're going to see if you can identify it.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection to students slowly, pausing to define the key phrases as needed.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students read the selection with you.

Can you guess what metaphor the author is using?

Have students share ideas and talk about the author's message. Then have students read the selection on their own, if time allows.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. The following paragraph from Stevenson on his poem gives the reader an idea of where the author was coming from. Have students read this paragraph and talk about any connections they have to that feeling, or other sounds in nature that sound like other things. For more of a challenge, have students experiment with writing their own poems using a metaphor.

"I had an extreme terror...implanted in me, I suppose, by my good nurse, which used to haunt me terribly on stormy nights, when the wind had broken loose and was going about the town.... I remember that the noises on such occasions always grouped themselves for me into the sound of a horseman, or rather a succession of horsemen, riding furiously past the bottom of the street and away up the hill into town; I think even now that I hear the terrible howl of his passage, and the clinking that I used to attribute to his bit and stirrups...." (Graham Balfour, *Life of Robert Louis Stevenson*, London:Methuen, 1901).²

² <http://poetry.literaturelearning.org/?q=node/537>

Supplemental Material: Selection text (with key vocabulary highlighted)

Windy Nights

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet
A man goes riding by.

Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he;

By at the gallop he goes, and then
By he comes back at the gallop again.

Supplemental Material: Vocabulary

moon and stars are set
wind is high
all night long
when the fires are out
gallop about
trees are crying aloud

LESSON TOPIC: "You're a Grand Old Flag"

STANDARDS

WIDA Grade Level Cluster 3-5

Reading: Identify cognates from first language, as applicable.
Make sound/symbol/word relations.

Listening: Follow multi-step oral directions.
Match literal meanings of oral descriptions or oral reading to illustrations.

Speaking: Present content-based information.
Describe pictures, events, objects, or people using phrases or short sentences.

TARGETED ENGLISH LANGUAGE PROFICIENCY

Emerging, Developing

OBJECTIVES

LANGUAGE – Students will be able to use pictures, sentence frames, and teacher support to define new words in the song "You're a Grand Old Flag."

CONTENT – Students will be able to read "You're a Grand Old Flag" fluently in Reading Assistant.

KEY VOCABULARY

grand
flag
high flying
peace
symbol
brave
boast
brag

MATERIALS

- Selection text, copied for each student or displayed somewhere clearly visible (page 4)
- Key vocabulary words (with pictures where appropriate), copied for each student or displayed somewhere clearly visible
- Picture of the U.S. flag, if you don't have the flag in your classroom
- Audio recording of "You're a Grand Old Flag" (https://www.youtube.com/watch?v=sO12beCe_ac)

NOTE: If this recording is unavailable, make sure that your recording includes the word "for" in this line: "Every heart beats true for the red, white, and blue..." It's often replaced with "under" or "neath," which is incorrect.

MOTIVATION

(Building Background)

Hold up a picture of the U.S. flag (or point to it if it's hanging in the classroom).

Let's talk about this flag. What do you see?

Have students describe the flag they see and let them share out any history they may know about it. If students need help, give them sentence frames like these:

The colors I see are _____.

The shapes I see are _____.

This part of the flag is different than that part because _____.

This part looks different than _____.

The story you will read today is actually not a story, but rather a song about this flag. We're going to come with some meanings of words from the song.

Why do you think it's important to do this as we read? What do you think this helps us do in real life?

Have students Think-Pair-Share their responses.

PRESENTATION

(Language and Content Objectives, Comprehensible Input, Strategies, Interaction, Feedback)

Read the selection slowly to students, giving them an opportunity to hear the rhyme and cadence of it. Talk about unfamiliar words the students may not know. Use pictures and examples where appropriate.

Then have students create a definition for each word out loud together. Write what they come up with on a board or somewhere clearly visible so they can see it.

PRACTICE/APPLICATION

(Guided Practice, Interaction, Strategies, Feedback)

Have students read the selection with you, pausing to practice pronunciation where appropriate. Have students read it a third time or sing it softly.

REVIEW/ASSESSMENT

(Review Objectives with Vocabulary, Assess Learning)

Have students complete the selection in Reading Assistant. Celebrate any high scores.

EXTENSION

1. Have students sing the song along with the music in the video.

Supplemental Material: Selection text

You're a Grand Old Flag

You're a grand old flag,
You're a high flying flag,
And forever in peace may you wave.
You're a symbol of the land I love,
The home of the free and the brave.
Every heart beats true for the red, white, and blue,
Where there's never a boast or a brag.
You're a symbol grand, of our proud land.
Keep your eye on the grand old flag.

KEY VOCABULARY

grand
flag
high flying
peace
symbol
brave
boast
brag