Understanding Figurative Language
In
"Sarah Plain and Tall"

Grade Level: Fifth grade
Target Group: Mainstream class with integrated ELLs
Introduction
Andrea Westbrook  
Instructional Unit Selection Overview

1. Title: Understanding Figurative Language in “Sarah Plain and Tall”

2. Grade Level: Fifth grade

3. Target Group: Mainstream class with integrated ELLS

4. Source of Written Reading Materials:
   - *Maine Facts and Symbols* by Emily McAuliffe, Capstone Press.

Web pages
- [http://fiat.glis.utexas.edu/~schapa/page.html](http://fiat.glis.utexas.edu/~schapa/page.html)
- [http://teacher.esuhsd.org/webquests/webquests/sarahplainandtall/WQ059.html](http://teacher.esuhsd.org/webquests/webquests/sarahplainandtall/WQ059.html)

5. Source of Lesson
   - SFA Reading Comprehension Lesson 5A7, Figurative Language.
   - HarcourtBrace, Practice Book
   - The Yeast Beast, Knight Foundation Summer Institute
6. Learning Goals

- I want my students to know and understand the meaning of new vocabulary and to be able to comprehend the reading so that they can take part in meaningful discussions of the story.
- I want my students to understand the use of figurative language and then be able to carry their understanding into their own writing.
- I want my students to learn the proper letter format and how to write their own letter.
- Students will also be aware of the similarities and differences between Kansas and Maine.
- Students will be able to conduct a science experiment on chemical reactions using yeast. When yeast reacts with sugar, carbon dioxide gas is produced. Complete the project with making bread.

7. I choose *Sarah Plain and Tall* because it's required reading for fifth grade as well as one of my favorite books. I also think the theme of having to move and the changes that can happen within a family is a theme that my student can relate to. I wanted to activate or create as much prior knowledge as possible so I have introduce my students to either the time period or the geographical location of the story during the listening portion of the reading program (the first 20 minutes). I should now have some prior knowledge to build on and this should help the students comprehend the story.
Goals and Objectives of Instructional Unit

TESOL/NCATE Standards

Goal 1, Standard 1
To use English to communicate in social settings: Students will use English to participate in social interaction. (Think-Pair Share) Activities

Goal 1, Standard 3
To use English to communicate in social settings; Students will use learning strategies to extend their communicative competence.

Goal 2, Standard 1
To use English to achieve academically in all content areas: Students will use English to interact in the classroom. (Story Discussion, Meaningful Sentences, Adventures in writing.)

Goal 2, Standard 2
To Use English to achieve Academically in all content areas; Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Goal 3, Standard 1
To use English in socially and culturally appropriate ways; Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
Goals and Objectives of Instructional Unit

TESOL/NCATE Standards

Goal 1, Standard 1
To use English to communicate in social settings: Students will use English to participate in social interaction. (Think-Pair Share) Activities

Goal 1, Standard 2
To use English to communicate in social settings: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Goal 1, Standard 3
To use English to communicate in social settings: Students will use learning strategies to extend their communicative competence.

Goal 2, Standard 1
To use English to achieve academically in all content areas: Students will use English to interact in the classroom. (Story Discussion, Meaningful Sentences, Adventures in writing)

Goal 2, Standard 2
To use English to achieve academically in all content areas: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Goal 3, Standard 1
To use English in socially and culturally appropriate ways; Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
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<th>Lesson Plan Day 1</th>
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<tr>
<td><strong>Figurative language</strong></td>
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<td><strong>Warm Up Goals/Objectives</strong> Students will have the opportunity to activate prior knowledge and/or create background knowledge that will help in the understanding of the use of descriptive words in figurative language.</td>
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<td><strong>Assessment Warm Up Activity</strong></td>
<td>15 min</td>
<td>Students will have the opportunity to activate prior knowledge of descriptive words as they use their sense of taste, touch, and smell.</td>
<td>Goal 1. Standard 1.2 Goal 2 Standard1,2 Goal 3. Standard 1</td>
<td>1.8, 2.1,</td>
<td>B1</td>
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<td><strong>Figurative Language Lesson. Goals and Objectives</strong></td>
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<td>Students will have the opportunity to become familiar with the use of similes and then have the opportunity to demonstrate their understanding similes within their reading as well as writing.</td>
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<td><strong>Simile introduction</strong></td>
<td>10 min</td>
<td>Students will first watch a short clip from movie Chitty-Chitty Bang-Bang. Teacher will then read, I’m as Quick as a Cricket to the students. Introducing the use of figurative language.</td>
<td>Goal 1. Standard 1.2 Goal 2 Standard1,2</td>
<td>1.7, 1.8</td>
<td>B1</td>
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<td><strong>Vocabulary Introduction</strong></td>
<td>5 min</td>
<td>Introduce and explain the reason we use similes (using like or as). Write the words on the board (chart-paper) so they can be seen and referenced to as needed during the lesson.</td>
<td>Goal 2 Standard 1,2,3</td>
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<td><strong>Figurative Language Lesson</strong></td>
<td>20 minutes</td>
<td>Students will have the opportunity to recognize and understand the use of similes in hands on lesson using note cards.</td>
<td>Goal 1 Standard 2,3</td>
<td>1.3, 2.3, 2.4</td>
<td>C1,</td>
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<tr>
<td><strong>Guided Team Practice</strong></td>
<td>15 min</td>
<td>Students will have the opportunity to participate in an activity helping them to recognize similes in selected books using (post it notes)</td>
<td>Goal 2 Standard 1,2,3</td>
<td>1.1,1.2, 2.0, 2.3</td>
<td>A,B2</td>
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<tr>
<td><strong>Written Response Student Created Books</strong></td>
<td>15 min</td>
<td>Students will have the opportunity to write their own descriptive books about themselves using similes.</td>
<td>Goal 1 Standard 2,3</td>
<td>1.1,1.2, 2.0</td>
<td>A,B</td>
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<tr>
<td><strong>Additional Skills Instruction Cool Down</strong></td>
<td>10 min</td>
<td>Students will have the opportunity to listen to each other’s books about themselves and respond to the simile within the story.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>1.1,1.2, 2.0</td>
<td>A1, B2</td>
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<td><strong>Homework</strong></td>
<td>20 min</td>
<td>Students will write down at least one simile they come across during their 20 minutes of reading. They should be prepared to share with class what the author is comparing.</td>
<td>Goal 2 Standard 1,2</td>
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<td>C2</td>
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<td>Lesson Plan Day 2</td>
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<td>Students will have the opportunity to activate prior knowledge and/or create background knowledge that will help in the understanding of the selected reading material.</td>
<td><strong>20 min</strong></td>
<td>Maine Facts and Symbols. Information gap activity</td>
<td>Goal 1. Standard 1,2 Goal 2 Standard 1,2</td>
<td>4.3</td>
<td>A1, A4</td>
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<td>Students will become familiar with new vocabulary within the story and then have the opportunity to demonstrate their understanding of the vocabulary. Students will have the opportunity to read silently and out loud to build comprehension and fluency. Students will also have the opportunity to work as a team and communicate effectively using standard English orally as well as in written form.</td>
<td><strong>15 min</strong></td>
<td>Short movie about Maine and sea - shore. K-W-L chart</td>
<td>Goal 1. Standard 1,2 Goal 2 Standard 1,2</td>
<td>1.7, 1.8, 2.4</td>
<td>B1</td>
</tr>
<tr>
<td><strong>Assessment Warm Up/Story Motivation, K-W-L</strong></td>
<td><strong>20 min</strong></td>
<td>Introduce Word Wall and Students will have the opportunity to repeat correct pronunciation of the new words. Teacher will assess student's pronunciation and understanding of the new vocabulary through choral response and vocabulary Bingo.</td>
<td>Goal 2 Standard 1,2</td>
<td>2.1</td>
<td>A</td>
</tr>
<tr>
<td><strong>Vocabulary Introduction Teacher Pronunciation, choral response, word meaning, teacher meaningful sentences, Vocabulary Bingo</strong></td>
<td><strong>Story Introduction Predictions with evidence</strong></td>
<td><strong>20 minutes</strong></td>
<td>Teacher will introduce and state a purpose of reading the selected text. Teacher will also ask questions so students can build text to self. Teacher will read the first three pages out loud. Students will have the opportunity to make story predictions</td>
<td>Goal 1 Standard 2,3</td>
<td>1.3, 2.4</td>
</tr>
<tr>
<td><strong>Additional Skills Instruction Cool Down</strong></td>
<td><strong>15 min</strong></td>
<td>Students will have the opportunity to complete Listening Comprehension activity, Information Gap, with partners.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>1.1, 1.2, 2.0</td>
<td>A1, B2</td>
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<td><strong>Homework</strong></td>
<td><strong>20 min</strong></td>
<td>SFA reading Students will read and respond to self selected reading material.</td>
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<td>Lesson Plans Day 3</td>
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<td>Listening Comprehension and/or activity</td>
<td>20 min</td>
<td>Kansas Facts and Symbols Information Gap Activity</td>
<td>Goal 1 Standard 1,2</td>
<td>4.3</td>
<td>A1, A4</td>
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<td><strong>Reading Lesson Goals/ Objectives</strong></td>
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<td>Students will become familiar with new vocabulary within the story and then have the opportunity to demonstrate their understanding of the vocabulary. Students will have the opportunity to read silently and out loud to build comprehension and fluency. Students will also have the opportunity to work as a team and communicate effectively using standard English orally as well as in written form.</td>
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<td>Assessment: Warm Up Story Discussion Review Treasure Hunt I, noteworthy questions, share predictions with evidence</td>
<td>8 min</td>
<td>Short movie about Kansas and the plains. K-W-L chart.</td>
<td>Goal 1 Standard 1,2 Standard 2,</td>
<td>1.7, 1.8, 2.4</td>
<td>B1</td>
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<tr>
<td>Vocabulary Review choral response, Rapid Review, review word meaning, meaningful sentences</td>
<td>10 min</td>
<td>Review word wall, word meanings, and assess students understanding of meaningful sentences by giving examples that contain synonyms.</td>
<td>Goal 2 Standard 1,2,3</td>
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<td><strong>Guided Team Practice</strong></td>
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<td>Introduce Treasure Hunt Questions</td>
<td>3 min</td>
<td>Teacher will have students become familiar with fact/events to look for in the story during silent and partner reading.</td>
<td>Goal 2 Standard 2,3</td>
<td>1.1, 2.2,</td>
<td>C1</td>
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<td>Silent Reading Section I</td>
<td>10 min</td>
<td>Students will read silently while teacher monitors students working independently.</td>
<td>Goal 2 Standard 2</td>
<td>1.1, 2.0</td>
<td>C4</td>
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<tr>
<td>Partner Reading Section I</td>
<td>10 min</td>
<td>Students will partner read as teacher monitors and assesses students’ reading ability and word attack strategies.</td>
<td>Goal 2 Standard 2,3</td>
<td>1.1, 1.2, 2.0</td>
<td>A, B</td>
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<tr>
<td>Treasure Hunt Section I Partner Discussion</td>
<td>10 min</td>
<td>Students will discuss story questions with partners and then as a whole group. Teacher will assess students’ understanding of story and ability to work as a team.</td>
<td>Goal 2, Standard 1,2,3</td>
<td>2.1, 2.2</td>
<td>A,B</td>
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<tr>
<td>Written Response to Treasure Hunt Questions</td>
<td>10 min</td>
<td>Students’ will have the opportunity to write answer to Treasure Hunt I in complete sentences</td>
<td>Goal 2 Standard 1</td>
<td>1.1, 1.2, 2.0</td>
<td>A1, B2</td>
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<tr>
<td><strong>Additional Skills</strong> Create Meaningful sentences Cool Down</td>
<td>9 min</td>
<td>Students will complete listening comprehension activity, Information Gap, With partners.</td>
<td>Goal 2, Standard 1,2,3</td>
<td>2.1, 2.2</td>
<td>A, B</td>
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<td>Listening Comprehension and activity.</td>
<td>20 min</td>
<td>Twister on Tuesday: Students will have the opportunity to learn about life in the late 1800's.</td>
<td>Goal 1 Standard 1,2 Goal 2 Standard 1,2</td>
<td>4.3</td>
<td>A1, A4</td>
</tr>
<tr>
<td><strong>Reading Vocabulary Goals/Objectives</strong></td>
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<td>Students will continue to practice new vocabulary within the story and then have the opportunity to demonstrate their understanding of the vocabulary through student created meaningful sentences. Students will have the opportunity to read silently and out loud to build comprehension and fluency. Students will also have the opportunity to work as a team and communicate effectively using standard English orally as well as in written form</td>
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<tr>
<td>Assessment: Warm Up Story Discussion Review Treasure Hunt II, noteworthy questions/Retell activity</td>
<td>8 min</td>
<td>Students will have the opportunity to answer orally, treasure hunt and story related questions. Students will also activate knowledge of the story as they participate in a story retell activity.</td>
<td>Goal 1 Standard 1,2 Goal 2 Standard 1,2</td>
<td>1.7, 1.8, 2.4</td>
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<tr>
<td>Vocabulary Review</td>
<td>8 min</td>
<td>Students will review word wall as teacher monitors their pronunciation and fluency of meaningful sentences.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>2.1</td>
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<td><strong>Guided Team practice</strong> Introduce Treasure Hunt II questions</td>
<td>3 min</td>
<td>Teacher will have students become familiar with facts/events to look for during silent and partner reading.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>1.1, 2.2,</td>
<td>B, C1</td>
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<tr>
<td>Silent Reading Section II</td>
<td>10 min</td>
<td>Students will read silently while teacher monitors students working independently</td>
<td>Goal 2 Standard 2</td>
<td>1.1, 2.0</td>
<td>C4</td>
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<tr>
<td>Partner Reading Section II</td>
<td>10 min</td>
<td>Students will partner read as teacher monitors and assesses student’s reading ability and word attack strategies</td>
<td>Goal 2, Standard 2,3</td>
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<td>Treasure Hunt Section II</td>
<td>10 min</td>
<td>Students will discuss story questions with partners and then as a whole group. Teacher will assess students understanding of the story and ability to work as a team.</td>
<td>Goal 2, Standard 1,2,3</td>
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<tr>
<td>Written Response to Treasure Hunt Questions</td>
<td>10 min</td>
<td>Students will have the opportunity to write the answer to Treasure Hunt II in complete sentences</td>
<td>Goal 2, Standard 1</td>
<td>1.1, 1.2, 2.0</td>
<td>A1,B2</td>
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<tr>
<td><strong>Additional Skills</strong> Words Out Loud Pre-Test with partners Student Created Meaningful Sentences</td>
<td>11 min</td>
<td>Students will be given to opportunity to practice words out loud with their partner. Teacher will assess students’ fluency and understanding of the vocabulary.</td>
<td>Goal 2, Standard 1,2</td>
<td>1.2</td>
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**Cool Down**
| Homework   | 20 min SFA reading | Students will read and respond to self-selected reading material. They may also keep a list of similes that they may encounter during their reading. | 1.1,1.3 |
Lesson 1
Lesson 1- Instructional Unit

**Goal:** I want to increase students understanding of the use of figurative language within text to build their reading comprehension and learn to utilize similes in their own writing.

**Objectives:**

All students will have the opportunity to:
- Explore the use of similes in literature
- Identify similes in written and oral format.
- Partake in a sensory lesson
- Create a book about themselves using similes
- Identify similes within their own reading
- Explain orally or in written form what is being compared in a sentence with a simile.

**Materials**
- Book I’m as Quick as a Cricket and other teacher selected books. Book list included
- T.V./VCR
- Movie- Chitty Chitty Bang Bang
- Scented markers, candy, sandpaper swatches.
- Simile Index cards
- Create your own book materials
- Markers, crayons.
- Silk scarf
- ball
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<td>Vocabulary Introduction Simile Like/as</td>
<td>5 min</td>
<td>Introduce and explain the reason we use similes (using like or as). Write the words on the board (chart-paper) so they can be seen and referenced to as needed during the lesson.</td>
<td>Goal 2&lt;br&gt;Standard 1,2,3</td>
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<td><strong>Figurative Language Lesson</strong></td>
<td>20 minutes</td>
<td>Students will have the opportunity to recognize and understand the use of similes in hands on lesson using note cards.</td>
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<td>Written Response Student Created Books</td>
<td>15 min</td>
<td>Students will have the opportunity to write their own descriptive books about themselves using similes.</td>
<td>Goal 1&lt;br&gt;Standard 2,3</td>
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<td><strong>Additional Skills Instruction Cool Down</strong></td>
<td>10 min</td>
<td>Students will have the opportunity to listen to each other's books about themselves and respond to the simile within the story.</td>
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<td>Homework</td>
<td>20 min SFA reading</td>
<td>Students will write down at least one simile they come across during their 20 minutes of reading. They should be prepared to share with class what the author is comparing.</td>
<td>Goal 2&lt;br&gt;Standard 1,2</td>
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Andrea Westbrook
Revised Lesson Plan- Figurative Language
Figurative Language Warm Up/Introduction (15 minutes)

Students will each be given a small zip-lock bag with the following items:
Candy (your choice) sour patch kids
Scented marker
Sandpaper swatch

The teacher will model the following activities while she is asking the students to do
the same
- The Teacher will ask the students to take the marker out of the bag, remove the cap
  and smell the marker. He/she will then ask the students to tell him/her what the
  marker smells like. As the students answer the questions the teacher will keep a
  running list of words on the dry erase board.
- Next the teacher will write the word like on the board. He/she will hold up the marker
  and says, “this marker smells (point to the word like) and then point to the words the
  students have given you. Explain that you’re comparing the smell of the marker to,
  for example, an orange.
  - Intermediate students could read a phrase with prompting as you point to the
    words.
  - Advanced students could orally tell you what their marker smells like without
    any prompting
- Repeat the same activity with the sandpaper and then the candy keeping a running list
  of words.

Lesson (35 Minutes)
The teacher will begin the lesson by activating and introducing prior knowledge of
figurative language through a short movie clip of “Chitty-Chitty, Bang-Bang.” (Song
Chitty Chitty, Bang Bang) Asking the students to listen to what the car and the seat are
being compared to.
Write down their answers on dry erase board.
State-The car is Sleek as a Thoroughbred, seats are (like) a featherbed
The actors are comparing the car to a fast sleek horse, and the seats to a soft bed.

Next read the book I’m as Quick as a Cricket by Audrey Wood. Leaving out the
similes (the similes should be covered with sticky notes)

When finished read the story again just as it is written.
Ask the following questions. (Use Thumbs up/thumbs down)
Which sentence gives you a better mind movie?
I’m as quick as a cricket or I’m quick?
Thumbs up for, I’m as quick as a cricket. Thumbs up if you think I’m quick is a better
mind movie. Assess and discuss the student’s choices. Ask these questions in this way
as needed. Then ask if the notice any words that were always used in the story? (As)

Explain that The next story the class will be reading is Sarah Plain and Tall and the
author makes the story more interesting by using figurative language (Write Figurative
Language on the board. The form of figurative language we will be focusing on today is **Similes** (write Simile on the board under figurative language).

A Simile compares two different things using the word like or as (write this under the word Simile) for ex. (The following sentences should be made before class so that they can be referred to quickly).

**The excited child was like a bouncing ball always moving never still.**

(Teacher should have a ball to bounce) Ask a student to demonstrate what the child would look like. Next ask the students these questions:

- **What is bouncing like a ball?** The child
- **What is the child like?** A bouncing ball
- **Is the child a bouncing ball?** (Teacher assessment)

Explain that the author is comparing the child (cut the sentence so it reads The excited child) to the ball using the word like (cut the word like out of the sentence). The sentence should now be in three parts. Ask three students to hold the pieces and read the sentence now put together.

**Read the next sentence strip**

**The new dress was as soft and smooth as silk** (have a silk scarf or fabric that the students can touch) Have the students touch the scarf.

Ask the following questions:

- **What does the dress feel like?** Smooth, soft, silk
- **What feels like smooth soft silk?** The dress

Restate that a simile compares two things using like or as and then repeat the sentence (pointing to the sentence) The new dress was as soft and smooth as silk. (Repeat cutting of sentence focusing on the word as)

**Tell students they will now be playing a game using simile word cards. The students will be working with teacher selected partners.**

Pass out pre made word cards with the beginning of a sentence using a simile on one side and the end of the sentence on the other side. Have the students read both sides of their card quietly to themselves. Leave the card front side up. (Teacher will need to model)

**Front Card**

| She was as cool |
| The baseball players were like |
| He was as angry as |
| His singing sounded like |
| The building was so tall it looked like |
| The sound of the bat hitting the ball was like |
| His skin was smooth and soft like |
| His singing sounded like |

**Back Card**

| sick dogs howling in the back yard. |
| as a cucumber |
| game pieces waiting to move. |
| a mother bear protecting her babies. |
| a sick dogs howling in the backyard. |
| it was going to touch the sun. |
| a firecracker popping |
| the petal of a flower. |

**Ask one partner to stand and read the front of their card to the whole class.** Then ask all students to turn to the back of their card and read the ending quietly to their partners. Ask the students to please raise their hand if they think they have the simile that would complete the sentence.

Read both parts out loud then ask the students what is being compared. Is the author using as or like?
The student who had the ending of the sentence now will read the beginning of his sentence (front) and the next student who has the ending will complete the sentence. Finish this activity until all cards are read.

**Teacher will assess the students understanding during this time and will adjust their teaching to fit the need of the students.**

**Restate again:** A simile compares two different things using the words like or as.

**Guided Team Practice (15 minutes)**

Pass out selected text and post it notes to teacher selected student partner groups (list of books included) The teacher will explain that they will now have a chance to read a book. When they find a simile they should put a “sticky” on that page and then discuss with their partner/s what the author is comparing. Have each group be prepared to share with the whole class one sentence from their book.

**Written Response/Ending Activity (15 minutes)**

Explain to the student that they’ll now have an opportunity to create two pages of a book using a simile to describe themselves. When their sentences are complete and checked by the teacher they can illustrate their book. They will have the word wall available to them for descriptive words as well as the previously selected reading materials.

**Additional Skills/Closure (10 minutes)** The students will have an opportunity to share their books with the class.

**Homework**

Students will write down at least one simile they come across during their 20-minute reading time. They will be prepared to share it with the class during school the next day.
Figurative Language Bibliography

I am as ______________________ as a ______________________
Figurative language sheets Day 1

Similes
She was cool as a cucumber
He was as angry as a mother bear protecting her babies
Her skin was smooth and soft like the petals of a flower.
The baseball players were like game pieces waiting to move.
The sound of the bat hitting the ball was like a firecracker popping.
The building was so tall it looked like it was going to touch the sun.
His singing sounded like sick dogs howling in the back yard.
The clouds looked like floating cotton balls in the sky.
Andrea Westbrook
Descriptive Narrative for Figurative Language Lesson

In the following lesson I have made modifications for English Language Learners in a variety of ways. The first modification was within my own Unit lesson plan. Having taught figurative language before and knowing the successes and failures of only having a 20 minute time slot to teach this lesson I decided to spend the first full day of my reading block on Figurative language primarily similes.

Sheltered Strategies.
I tried to make the lesson on figurative language as concrete as possible for all students. I have used the white board and chart paper to note key vocabulary pertaining to the lesson and I have used it to keep a running record of student generated descriptive words. These words and vocabulary will be available to the students so that they can use them during their own writing. I have also partnered my students during the whole lesson so that I have a stronger student with an intermediate student. This should enable the intermediate student the ability to become successful throughout all classroom activities. The final project, the creating their own book using figurative language has two revisions. Both books will have some of the sentences stems already made but the intermediate students will have a word bank available to use on the page where as the advanced students will have the opportunity to create their own descriptive words.

Adjusting Discourse
When introducing the lesson, reading the text, and discussing the lesson on figurative language I have adjusted my pace when needed, paused after important information and used gestured. When a question is asked I have paused and waited for my students to respond. I have repeated important information many times during the lesson and pointed to the key words of the lesson when used. I have also repeated the focus of the lesson through out the class period. Drawing the students back to what the lesson is for the day.

Enhancing Interaction
I have had my students interacting in a variety of ways. I have used whole group activities, partner sharing and think-pair-share when needed. I have also brought in a large amount of realia so that the students can have a better understanding of the lesson being taught. I believe the students understand and retain knowledge when they have ownership of the material and what better way then to learn from each other.
Lesson 2
Lesson 2- Instructional Unit, *Sarah Plain and Tall*

**Goal:** To familiarize and increase student’s knowledge of the state of Maine as well as introduce vocabulary they will be reading to help increase their comprehension of the selected story, *Sarah Plain and Tall*.

**Objectives:**

All students will have the opportunity to:

- Activate or create background knowledge of the state of Maine through realia and video to help in the understanding of the selected reading material
- Become familiar with new vocabulary within the selected story, *Sarah Plain and Tall*
- Make story predictions based on previously read passage.
- Complete an information gap activity about the state of Maine

**Materials**

- Book, *Maine Facts and Symbols*
- Multiple copies of *Sarah Plain and Tall*
- Movie, *Our American Landscape*
- Information Gap Activity
- Bingo game board
- Seashells
- K-W-L chart
- United States Map
- Scissors and glue
<table>
<thead>
<tr>
<th>Lesson Plan Day 2</th>
<th>Time</th>
<th>Content</th>
<th>TESOL</th>
<th>District Standard</th>
<th>CMT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comp Goals/Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listening Comprehension and/or activity</td>
<td>20 min</td>
<td>Maine Facts and Symbols. Information gap activity</td>
<td>Goal 1, Standard 1,2</td>
<td>Goal 2, Standard 1,2</td>
<td>4.3</td>
</tr>
<tr>
<td><strong>Reading Lesson Goals and Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment Warm Up/Story Motivation, K-W-L</td>
<td>15 min</td>
<td>Short movie about Maine and seashore. K-W-L chart</td>
<td>Goal 1, Standard 1,2</td>
<td>Goal 2, Standard 1,2</td>
<td>1.7, 1.8, 2.4</td>
</tr>
<tr>
<td>Vocabulary Introduction</td>
<td>20 min</td>
<td>Introduce Word Wall and Students will have the opportunity to repeat correct pronunciation of the new words. Teacher will assess student’s pronunciation and understanding of the new vocabulary through choral response and vocabulary Bingo.</td>
<td>Goal 2, Standard 1,2,3</td>
<td>2.1</td>
<td>A</td>
</tr>
<tr>
<td>Story Introduction Predictions with evidence</td>
<td>20 min</td>
<td>Teacher will introduce and state a purpose of reading the selected text. Teacher will also ask questions so students can build text to self. Teacher will read the first three pages out loud. Students will have the opportunity to make story predictions</td>
<td>Goal 1, Standard 2,3</td>
<td>1.3, 2.4</td>
<td>C1</td>
</tr>
<tr>
<td><strong>Additional Skills Instruction Cool Down</strong></td>
<td>15 min</td>
<td>Students will have the opportunity to complete Listening Comprehension activity, Information Gap, with partners.</td>
<td>Goal 2, Standard 1,2,3</td>
<td>1.1, 1.2, 2.0</td>
<td>A1, B2</td>
</tr>
<tr>
<td>Homework</td>
<td>20 min</td>
<td>SFA reading</td>
<td>Students will read and respond to self selected reading material.</td>
<td>1.1</td>
<td></td>
</tr>
</tbody>
</table>

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Sarah Plain and Tall

Students will have the opportunity to activate prior knowledge and/or create background knowledge that will help in the understanding of the selected reading material.

Students will become familiar with new vocabulary within the story and then have the opportunity to demonstrate their understanding of the vocabulary. Students will have the opportunity to read silently and out loud to build comprehension and fluency. Students will also have the opportunity to work as a team and communicate effectively using standard English orally as well as in written form.
Andrea Westbrook  
Revised Lesson Plan- Sarah Plain and Tall -Day 2

Listening Comprehension (20 minutes)  
The teacher will read the book Maine Facts and Symbols to the class focusing on the following:

<table>
<thead>
<tr>
<th>State Nickname--</th>
<th>The Pine Tree State</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Capital-</td>
<td>Augusta</td>
</tr>
<tr>
<td>State Bird</td>
<td>the black-capped chickadee</td>
</tr>
<tr>
<td>State Tree</td>
<td>White Pine</td>
</tr>
<tr>
<td>State Flower</td>
<td>White pinecone and tassel</td>
</tr>
<tr>
<td>State Animal</td>
<td>Moose</td>
</tr>
</tbody>
</table>

These will be written on chart paper and then left up for the remainder of the story, Sarah Plain and Tall.

Reading Lesson assessment warm up (10 minutes)  
Begin the lesson with a K-W-L chart  
The teacher will ask students to write down two things that they know about the state of Maine...When the students have completed this, they will work with a partner and share what they know. If it's something new, the student will write down what they learned in the L section of the paper. Students will conclude the activity by having the students write down one thing they would like to know about Maine. Take a few minutes to share with the class and make a class list on Chart Paper, which will be left up for the remainder of the lesson.

The teacher will now begin the lesson with a short movie to help activate prior knowledge and clarify new information about the state of Maine. Ask students to look for new information about Maine in the video. Teacher will point to the chart again and repeat the nickname, capital, bird, tree, flower, animal. Begin movie.

After the movie the students will share with their partners one thing they learned about Maine. Teacher can assess the students understanding at this time as he/she moves throughout the classroom listening to the student’s discussions.

Vocabulary/Story Introduction (20 minutes)  
Teacher will introduce the new vocabulary words that the students will have the opportunity to read during the story, Sarah Plain and Tall

Teacher will read the correct pronunciation of the words as students then repeat the word pronunciation. Breakdown words when needed making students aware of known word patterns. Teacher will have pictures and realia available for words such as windmill, meadowlark, a piece of velvet, etc, prior to reading the selected text. During this portion of the lesson teacher will assess students’ understanding of each word, reviewing each meaning as necessary.
• Tell students that during the next lesson they will have the opportunity to read a selection of the story on their own at which time they can compare their own personal experiences and feelings with those of Sarah.

Maine Information Gap Activity
Students will work together with a partner filling out the Maine information Gap Worksheet. Each partner team will have two sheets of paper with different information/facts missing about the State of Maine. They will ask their partners what the missing information is and then listen as the partner reads the information to them. They then fill out their activity sheet. Teacher will move throughout the room and assess the students during this time.

Homework
Students will read for 20 minutes. Ask students who have on-line access to find other information about Maine. It could be a picture or some facts that they didn’t know before.
My Predictions

What has happened in the story so far?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What do you think will happen next?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Do you think Sarah will stay and marry Jacob?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
<table>
<thead>
<tr>
<th>prairie</th>
<th>dusk</th>
<th>velvet</th>
<th>*horrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>windmill</td>
<td>scallop</td>
<td>*coarse</td>
<td>mica</td>
</tr>
<tr>
<td>dune</td>
<td>buzzard</td>
<td>hearthstones</td>
<td>*sighed</td>
</tr>
<tr>
<td>*wretched</td>
<td>*homely</td>
<td>paddock</td>
<td>meadowlark</td>
</tr>
<tr>
<td>plain</td>
<td>canvas</td>
<td>feisty</td>
<td>mild-mannered</td>
</tr>
</tbody>
</table>
SARAH BINGO
MAINE INFORMATION GAP

<table>
<thead>
<tr>
<th>Nickname</th>
<th>The Pine Tree State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td></td>
</tr>
<tr>
<td>Bird</td>
<td></td>
</tr>
<tr>
<td>Tree</td>
<td>White Pine</td>
</tr>
<tr>
<td>Flower</td>
<td></td>
</tr>
<tr>
<td>Animal</td>
<td>Moose</td>
</tr>
</tbody>
</table>

The Pine Tree State is the nickname of Maine because forests of pine trees cover large areas of Maine.

The State Tree is the White Pine. White pines grow to be more than 80 feet tall and some can grow as tall as 200 feet. White pines have soft, blue-green needles and the needles grow to be 3 to 5 inches long.

The State Animal is the Moose because many moose are found in Maine’s forest. Moose are tall, brown animals that have humped shoulders, and long, thin legs. Female moose are called cows and Male moose are called bulls.
## MAINE INFORMATION GAP

<table>
<thead>
<tr>
<th>Maine's</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickname</td>
<td></td>
</tr>
<tr>
<td>Capital</td>
<td>Augusta</td>
</tr>
<tr>
<td>Bird</td>
<td>The Black-Capped Chickadee</td>
</tr>
<tr>
<td>Tree</td>
<td></td>
</tr>
<tr>
<td>Flower</td>
<td>White Pinecone and Tassel</td>
</tr>
<tr>
<td>Animal</td>
<td></td>
</tr>
</tbody>
</table>

Augusta is the capital of Maine. The state Capitol building is in this town. The capitol is made of granite from Maine.

The black-capped chickadee is the state bird. The chickadee has a black throat and a gray back and tail. Its belly and cheeks are white. The black capped chickadee has markings on its head that look like a black cap.

The white pinecone and tassel is the state flower. This flower grows on white pine trees and it holds the trees’ seeds. Cones on a white pine tree usually grow to be 4 to 6 inches. White pinecones have a sticky, yellow or brown liquid that oozes from the pinecones.
MAINE INFORMATION GAP (complete)

<table>
<thead>
<tr>
<th>Nickname</th>
<th>The Pine Tree State</th>
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MAINE

K
What I **know** about Maine.

W
What I **want** to know about Maine.

L
What I **learned** about Maine.
Andrea Westbrook  
Descriptive Narrative - Day 2, **Sarah Plain and Tall**

**Sheltered Strategies**
I have used a variety of avenues to create and or activate background knowledge of the State of Maine for the first reading of Sarah Plain and Tall. I have used dry erase boards, the chalk board, and chart paper so that the information that is gathered is then posted throughout the room, so that those who need reinforcement can see the subject matter at all times. I have introduced the vocabulary in a non-threatening way, making sure that realia is available to help clarify word meaning. I have done all this prior to reading, scaffolding the student’s knowledge, so that the main goal of comprehension of the reading material is attended. The vocabulary bingo game will have two forms of cards, a blank card where the students just write their own words in a square, and vocabulary word cards where the students can cut the words out and then paste the word in the proper box. The teacher can decide which style to use with the class. I have modified the K-W-L chart and the prediction chart so that the questions that the student needs to answer are written out for them in a more direct manner. I also have modified an information gap activity so that there is a sheet with the answers already added available for students.

**Adjusting Discourse**
When introducing the lesson, reading the text, and discussing the lesson I have adjusted my pace when needed, paused after important information and used gestures. When a question is asked I have paused and waited for my students to respond. I have repeated important information many times during the lesson and pointed to the key words of the lesson when used. I have also repeated the focus of the lesson throughout the class period. Drawing the students back to what the lesson is for the day.

**Enhancing Interaction**
I have had my students interacting in many ways. I have mainly used whole group activities with partner sharing and think-pair-share when needed. I have paired my students with advanced learners with intermediate learners. I have also brought in a large amount of realia so that the students can have a better understanding of the vocabulary being taught.
Lesson 3
Lesson 3- Instructional Unit, **Sarah Plain and Tall**

**Goal:** To familiarize and increase student's knowledge of the state of Kansas and reinforce the student's understanding of the vocabulary they will be reading in the selected text. This will enable them to participate in meaningful story discussions and written responses to questions.

**Objectives:**
All Students will have the opportunity to:
- Activate or create background knowledge of the state of Kansas through realia and video
- Become familiar with the vocabulary in the reading of **Sarah Plain and Tall**
- Read Silently and orally with a partner to build fluency
- Answer Related Story questions to build comprehension
- Complete information Gap activity on the State of Kansas

**Materials:**
- Book, *Kansas Facts and Symbols*
- Multiples copies of **Sarah Plain and Tall**
- Movie, *Our American Landscape*
- Information Gap Activity
- K-W-L Chart
- Treasure Hunt I worksheet
- United States Map
- Markers
- Teacher created meaningful sentences
<table>
<thead>
<tr>
<th>Lesson Plans Day 3</th>
<th>Time</th>
<th>Content</th>
<th>TESOL</th>
<th>District Standard</th>
<th>CMT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comp Goals/Objectives</strong></td>
<td></td>
<td>Students will have the opportunity to activate prior knowledge and/or create background knowledge that will help in the understanding of the selected reading material.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Listening Comprehension and/or activity | 20 min | Kansas Facts and Symbols Information Gap Activity | Goal 1 Standard 1,2  
Goal 2 Standard 1,2 | 4.3              | A1, A4          |
| **Reading Lesson Goals/ Objectives** |      | Students will become familiar with new vocabulary within the story and then have the opportunity to demonstrate their understanding of the vocabulary. Students will have the opportunity to read silently and out loud to build comprehension and fluency. Students will also have the opportunity to work as a team and communicate effectively using standard English orally as well as in written form. |                    |                   |     |
| Assessment: Warm Up Story Discussion Review Treasure Hunt I, noteworthy questions, share predictions with evidence | 8 min | Short movie about Kansas and the plains. K-W-L chart. | Goal 1 Standard 1,2  
Goal 2 Standard 1,2 | 1.7, 1.8, 2.4   | B1              |
<p>| Vocabulary Review choral response, Rapid Review, review word meaning, meaningful sentences | 10 min | Review word wall, word meanings, and assess students understanding of meaningful sentences by giving examples that contain synonyms. | Goal 2 Standard 1,2,3 | 2.1              | A   |
| Guided Team Practice Introduce Treasure Hunt Questions | 3 min | Teacher will have students become familiar with fact/events to look for in the story during silent and partner reading. | Goal 2 Standard 2,3 | 1.1, 2.2        | C1              |
| Silent Reading Section I | 10 min | Students will read silently while teacher monitors students working independently. | Goal 2 Standard 2 | 1.1, 2.0         | C4              |
| Partner Reading Section I | 10 min | Students will partner read as teacher monitors and assesses students' reading ability and word attack strategies. | Goal 2 Standard 2,3 | 1.1, 1.2, 2.0    | A, B            |
| Treasure Hunt Section I Partner Discussion | 10 min | Students will discuss story questions with partners and then as a whole group. Teacher will assess students' understanding of story and ability to work as a team. | Goal 2 Standard 1,2,3 | 2.1, 2.2        | A,B            |
| Written Response to Treasure Hunt Questions | 10 min | Students’ will have the opportunity to write answer to Treasure Hunt I in complete sentences | Goal 2 Standard 1 | 1.1, 1.2, 2.0    | A1, B2          |
| <strong>Additional Skills</strong> Create Meaningful sentences Cool Down | 9 min | Students will complete listening comprehension activity, Information Gap, With partners. | Goal 2 Standard 1,2,3 | 2.1, 2.2        | A, B            |</p>
<table>
<thead>
<tr>
<th>Homework</th>
<th>20 min SFA reading</th>
<th>Students will read and respond to self-selected reading material.</th>
<th>Goal 2 Standard 2</th>
<th>1.1</th>
<th>A, B, C</th>
</tr>
</thead>
</table>
Lesson Plan Day 3- *Sarah Plain and Tall*

**Listening Comprehension (20 Minutes)**
The teacher will read the book, Kansas Facts and Symbols to the class focusing on the following:

<table>
<thead>
<tr>
<th>State Nickname</th>
<th>The Sunflower State</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Capital</td>
<td>Topeka</td>
</tr>
<tr>
<td>State Bird</td>
<td>Western Meadowlark</td>
</tr>
<tr>
<td>State Tree</td>
<td>The Cottonwood</td>
</tr>
<tr>
<td>State Flower</td>
<td>Sunflower</td>
</tr>
<tr>
<td>State Animal</td>
<td>Bison</td>
</tr>
</tbody>
</table>

These facts will be written on chart paper and then left up for the remainder of the Unit.

**Reading Lesson Assessment/Warm up (8 minutes)**
To begin the lesson the teacher will pass out K-W-L charts and ask the students to write down two things that they know about the state of Kansas in the “K” column. They should then write one thing they would like to know (in the “W” column).

**Point to the chart of Kansas that is posted in the room and state that students can use this for information.** Upon the completion of this portion of the activity the students will share their information with their partners. If the student learns something new during this time they should put that information in the “L” column. Take a few minutes to share with the class and record information on chart paper.

**The teacher will now begin the lesson with a short movie to help activate prior knowledge and clarify new information about the state of Kansas.** Ask students to record new information on the K-W-L chart. Teacher will point again to the previous written Kansas chart again and ask students to read the State Nickname, capital, bird, tree, flower, and animal. **Begin Movie**

Upon completion of the movie the students will share with their partners one fact they learned about Kansas. Teacher will assess the students understanding at this time as he/she moves throughout the classroom listening to the student’s discussion.

**Vocabulary Review (10 minutes)**
Reintroduce the vocabulary words for the selected story. **Teacher** will read the correct pronunciation of the words (pointing to the word) as students then repeat the word pronunciation. Breakdown words when needed making students aware of known word patterns, chunks, etc. **Teacher** will have pictures and relia available for vocabulary words. **Teacher can assess students understanding of words as she asks students what selected words mean.**

**Teacher will now introduce the *starred Vocabulary words.** Teacher will read the meaning of the *word and ask a student to read the corresponding meaningful sentence. **Direct** the student to how the *word in the sentence is “boxed in” and the meaning of the word is underlined. Repeat this with all *starred word.

**Pass out teacher** created sentences that use the selected *starred vocabulary words and have students work with their partner, first drawing a box around the *vocabulary word and then underlining the synonym or meaning of the word. Share sentences with the whole class. Display the sentences in the room so that the students can refer to the sentences in a later lesson. Tell students that they will have the opportunity to create their own meaningful sentences tomorrow.
Reading Comprehension Lesson (17 minutes)
Guided Team Practice
Pass out Prediction Charts
Teacher will ask the students to read / share the predictions that they made yesterday.
Pass out Treasure Hunt I questions and stickie notes. Tell the class that these will be
the questions that they will be answering after they read. Teacher will read or ask a
student to read a question. Tell students that when they come across an answer in their
reading they can use the stickie note to mark where the answer to the question can be
found. Discuss with students which questions are “in the book” questions or questions
that you need to think about and maybe give your opinion on.
Teacher will have students turn to Chapter one in Sarah Plain and Tall. Remind
students that if they finish partner reading before their partner finishes they can practice
reading the word wall or look for answers to the treasure hunt questions, although they
cannot write their answers until after partner story discussion.
Write on the dry-erase board and point as you say
1. Chapters 1-2 Read Silently
2. Chapters 1-2 read with partner
3. If you finish begin treasure hunt story discussion
While the students are reading the teacher can monitor the students’ pronunciation
of vocabulary, word attack strategies, and reading fluency.

Treasure Hunt Section I -Partner Discussion/Written Response (20 minutes)
Teacher will lead the class in a story discussion using Treasure Hunt I Questions. Teacher
will read a question or ask a student to read a question and then the students’ will discuss
the story questions with their partners. Advanced students will be working with
intermediate students. All partners should be expected to be part of the story discussion.
Teacher will assess the students understanding of the story while listening to story
discussions, facilitating groups when needed. Teacher should be aware of which
questions to ask partner groups so that all partners can be part of the whole group
discussion.
Teacher will now direct students to write their answers to the Treasure Hunt one
questions.
- Advanced students will write all answers in complete sentences
- Intermediate students will have a modified version of the questions (see attached)
Additional Skills (15 minutes)
Teacher will pass out the Kansas information gap activity. Tell students that they will be
working with their partners to complete the activity. Point to the Kansas Chart and
hold up the Book Kansas, Facts and Symbols. Tell students that the information on
the sheet was read to them earlier in the lesson. Each Partner will have a piece of
paper with some information missing about Kansas. They will take turns and ask their
partner what the needed information is to make their paper complete. The partner with
the information will tell the needed the information as well as read to their partner the
related information on the bottom of the page.
When the activity is completed they can look at books relating to Kansas/Maine are read
the word wall.
Homework  All students will read for 20 minutes. Tell students they will be revisiting similes tomorrow and to find and write down at least one use of a simile (comparing using like or as) for their reading homework.
KANSAS

K

What I know about Kansas.

W

What I want to know about Kansas.

L

What I learned about Kansas.
# Kansas Information Gap

<table>
<thead>
<tr>
<th>Nickname</th>
<th>Topeka</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital</td>
<td>Topeka</td>
</tr>
<tr>
<td>Bird</td>
<td>Western Meadowlark</td>
</tr>
<tr>
<td>Tree</td>
<td>Sunflower</td>
</tr>
<tr>
<td>Flower</td>
<td>Sunflower</td>
</tr>
<tr>
<td>Animal</td>
<td></td>
</tr>
</tbody>
</table>

Topeka is the capital of Kansas. The state capitol building is in this city. The capitol has three sections that were built at different times. A dome covers the center section of the capitol.

The Western Meadowlark is the state bird. The meadowlark grow to be 8 to 11 inches long and when the bird sings it sounds like a flute. The meadowlarks head and back feathers have brown and white streaks, which help the meadowlark hide in the grass. There is also a black “V” on the meadowlarks yellow chest.

The Sunflower is the state flower because they grow on prairies throughout Kansas. Some sunflowers grow to be 3 to 12 feet high. They have large bright yellow blossoms with dark brown centers. Some of the blossoms grow to be 5 inches long.
# KANSAS INFORMATION GAP

<table>
<thead>
<tr>
<th>Nickname</th>
<th>The Sunflower State</th>
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<tbody>
<tr>
<td>Capital</td>
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</tr>
<tr>
<td>Bird</td>
<td></td>
</tr>
<tr>
<td>Tree</td>
<td>The Cottonwood</td>
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<tr>
<td>Flower</td>
<td></td>
</tr>
<tr>
<td>Animal</td>
<td>Bison</td>
</tr>
</tbody>
</table>

**The Sunflower State** is the state’s most popular nickname because tall yellow sunflowers grow everywhere. Some people call Kansas the Wheat State because most years, Kansas grows more wheat than any other state.

**The cottonwood** is the official state tree. Cottonwood trees grow taller than most trees and they can grow to be 100 feet tall. The cotton woods triangular leaves are light green and shiny.

**The Bison** is the state animal. Bison can weigh up to 2,000 pounds and grow to be about 6 feet tall. When a bison is an adult they are dark brown, have black horns, a shaggy mane, and a beard. Some people call bison the American buffalo.
The **Kansas Information Gap**

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Treasure Hunt I Questions- **Sarah Plain and Tall**

1. Why is singing so important to Caleb and Anna?

2. What probably caused Anna’s mother’s death? How do you know?

3. Why does Sarah begin writing to Anna and Caleb and their father?

4. Why does Sarah want to leave her Maine home, where she lives with her brother and move west?

5. What can you tell about Sarah’s personality from reading her letters?
1. Why is singing so important to Caleb and Anna?
   Singing is so important to Caleb and Anna because their mother used to sing. Singing also reminds Anna of happier times when her mother was alive.

2. What probably caused Anna’s mother’s death? How do you know?
   Anna’s mother probably died because of something going wrong after having a baby. I now this because she died just after Caleb was born.

3. Why does Sarah begin writing to Anna and Caleb and their father?
   Sarah begins writing because the father put an advertisement in the newspaper for a wife and Sarah answered the ad.

4. Why does Sarah want to leave her Maine home, where she lives with her brother and move west?
   Sarah decides to move west because her brother is getting married to a young wife who will want the house to her-self. She thinks a move is necessary but she can’t go any farther east because if she does she’ll be in the sea or ocean.

5. What can you tell about Sarah’s personality from reading her letters?
   Sarah has a sense of humor (when she says her cat never has told her she snores), she likes to do things that men do (building and painting bookshelves), she generous (she sent Anna a book about birds), and she is brave (to go west by herself and stay with strangers).
Andrea Westbrook
Descriptive Narrative – Day 3, Sarah Plain and Tall

Sheltered Strategies

Some of the first sheltered strategies that I have used are realia, a reading selection pertaining to what we are studying, a map to refer to and a video to activate and/or create background knowledge. I have used charts, chalk boards and dry erase boards to write down information that was discussed and then posted the information throughout the room so that the students who need added reinforcements can have information available to them at all times. I have reinforced vocabulary prior to reading and I have modified the Treasure Hunt activity and made it more comprehensible for the students. I have also provided hands on opportunities to practice new concepts, which I have first modeled for the students.

Adjusting Discourse
When introducing the lesson, reading the text, and introducing the story related questions, I have adjusted my pace when needed, paused after important information and used gestures. After the reading of the text there should be discourse between the students as they discuss the Treasure Hunt questions with the teacher facilitating the discussion. After a question is asked I have paused and waited for my students to respond, I have repeated important information many times during the lesson and pointed to the key words of the lesson when used. I have also made the meanings of my words or statement’s as clear and concise as possible using as little pronouns as possible. This has been hard for me to do, as I am the “Queen of Pronouns”.

Enhancing Interaction
I have had my students interacting using group activities, partner sharing and think-pair-share when needed. Some of the activities require them to get information from each other and then share the information with the class. Most of the work throughout the unit, though, is with teacher-selected partners.
Lesson 4
Lesson 4- Instructional Unit, *Sarah Plain and Tall*

**Goal:** To reinforce the student’s understanding of the vocabulary they will be reading in the selected text so that the students can participate in meaningful story discussions to increase their comprehension of the story. I also want to give the students an opportunity to practice and then create their own meaningful sentences using the *vocabulary words.*

**Objectives:**

All Students will have the opportunity to:
- Activate or create new background knowledge of the states Kansas and Maine through selected reading and sentence strips.
- Become proficient with the vocabulary in the reading of *Sarah Plain and Tall.*
- Modify story predictions based on previously read text
- Read Silently and Out loud with a partner to build fluency
- Answer Related Story questions to build comprehension

**Materials:**
- Book, *Twister on Tuesday*
- Multiples copies of *Sarah Plain and Tall*
- Teacher created Information strips (Maine and Kansas)
- Markers
- Treasure Hunt II worksheet
- United States Map
- Teacher created meaningful sentences
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>TESOL</th>
<th>District Standard</th>
<th>CMT</th>
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<tbody>
<tr>
<td></td>
<td><strong>Listening Comp Goals/Objectives</strong></td>
<td></td>
<td></td>
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<tr>
<td>20 min</td>
<td>Twister on Tuesday: Students will have the opportunity to learn about life in the late 1800's.</td>
<td>Goal 1 Standard 1,2</td>
<td>4.3</td>
<td>A1, A4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goal 2 Standard 1,2</td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Reading Vocabulary Goals/Objectives</strong></td>
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<td></td>
<td>Students will continue to practice new vocabulary within the story and then have the opportunity to demonstrate their understanding of the vocabulary through student created meaningful sentences. Students will have the opportunity to read silently and out loud to build comprehension and fluency. Students will also have the opportunity to work as a team and communicate effectively using standard English orally as well as in written form</td>
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<tr>
<td>8 min</td>
<td>Assessment: Warm Up Story Discussion Review Treasure Hunt II, noteworthy questions/ Retell activity</td>
<td>Goal 1 Standard 1,2</td>
<td>1.7, 1.8, 2.4</td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>Students will have the opportunity to answer orally, treasure hunt and story related questions. Students will also activate knowledge of the story as they participate in a story retell activity.</td>
<td>Goal 2 Standard 1,2</td>
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<tr>
<td></td>
<td>Vocabulary Review choral response, Rapid Review, review word meaning, meaningful sentences</td>
<td>Goal 2 Standard 1,2,3</td>
<td>2.1</td>
<td>A</td>
</tr>
<tr>
<td>3 min</td>
<td>Guided Team practice Introduce Treasure Hunt II questions</td>
<td>Goal 2 Standard 1,2,3</td>
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<td>Teacher will have students become familiar with facts/events to look for during silent and partner reading.</td>
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<tr>
<td>10 min</td>
<td>Silent Reading Section II</td>
<td>Goal 2 Standard 2</td>
<td>1.1, 2.0</td>
<td>C4</td>
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<tr>
<td></td>
<td>Students will read silently while teacher monitors students working independently</td>
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<tr>
<td>10 min</td>
<td>Partner Reading Section II</td>
<td>Goal 2, Standard 2,3</td>
<td>1.1, 1.2, 2.0</td>
<td>A, B</td>
</tr>
<tr>
<td></td>
<td>Students will partner read as teacher monitors and assesses student's reading ability and word attack strategies</td>
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<tr>
<td>10 min</td>
<td>Treasure Hunt Section II</td>
<td>Goal 2, Standard 1,2,3</td>
<td>2.1, 2.2</td>
<td>A, B</td>
</tr>
<tr>
<td></td>
<td>Students will discuss story questions with partners and than as a whole group. Teacher will assess students understanding of the story and ability to work as a team.</td>
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<tr>
<td>10 min</td>
<td>Written Response to Treasure Hunt Questions</td>
<td>Goal 2, Standard 1</td>
<td>1.1, 1.2, 2.0</td>
<td>A1,B2</td>
</tr>
<tr>
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<td>Students will have the opportunity to write the answer to Treasure Hunt II in complete sentences</td>
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<td></td>
<td><strong>Additional Skills</strong></td>
<td>Goal 2, Standard 1,2</td>
<td>1.2</td>
<td>A</td>
</tr>
<tr>
<td>11 min</td>
<td>Words Out Loud Pre-Test with partners Student Created Meaningful Sentences</td>
<td></td>
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<tr>
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<td>Students will be given to opportunity to practice words out loud with their partner. Teacher will assess students fluency and understanding of the vocabulary.</td>
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<tr>
<td></td>
<td><strong>Cool Down</strong></td>
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<tr>
<td>Homework</td>
<td>20 min SFA reading</td>
<td>Students will read and respond to self-selected reading material. They may also keep a list of similes that they may encounter during their reading.</td>
<td>1.1.1.3</td>
<td></td>
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</tbody>
</table>
Lesson Plan Day 4- Sarah Plain and Tall

Listening Comprehension Activity (20 minutes)
Teacher will lead students in a discussion of what they previously learned about Maine and Kansas. Pass out previously made information strips and have students, working with their partners, read their sentence and then put their sentence strip under the appropriate State. (State Facts will still be posted in room) One side of the room will say Kansas the other side will say Maine. When the students have completed the activity the teacher will review charts with the class asking students to show thumbs up, or thumbs down if they agree or disagree where the students put their facts.

Teacher will now state that he/she will be reading a story about what life was like in the late 1800’s called Twister on Tuesday. This story is a Magic Tree House Series and the characters have to travel back into time during almost the same time frame as the story they are now reading. Have students listen for similar experiences that they have heard in their reading of Sarah Plain and Tall. Teacher will focus on the way the people traveled as well as talk about the differences in the school. This will connect the student’s own life to the text, (How do they go to school? What does their school look like?) as well as connect the way people had to travel (by train, or covered wagon) to Sarah Plain and Tall. Write the students responses to the reading on chart paper to be left up during the rest of the lesson.

Vocabulary Review (10 minutes)
Reintroduce the vocabulary words for the selected story. Teacher will read the correct pronunciation of the words (pointing to the word) or ask a selected student to read word wall as students then repeat the word pronunciation. Breakdown words when needed making students aware of known word patterns, chunks, etc. Teacher will have pictures and relia available for vocabulary words. Teacher can also play previously made Vocabulary Bingo in place of word wall review.

Teacher will now introduce the * starred Vocabulary words. Teacher will Read the meaning of the *starred word and the corresponding meaningful sentence. Pausing as needed and restating the meaning. Teacher will model how the *starred word is “boxed in” and the meaning of the word is underlined. Repeat this with the next *starred word asking a student to come up and box in the starred word and then underline the word meaning. Teacher can assess the students understanding during this time and complete all *starred words if needed.

Students will now have the opportunity to practice this concept. Pass out teacher created sentences that use the selected stared vocabulary word and have students work with their partner first drawing a box around the vocabulary word and then underlining the synonym or meaning of the word. Share sentences with the whole class. Display the sentences in a pocket chart so that students can refer to the sentences in a later lesson. Tell students that at the end of class they will have the opportunity to complete a part of a meaningful sentence.

Reading Comprehension Lesson (17 minutes)
Guided Team Practice
Teacher will ask the students to read and share the predictions that they made yesterday.
Ask the student partner groups to pick a previously made index card and then partner discuss and then answer the question on the card. The cards will have the following questions:
What happened in the beginning of the story?
Who are the main characters?
What is the problem in the story?
What is the setting of the story?
Teacher will restate the questions prior to reading the second part of the story.
Pass out Treasure Hunt II questions and stickie notes. Tell the students that these will be the questions that they will be answering after they read. Teacher will read or ask a student to read a question. Tell students that when they come across an answer in their reading they can use the stickie note to mark where the answer to the question can be found. Discuss with students which questions are “in the book” questions or questions that you need to think about and maybe give your opinion on.
Teacher will have students turn to Chapter 3 in Sarah Plain and Tall. Remind students that if they finish before their partners they can practice reading the story wall, and look for answers to the treasure hunt questions, although they cannot write their answers until after partner story discussion. Write the following on a dry erase board and point to the board and say
1. Read Chapters 3-5 silently,
2. Read Chapters 3-5 orally with their partner.
3. When finished partner reading discuss Treasure Hunt II questions.
While the students’ are partner reading the teacher can monitor the students pronunciation of vocabulary, word attack strategies, and reading fluency.

Treasure Hunt Section II -Partner Discussion/Written Response (20 minutes)
Teacher will lead the class in a story discussion using Treasure Hunt II questions. Teacher will read a question or ask a student to read a question and then the students will discuss the story questions with their partners. Advanced students will work with intermediate students in teacher selected groups of four. All students should be expected to be part of the discussion. Teacher will assess the students understanding of the story while listening to story discussions, facilitating groups when needed. Teacher should be aware of which questions to ask partner groups so that all partners can be part of the whole group discussion.
Teacher will lead the class in a story discussion directing questions to teacher selected partner groups that he/she assessed during the partner discussion.
Teacher will now direct students to write their answers to the Treasure Hunt one questions.
• Advanced students will write all answers in complete sentences
• Intermediate students will have a modified version of the questions. (see attached)

Additional Skills (15 minutes) Words out Loud/ and Meaningful Sentences
Teacher will pass out a vocabulary list to each student. The students will work with their partner and take turns pronouncing the words correctly. When the students have pronounced the words correctly the partner will initial the page.
Meaningful Sentences
Vocabulary Word List

hearthstones

prairie
dusk
mica
velvet
buzzard
scallop
canvas
dune
mild-mannered
windmill
paddock
meadowlark
plain
*horrid
*wretched
*homely
*feisty
*sighed
*coarse
Treasure Hunt II Questions- *Sarah Plain and Tall*

1. Why did Papa brush his hair back so slick and shiny when he went to pick up Sarah from the train?

2. What were Anna’s three wishes? If her wishes came true, what would it mean?

3. When Sarah asked the name of the flower’s called bride’s bonnet, why did Caleb smile?

4. When Sarah cut Caleb’s hair, she sprinkled his curls on the ground. Why did Sarah say she did this, and why did it make Caleb think she would be staying with them?

5. What were the sheep named? Why?

6. What was the “dune” on the farm? How was it like Sarah’s sand dune?
1. Why did Papa brush his hair back so slick and shiny when he went to pick up Sarah from the train?
Papa brushed his hair this way because he wanted to make a good _______ on Sarah.

2. What were Anna’s three wishes? If her wishes came true, what would it mean?
Anna’s three wishes were; that everything was as perfect as the _______ she was holding; that she and Papa and Caleb were _______ for Sarah; and that they had a _______ of their own. If all the wishes came through then Sarah would stay and _______ Papa.

3. When Sarah asked the name of some flower’s called bride’s bonnet, why did Caleb smile?
Caleb smiled because the name of the flower reminds them that _______ may stay on the _______ as a bride.

4. When Sarah cut Caleb’s hair, she sprinkled his curls on the ground. Why did Sarah say she did this, and why did it make Caleb think she would be staying with them?
Sarah sprinkled the hair so that _______ could use it for building _______. She then said that they could look for the nests later. Caleb thinks that if she looks for the nests later then she will be staying.

5. What were the sheep named? Why?
Sarah named the sheep after her favorite _______—Mattie, Harriet, and Lou—because she _______ the sheep just as much as she loved _______.

6. What was the “dune” on the farm? How was it like Sarah’s sand dune?
The dune was a mound of _______ in the barn. It was like Sarah’s sand dune because everyone climbed to the _______ and slid _______.

Sarah people farm top hay nests Aunts Impression marry stone perfect birds loved down sea
Treasure Hunt II Questions- Sarah Plain and Tall

1. Why did Papa brush his hair back so slick and shiny when he went to pick up Sarah from the train? Papa brushed his hair this way because he wanted to make a good impression on Sarah.

2. What were Anna’s three wishes? If her wishes came true, what would it mean? Anna’s three wishes were; that everything was as perfect as the stone she was holding; that she and Papa and Caleb were perfect for Sarah; and that they had a sea of their own. If all the wishes came through then Sarah would stay and marry Papa.

3. When Sarah asked the name of some flower’s called bride’s bonnet, why did Caleb smile? Caleb smiled because the name of the flower reminds them that Sarah may stay on the farm as a bride.

4. When Sarah cut Caleb’s hair, she sprinkled his curls on the ground? Why did Sarah say she did this, and why did it make Caleb think she would be staying with them? Sarah sprinkled the hair so that birds could use it for building nests. She then said that they could look for the nests later. Caleb thinks that if she looks for the nests later then she will be staying.

5. What were the sheep named? Why? Sarah named the sheep after her favorite Aunts, Mattie, Harriet, and Lou—because she loved the sheep just as much as she loved people.

6. What was the “dune” on the farm? How was it like Sarah’s sand dune? The dune was a mound of hay in the barn. It was like Sarah’s sand dune because everyone climbed to the top and slid down.

<table>
<thead>
<tr>
<th>Sarah</th>
<th>people</th>
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<th>hay</th>
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</thead>
<tbody>
<tr>
<td>nests</td>
<td>Aunts</td>
<td>Impression</td>
<td>marry</td>
<td>stone</td>
</tr>
<tr>
<td>perfect</td>
<td>birds</td>
<td>loved</td>
<td>down</td>
<td>sea</td>
</tr>
</tbody>
</table>
Teacher facts Maine and Kansas

This state is close to the ocean.

The Black-capped chickadee is the state bird.

I could go to the seashore and collect shells in this state.

The capital of this state is Augusta.
The sunflower is this States flower.

The characters Jacob, Anna, and Caleb live in this state.

The western Meadowlark is this state bird.

Topeka is the capital of this state.
The Bison would be found in this state.

You would find moose in this state.
Meaningful Sentences

Directions- Put a Box around the *stared word and underline what the word means

There was a *horrid smell coming from my lunch bag so I quickly opened it and looked inside to see what that terrible smell could be.

Susan thought the kittens were *homely but I disagreed, I thought they were the most beautiful kittens in the world.

My teacher *sighed very loud and then paused, and counted to 10 before she told us that our behavior could be much better.

My cat is *feisty, and if you tease her with a piece of string, she’ll pounce on it until you’re the one who gets tired of playing.

I didn’t like my new coat because the material was *coarse and felt rough against my skin.

The plumber did a *wretched job fixing the sink and when I turned the water on it sprayed all over the kitchen and I was soaked.
Stan said that the dog was homely ____________________

______________________________

______________________________

______________________________

______________________________

The little girl was feisty when ____________________

______________________________

______________________________

______________________________

______________________________
I sighed loudly when ____________________________

______________________________

______________________________

______________________________

My sister did a wretched job ____________________________

______________________________

______________________________

______________________________
Sheltered Strategies

The sheltered strategies I have used for this lesson are similar to the previous lesson as everyday builds on the next one. I have introduced a new story to build background knowledge, reinforced the vocabulary prior to reading and modified the Treasure Hunt activity making it more comprehensible for the students. I have also provided hands on opportunities to practice new concepts, which I have first modeled for the students. I have students working with partners and am facilitating in meaningful discussion of the story so that the students can apply the knowledge that they have learned in a non-threatening way.

Adjusting Discourse
When introducing the lesson, reading the text, and introducing the story related questions, I have adjusted my pace when needed, paused after important information and used gestures. After the reading of the text there should be discourse between the students as they discuss the Treasure Hunt questions with the teacher facilitating the discussion. After a question is asked I have paused and waited for my students to respond, I have repeated important information many times during the lesson and pointed to the key words of the lesson when used. I have also made the meanings of my words or statement's as clear and concise as possible.

Enhancing Interaction
I have my students interacting by using group activities, partner sharing and think-pair-share when needed, though, most of the work throughout this unit is with teacher-selected partners. Some of the activities require them to get information from each other and then share the information with the class. During the student discussion of the story I have listened to different partner groups and helped facilitate discussions when needed so that all students are part of the discussion.
Lesson 5
Lesson 5- Instructional Unit, *Sarah Plain and Tall*

**Goal:** For students to become proficient in their pronunciation of vocabulary word as well as proficient in writing meaningful sentences using the *starred* words. Students will also describe themselves using similes.

**Objectives:**
All students will have the opportunity to:
- Create a meaningful sentence
- Partake of a story retell activity
- Identify similes
- Listen to a selected reading of the story
- describe themselves using similes

**Materials:**
- Book, *Twister on Tuesday*
- Multiple copies of *Sarah Plain and Tall*
- Copies of letter, page 97
- Meaningful sentence planners
- Descriptive page
<table>
<thead>
<tr>
<th>Lesson Plan Day 5</th>
<th>Time</th>
<th>Content</th>
<th>TESOL</th>
<th>District Standard</th>
<th>CMT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Plain and Tall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening Comp Goals/Objectives</strong></td>
<td></td>
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</tr>
<tr>
<td>Listening Comprehension and activity.</td>
<td>20 min</td>
<td>Complete reading <strong>Twister on Tuesday</strong>: Students will have the opportunity to learn about life in the late 1800’s.</td>
<td>Goal 1 Standard 1,2 Goal 2 Standard 1,2</td>
<td>4.3</td>
<td>A1, A4</td>
</tr>
<tr>
<td><strong>Reading Vocabulary Goals/Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary Review Vocabulary Assessment</td>
<td>15 min</td>
<td>Students will review word wall, play a vocabulary game and take a vocabulary assessment.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>2.1</td>
<td>A</td>
</tr>
<tr>
<td><strong>Meaningful Sentences</strong> Teacher models, student create, partner share and then revise.</td>
<td>15 min</td>
<td>Teacher will model the creation of a meaningful sentence. Students will be given the opportunity to create their own sentence while the teacher assesses the students understanding of the new vocabulary through the sentences they create.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>1.1, 2.2</td>
<td>B, C1</td>
</tr>
<tr>
<td><strong>Reading Comprehension Goals/Objectives</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson Warm Up</td>
<td>10 min</td>
<td>Reintroduce students to similes playing simile game</td>
<td>Goal 2 Standard 2,3</td>
<td>1.1, 1.2, 2.0</td>
<td>A, B</td>
</tr>
<tr>
<td>Guided Practice/Team Consensus</td>
<td>15 min</td>
<td>Students will follow modified format of reading comprehension lesson.</td>
<td>Goal 2 Standard 1,2,3</td>
<td>2.1, 2.2</td>
<td>A,B</td>
</tr>
<tr>
<td><strong>Adventures in Writing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain and Model</td>
<td>5 min</td>
<td>Teacher will explain and then model the correct format of the activity</td>
<td>Goal 2, Standard 1,2,3</td>
<td>2.1, 2.2</td>
<td>A, B</td>
</tr>
<tr>
<td>Partner Discussion, Plan</td>
<td>10 min</td>
<td>Students will discuss, design and then plan their own writing activity</td>
<td>Goal 2, Standard 1,2,3</td>
<td>2.1</td>
<td>A,B</td>
</tr>
<tr>
<td>Homework</td>
<td>20 min</td>
<td>Students will read and respond to self selected reading material. They will use similes to describe the main character of the story.</td>
<td></td>
<td>1.1,1.3</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan Day 5- *Sarah Plain and Tall*

**Listening Comprehension Activity (20 minutes)**
Teacher will begin lesson by pointing to the Character chart and ask a student to tell the class what was previously read in the story, *Twister on Tuesday*. Tell other students that their job will be to see if there is anything else that needs to be included before reading the remainder of the story. **Restate** the main character’s name(s), setting, and the problem of the story. **Pointing** to the Character page. Tell class that you will now read to find out what will happen in the story.
At the end of the reading play literature ball toss. To play this game toss the literature ball to a student and when the students catches the ball, the question that the student’s hand touches, they have to answer. Some questions are:
What is the problem of the story?
What is the setting?
What is the main idea?
What happened in the beginning, middle, or end of the story?
**Teacher** will model this activity for students. Reinforcing the answer in a complete sentence. This activity can also been done as partners or, if you have more than one ball, in teams.
Teacher will assess students understanding of the story

**Vocabulary Review/Assessment (15 minutes)**
**Teacher** will play rapid vocabulary review. The teacher will take all word cards out of the pocket charts. He/she will have student’s form a circle and give each student a chance to pronounce a vocabulary word. If the student says the word correctly he/she can keep the word. If the student makes a mistake the teacher keeps the word. **Teacher will monitor and assess students during this time.** Teacher will give students an opportunity to say their vocabulary words out loud. Students can read the word-wall, read the vocabulary from their worksheets or hold the word-card in their hands. This is an assessment and the students should be as comfortable as possible. Students who say all words correctly will have a 100. Reassess students who need extra time on the following day. Students who are not being assessed will be practicing words out loud or reading teacher selected books that pertain to the Kansas or Maine.

**Meaningful Sentences (15 minutes)**
**Teacher** will remind students of the activities that they have previously completed with meaningful sentences. Ask a student(s) to read some of the sentences that have already created that are now posted throughout the room. Point to the sentences as the student reads sentence out loud. **Teacher will assess students understanding of meaningful sentences as he/she asks;** (Posted on chart paper)
1. Does the sentence make sense? Can I make a mind movie?
2. Is the *word* spelled correctly and boxed in?
3. Is the synonym or meaning of the word underlined in the sentence? What is the underlined or the meaning of the word?
   - **Pass out meaningful sentence webs**, teacher gives the appropriate web for the students ability, and reminds students that their sentences should have the three questions (**point to board**) answered before they hand it in.
Reading Lesson Warm up (10 minutes)
Reintroduce similes by playing simile game. Student will work with their partner and read a prepared sentence card using a simile. They will then discuss with their partner what is being compared and then be prepared to share their answer with the class.
Teacher will state that in the story, Sarah Plain and Tall, Sarah uses a simile to describe her cat. The students will now have an opportunity to listen to the story and see if they can remember what the cat was being compared to.

Reading Lesson (15 minutes)
Teacher will have students open their book to the beginning of the story, page 91, and turn on the tape recording reading of Sarah Plain and Tall, stopping after chapter 5.
Next, pass out a copy of page 97 to all students. Teacher will have students underline the simile in the paragraph. Remind students that a simile compares things using like or as.
Point to words like and as. Teacher can assess students understanding of similes at this time.

Adventures in Writing (15 minutes)
Teacher will state that the students will now have the opportunity to describe themselves using a simile.
Teacher will model activity on dry erase board or chart paper.
For ex.
My name is Andrea
I have big brown eyes as dark as a chocolate kiss.
I love going to the ocean and I swim like a fish.
Now tell me about you.
Students will now complete the activity on their own. Teacher will pass out appropriate simile sheet according to the student’s ability. If there is time collect the papers and read the descriptions of the students (with out their name) and see if the other students can guess who wrote the paper.

Homework
Students will read for 20 minutes. They will use similes to describe the main character of the story they are reading.
### Meaningful Sentence Web

*Starred* Word

<table>
<thead>
<tr>
<th>Clues/Situations</th>
<th>Synonym of <em>starred</em> word</th>
</tr>
</thead>
<tbody>
<tr>
<td>What and/or who is my sentence about?</td>
<td>What does the word mean?</td>
</tr>
</tbody>
</table>

**First**

- 
- 
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**Final**

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**Meaningful Sentence Web**

*Starred* Word

| homely |

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>What and/or who is my sentence about?</td>
<td>What does the word mean?</td>
</tr>
<tr>
<td></td>
<td>• Having plain or ugly features</td>
</tr>
<tr>
<td></td>
<td>• Unattractive</td>
</tr>
<tr>
<td></td>
<td>• Having a simple, familiar, or everyday character</td>
</tr>
</tbody>
</table>

First


Final


### Meaningful Sentence Web

**Starred** Word

<table>
<thead>
<tr>
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<tr>
<td></td>
<td>• Extremely unhappy</td>
</tr>
<tr>
<td></td>
<td>• Miserable</td>
</tr>
<tr>
<td></td>
<td>• Horrible job</td>
</tr>
</tbody>
</table>

First

Final
### Meaningful Sentence Web

**Starred Word**

- wretched

<table>
<thead>
<tr>
<th>Clues/Situations</th>
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<td>• Miserable</td>
</tr>
<tr>
<td></td>
<td>• Horrible job</td>
</tr>
</tbody>
</table>

First

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Final

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Meaningful Sentence Web
*Starred*Word
coarse

<table>
<thead>
<tr>
<th>Clues/Situations</th>
<th>Synonym of <em>starred</em> word</th>
</tr>
</thead>
<tbody>
<tr>
<td>What and/or who is my sentence about?</td>
<td>What does the word mean?</td>
</tr>
<tr>
<td></td>
<td>• Lacks refinement, harsh</td>
</tr>
<tr>
<td></td>
<td>• Inferior, low quality</td>
</tr>
<tr>
<td></td>
<td>• rough</td>
</tr>
</tbody>
</table>

First

Final
Matthew, our neighbor to the south, had written to ask for a wife and mother for his children. And Maggie had come from Tennessee. Her hair was the color of turnips and she laughed.

Papa reached into his pocket and unfolded a letter written on white paper. "And I have received an answer." Papa read to us:

"Dear Mr. Jacob Witting,

"I am Sarah Wheaton from Maine as you will see from my letter. I am answering your advertisement. I have never been married, though I have been asked. I have lived with an older brother, William, who is about to be married. His wife-to-be is young and energetic.

"I have always loved to live by the sea, but at this time I feel a move is necessary. And the truth is, the sea is as far east as I can go. My choice, as you can see, is limited. This should not be taken as an insult. I am strong and I work hard and I am willing to travel. But I am not mild mannered. If you should still care to write, I would be interested in your children and about where you live. And you.

"Very truly yours,

"Sarah Elisabeth Wheaton

"P.S. Do you have opinions on cats? I have one."
ink, he began. Then, I think, he said slowly, "it would be good—to say yes," he finished in a rush.

Papa looked at me.

"I say yes," I told him, grinning.

"Yes," said Papa. "Then yes it is."

And the three of us, all smiling, went to work again.

The next day Papa went to town to mail his letter to Sarah. It was rainy for days, and the clouds followed. The house was cool and damp and quiet. Once I set four places at the table, then caught myself and put the extra plate away. Three lambs were born, one with a black face. And then Papa's letter came. It was very short.

Dear Jacob,

I will come by train. I will wear a yellow bonnet. I am plain and tall.

Sarah

"What's that?" asked Caleb excitedly, peering over Papa's shoulder. He pointed. "There, written at the bottom of the letter."

Papa read it to himself. Then he smiled, holding up the letter for us to see.

Tell them I sing was all it said.
“Hush, Caleb. Hush.”

Caleb's letter came soon after, with a picture of a cat drawn on the envelope.

Dear Caleb:

My cat's name is Seal because she is gray like the seals that swim offshore in Maine. She is glad that Lottie and Nick send their greetings. She likes dogs most of the time. She says their footprints are much larger than hers (which she is enclosing in return).

Your house sounds lovely, even though it is far out in the country with no close neighbors. My house is tall and the shingles are gray because of the salt from the sea. There are roses nearby.

Yes, I do like small rooms sometimes. Yes, I can keep a fire going at night. I do not know if I snore. Seal has never told me.

Very truly yours,
Sarah Elisabeth
Caleb and Papa and I wrote letters to Sarah, and before the ice and snow had melted from the fields, we all received answers. Mine came first.

Dear Anna,

Yes, I can braid hair and I can make stew and bake bread, though I prefer to build bookshelves and paint.

My favorite colors are the colors of the sea, blue and gray and green, depending on the weather. My brother William is a fisherman, and he tells me that when he is in the middle of a fogbound sea, the water is a color for which there is no name. He catches flounder and sea bass and bluefish. Sometimes he sees whales. And birds, too, of course. I am enclosing a book of sea birds so you will see what William and I see every day.

Very truly yours,
Sarah Elizabeth Wheaton

Caleb read and read the letter so many times that the ink began to run and the folds tore. He read the book about sea birds over and over.

"Do you think she'll come?" asked Caleb. "And will she..."
Caleb and Papa and I wrote letters to Sarah, and before the ice and snow had melted from the fields, we all received answers. Mine came first.

Dear Anna,

Yes, I can braid hair and I can make stew and bake bread, though I prefer to build bookshelves and paint.

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Very truly yours,
Sarah Elizabeth Wheaton

Caleb read and read the letter so many times that the ink began to run and the folds tore. He read the book about sea birds over and over.

"Do you think she'll come?" asked Caleb. "And will she..."
Caleb stood by the stall door and folded his arms across his chest.

"I think," he began. Then, "I think," he said slowly, "that it would be good—to say yes," he finished in a rush.

Papa looked at me.

"I say yes," I told him, grinning.

"Yes," said Papa. "Then yes it is."

And the three of us, all smiling, went to work again.

The next day Papa went to town to mail his letter to Sarah. It was rainy for days, and the clouds followed. The house was cool and damp and quiet. Once I set four places at the table, then caught myself and put the extra plate away. Three lambs were born, one with a black face. And then Papa's letter came. It was very short.

Dear Jacob,

I will come by train. I will wear a yellow bonnet. I am plain and tall.

Sarah

"What's that?" asked Caleb excitedly, peering over Papa's shoulder. He pointed. "There, written at the bottom of the letter."

Papa read it to himself. Then he smiled, holding up the letter for us to see.

Tell them I sing was all it said.

Sarah came in the spring. She came from fields that bloomed with Indian paint and blue-eyed grass.

Papa got up early for the long day back. He brushed his hair so slick and smart. He wore a clean blue shirt, and a belt.

He fed and watered the horses, took them up to the wagon. Old Bess, calmer and more composed, reaching over to nip Bess on the nose.

"Clear day, Bess," said Papa, rubbing and patting.

"Settle down, Jack." He leaned his head against the sleigh.

And then Papa drove off along the road with Papa's new wife. Maybe. Maybe our family was in for more changes.

Gophers ran back and forth across the field and stood up and watched the wagon. Far out I watched and listened. Ate and listened.

Caleb and I did our chores without the stalls and laid down new hay. We straightened and carried wood and chores were done.

Caleb pulled on my shirt.

"Is my face clean?" he asked. "Caleb looked alarmed.

"No, your face is clean but not too clean," Caleb slipped his hand into mine watching the road. He was afraid.

"Will she be nice?" he asked. "Like Sarah will be nice," I told him.

"How far away is Maine?" he asked.

"You know how far. Far away, by sea," he asked.

"Will Sarah bring some sea?" he asked.

"No, you cannot bring the sea."
Similes

A simile is a figure of speech that makes a comparison using the words like or as.

Mother was as busy as a bee.

The tired farmer slept like a bear hibernating in winter.

Follow these steps:
1. Choose a card, write the set number on the answer form, and read the beginning of a simile.
   
   as cold as __________

2. Think about an ending that would make a good comparison.
   
   as cold as my nose in winter
   as cold as a popsicle
   as cold as my brother's feet in bed last night

3. Write the complete simile on the answer form.

4. Repeat the steps with other cards.
<table>
<thead>
<tr>
<th>as busy as _____</th>
<th>as bright as _____</th>
</tr>
</thead>
<tbody>
<tr>
<td>waddled like</td>
<td>as flat as</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>as sly as</td>
<td>had cheeks like</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>as strong as</td>
<td>as light as</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>chattered like</td>
<td>fought like</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>as smart as</td>
<td>as cute as</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>as stubborn as</td>
<td>as slow as</td>
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<tr>
<td>----------------</td>
<td>-----------</td>
</tr>
<tr>
<td>worked like</td>
<td>as hungry as</td>
</tr>
<tr>
<td>slept like</td>
<td>as smooth as</td>
</tr>
<tr>
<td>as comfortable as</td>
<td>as cold as</td>
</tr>
<tr>
<td>laughed like</td>
<td>as clear as</td>
</tr>
<tr>
<td>as hard as</td>
<td>sparkled like</td>
</tr>
</tbody>
</table>
Winter had come, like a quiet lullaby that lulled Autumn to sleep.

Tom ran down the field, untouched—a guided missile locked onto his target.

The lampposts stood like silent sentinels.

The runner was a thoroughbred, clearing the hurdles with ease.

Grandma's hat bloomed like a garden in early spring.

His words were hard and cold like the steel blade of a knife.
The wind from the open window blew the papers to the floor like fall leaves.

The trumpet's fanfare pierced the quiet like an arrow shot from an archer's bow.

The scarecrow stood alone, a former friend forgotten in the hustle of spring planting.

The roar of the car's engine was my morning alarm.

The green grass was a soft carpet for my bare toes.

The buds on a rose are like the promise of beauty in a symphony's opening notes.
Hello my name is ____________________.

I have __________ eyes like ________________________________.
I’m as ____________ as a ________________________________.
I love __________________ and I ________________________ like a ____________.
Descriptive Narrative – Day 5 Sarah Plain and Tall

Sheltered Strategies
I have used many “hand on” activities during this lesson using Character index cards and Literature ball toss, and a vocabulary review game. I have slowed my speech when needed, used gestures and modeled activities. There are different levels of the meaningful sentence web and a simile format for student’s different learning abilities. I have also used a tape recorder for a listening activity so that students can have another opportunity to hear the story before the test day.

Adjusting Discourse
When introducing the lesson, reading the text, and discussing the lesson I have adjusted my pace when needed, paused after important information and used gestured. When a question is asked I have paused and waited for my students to respond. I have repeated important information many times during the lesson and pointed to the key words of the lesson when used. I have also repeated the focus of the lesson through out the class period. Drawing the students back to what the lesson is for the day.

Enhancing Interaction
I have had my students interacting in a variety of ways. I have used whole group activities, partner sharing and think-pair-share when needed. I have also brought in as much “hands on” activities as possible so that the students can have a better understanding of the lesson being taught. I also have the students working with each other throughout the lesson.
Original Lessons
Day One

Listening Comprehension - 20 minutes

Reading Together - 55 minutes

☆ Story Motivation
☆ Vocabulary Introduction
  Teacher Pronunciation
  Choral Response
  Word Meanings
  Teacher Meaningful Sentences
☆ Story Introduction
  Predictions with Evidence
  • Team Practice
    • Silent Reading - Section I
    • Partner Reading - Section I
    • Treasure Hunt - Section I
    Partner Discussion
    Written Response
☆ Two-Minute Edit

Book Club Activities,
Sustained Silent Reading, or
Additional Skills Instruction - 15 minutes
Day Two

Listening Comprehension - 20 minutes

Reading Together - 55 minutes

☆ Vocabulary Review
  Choral Response
  Rapid Review
  Review Word Meanings & Context
  Meaningful Sentences

☆ Story Discussion - Section I
  Use Treasure Hunt as a Guide
  Noteworthy Questions/Bloom’s Taxonomy
  Share Predictions with Evidence

• Team Practice
  • Silent Reading - Section II
  • Partner Reading - Section II
  • Treasure Hunt - Section II
    Partner Discussion
    Written Response
  • Meaningful Sentences
  • Words Out Loud Practice

☆ Two-Minute Edit

Book Club Activities,
Sustained Silent Reading, or
Additional Skills Instruction - 15 minutes
Day Three

Listening Comprehension - 20 minutes

Reading Together - 55 minutes

☆ Vocabulary Review
   Rapid Review
   Review Word Meanings and Context
   Share / Model Meaningful Sentences Revision

☆ Story Discussion - Section II
   Use Treasure Hunt as a Guide
   Noteworthy Questions/Bloom's Taxonomy

☆ Adventures in Writing
   Explain / Motivate

• Team Practice
  • Complete Story-Related Activities
  • Words Out Loud Pretest
  • Meaningful Sentences
    Continue
    Partner Share / Check
    Revise
  • Adventures in Writing
    Partner Discussion
    Plan

☆ Words Out Loud Test
☆ Two-Minute Edit

Book Club Activities,
Sustained Silent Reading, or
Additional Skills Instruction - 15 minutes
Day Four

Listening Comprehension - 20 minutes

Reading Together - 55 minutes
☆ Reading Comprehension Lesson
☆ Direct Instruction
☆ Guided Practice
• Team Consensus
☆ Class Discussion
• Begin Team Mastery

• Story Retell
• Story Test

☆ Adventures in Writing: Focus / Review

• Adventures in Writing
  Draft
  Peer Review

☆ Two-Minute Edit

Book Club Activities,
Sustained Silent Reading, or
Additional Skills Instruction - 15 minutes
Day Five

Listening Comprehension - 20 minutes

Reading Together - 55 minutes
☆ Review Reading Comprehension Lesson

• Reading Comprehension Lesson
  Complete Team Mastery
  Time for Checkout (Partner Conference)
  Additional Practice if Necessary
  Reflect and Connect
• Reading Comprehension Test
• Meaningful Sentences Test

☆ Adventures in Writing: Focus / Response
• Adventures in Writing
  Revise
  Share
• Extension / Enrichment Activities

☆ Two-Minute Edit

Book Club Activities,
Sustained Silent Reading, or
Additional Skills Instruction - 15 minutes
STORY SUMMARY: TE145.

ABOUT THE AUTHOR: TE145.

BUILDING BACKGROUND:

- Building Background, TE146.
- Vocabulary Strategies, TE146-TE147.
- Multicultural Perspectives, TE182.

LISTENING COMPREHENSION/READ ALOUD CONNECTIONS

Every author has a unique style. Students can learn about that style by studying story elements and the craft used by the author. *Sarah, Plain and Tall* has many examples of *figurative language*, or the description of something by comparison; beyond the literal. Select a book or story that has examples of *figurative language* for examination during the Listening Comprehension.

PREVIEW/PREDICT/PURPOSE: Have students read and think about the title of the book, look at the cover illustration and read the first two pages. Have students predict what might happen in the story. Then have them use their predictions to set a purpose for reading such as, *"I'm going to read to find out how Sarah meets Anna and Caleb."*

SARAH, PLAIN AND TALL MAY BE COUPLED WITH THE FOLLOWING READING/LISTENING COMPREHENSION/STUDY SKILLS EXERCISES:

- Making Inferences
- Drawing Conclusions
- Sensory Details
- Dialogue

READ PAGES 91-92 ALOUD TO STUDENTS
Note: This story is done in two treasure hunts due to the length of the story. It is done in the same form as a regular novel because of its completeness.

Chapters 1-5

**WORD MASTERY LIST**

*horrid *coarse velvet dune
*wretched hearthstones buzzard windmill
*homely prairie scallop paddock
*feisty dusk canvas meadowlark
*sighed mica mild-mannered

**TREASURE HUNT**

SECTION I. Read Chapters 1-2. Discuss the answers to the questions with your partner. Then write your answers, while your partner answers separately.

1. Why is singing so important to Caleb and Anna? Caleb and Anna's dead mother used to sing; singing reminds Anna of happy times when her mother was alive. ♫ How do Caleb and Anna feel about their mother? Explain.

2. What probably caused Anna's mother's death? How do you know? The mother probably died of childbirth complications because she died just after giving birth to Caleb.

3. Why does Sarah begin writing to Anna and Caleb and their father? The father advertised in a newspaper for a bride, and Sarah answered the ad. ♫ How do Caleb and Anna feel about Sarah? Explain.

4. Why does Sarah want to leave her Maine home, where she lives with her brother, and move west? Sarah's brother is about to be married to a young wife who will take over Sarah's household duties. Sarah feels that a move is necessary, but can't go any farther east because she is limited by the sea.

5. What can you tell about Sarah's personality from reading her letters? She has a sense of humor ("Seal has never told me [I snored]"). She likes traditionally male
activities (painting and building bookshelves), she is generous (she sent Anna a book about birds), and she is brave (to go west by herself to stay with strangers).

**Make a Prediction**

What has happened in the story so far? How is that different from what you expected? What will happen next? Will Caleb and Anna like Sarah? Will Sarah like them? Give evidence to support your answers.

**SECTION II.** Read chapters 3-5. Discuss the answers to the following questions with your partner. Then each of you should write your answers separately.

1. **Why did Papa brush his hair back so slick and shiny when he went to pick up Sarah from the train?** He wanted to make a good impression on Sarah.

   🎶 *What does this tell you about Papa?*

2. **What were Anna’s three wishes?** If her wishes came true, what would it mean? Anna wished that everything was as perfect as the stone she was holding; that she and Papa and Caleb were perfect for Sarah; and that they had a sea of their own. If all of the wishes came true, Sarah would stay and marry Papa.

   🎶 *Have you ever wished for something? How did you feel? Did it come true?*

3. **When Sarah asked the name of some flowers called bride’s bonnet, why did Caleb smile?** Caleb smiled because the name reminds them all that Sarah may stay on the farm as a bride.

4. **When Sarah cut Caleb’s hair, she sprinkled his curls on the ground. What was her explanation for doing this, and why did it make Caleb think she would be staying?** Sarah sprinkled the hair so that birds could use it for building their nests, and she said that she and the children could look for hair in the nests “later.” “Later” implied that she would still be on the farm at a later date.

5. **What were the sheep named? Why?** Sarah named the sheep after her favorite aunts—Mattie, Harriet, and Lou—because she loved the sheep, and all animals, as much as she loved people.

6. **What was the “dune” on the farm? How was it like Sarah’s sand dune?** The mound of hay in the barn was like a dune. It was like Sarah’s sand dune because everyone climbed to the top of it and slid down.
1. Who is Sarah Wheaton? Why is she visiting? Sarah is a woman from Maine who answered Papa’s newspaper advertisement for a wife. She is visiting to see if she would want to marry him and become Anna and Caleb’s mother.

2. Why is it important to Anna and Caleb that Sarah sings? Singing reminds them of their mother, who died when Caleb was born. Their mother used to sing to them, so singing reminds them of happy times.

3. In regard to Sarah, what do Caleb and Anna always worry about? Caleb and Anna worry that Sarah will not like their family—that they will be too pesky or the house will be too small—or that she will miss Maine so much that she will want to go home.

4. What do Anna, Caleb, and their father do in the barn with Sarah? The family takes Sarah to the barn where there is a giant haystack. They pretend the haystack is a dune and take turns sliding down it. They want Sarah to miss Maine less.

5. List, in order, all of the times Sarah shows signs of being homesick. Caleb notes that they had no sea, and Sarah remarked that the land rolls a little like the sea, and she has a homesick look on her face. Sarah quietly agrees with Caleb about wanting to touch a seal, and then she sighs. Sarah is also homesick every time she talks about the sea.

Adventures in Writing!

Choose one of the following:

1. Much of Sarah, Plain and Tall deals with being homesick. Pretend that you have been at camp or away from home for two weeks. Write a letter to your family, saying why you are homesick.

2. Reread the letters that Sarah has written. Now, write a letter to Sarah, pretending that you are either Caleb or Anna. Do you have any more questions? Ask them. Is there anything important that you want Sarah to know about yourself or your family? Tell her.
1. Why is singing so important in Sarah, Plain and Tall? Caleb and Anna's dead mother used to sing and singing reminds the children of happy times when their mother was alive.

2. Why does Sarah answer the ad? Sarah answers the ad because her brother is getting married and she thinks it is time for a move.

3. For what reasons do Caleb and Anna fear that Sarah will leave? Caleb worries that Sarah will find them loud and pesky and that their house will be too small; Anna worries that Sarah will miss the sea too much and want to go back to Maine.

4. Why did Papa brush his hair back so slick and shiny? He wanted to make a good impression on Sarah.

5. What did the family do to help Sarah with her homesickness? The family created their own "dune" out of a haystack and slid down it with Sarah.
Figurative Language
Student Practice: 19 - 20

Outcome: Students will identify similes and metaphors, and distinguish between the two.

Teacher Introduction: Read each of the following examples aloud to your students.

Carlotta is very pretty. She has soft skin and pretty eyes. Her mouth is rosy red. She has smooth, shiny hair.

Carlotta is like a beautiful flower. Her skin is as soft and as smooth as silk. Her eyes are pretty irises and her mouth is a red rosebud. Her hair is smooth and shiny like the petal of a tulip.

"Which description did you like better?"
Students will most likely enjoy the second paragraph more.
"What are some of the words that make this better?"
like a beautiful flower, soft and smooth as silk, eyes are pretty irises, mouth is a red rosebud, like the petal of a tulip

"As you have noticed, there are ways authors make writing more interesting to read. One way is by using figurative language. Figurative language uses a creative and original idea to describe someone or something. Two important kinds of figurative language are similes and metaphors. Both similes and metaphors make comparisons between two different objects."

"A simile compares two different things, using the words 'like' or 'as.' Can anyone find an example of a simile in our example?"
The following are similes in the passage: like a beautiful flower, soft and smooth as silk, smooth and shiny like the petal of a tulip.

"A metaphor is like a simile, but it doesn’t use 'like' or 'as.' Can anyone find an example of a metaphor in our passage?"
The following are metaphors in the passage: eyes are pretty irises, and mouth is a red rosebud.

"It is important to be able to understand similes and metaphors when we are reading. The best way to understand a simile or a metaphor is to first figure out what two items are being compared. Then we have to decide how they are related. Understanding similes and metaphors will help us understand what we are reading better."

"Let’s look at a few examples of sentences that use similes and metaphors. First, we’ll look at sentences without the similes and metaphors. Then, we’ll look at the same sentences that now include similes and metaphors."
Examples: Have students read the following examples silently in the student practice as you read them aloud.

Example 1

Lakisha knew that it was important to get a good education.

Lakisha knew that with a good education she would soar like an eagle one day.

"What is the simile in the second sentence?"

Soar like an eagle.

"How does this help you understand the importance of a good education?"

This helps us understand that getting a good education will help you later in life.

"As we said, metaphors are like similes, but they are not as explicit. They do not use 'like' or 'as.' An example of a metaphor is:

Example 2

Last night there was a lot of snow. The city was covered in the morning.

Late last night, snow blanketed the city with whiteness, covering up the pavement and concrete.

"What is the metaphor in the second sentence?"

Snow blanketed the city with whiteness.

"How does this help your understanding of the sentence?"

This helps us understand how the city looked in the morning. It was like a blanket had been put over the city.

"Now we're going to practice finding similes and metaphors in a passage. When you read each paragraph, first figure out what the main comparison is. Then list the individual comparisons, telling whether they are metaphors or similes. Remember that metaphors can also be supported or reinforced by non-figurative language."

Student Practice: The Student Practice contains 12 items. Items 1-4 are intended as Teacher Guided Practice with Team Consensus. Have students discuss the items together as a team before answering. The team members should all agree. Items 5-8 are for Team Mastery. Have students write their answers to all four items before discussion within the team. The Checkout gives them an opportunity to assess their understanding at that point. Monitor mastery by walking around and spot checking. If students have not mastered the concept at the end of the first practice, discuss any mistakes or reteach if necessary. Then have students go on to items 9-12 for Additional Practice.

Test: The test after RC 5A7 contains 5 exercises on similes and metaphors.
Example 1
Lakisha knew that it was important to get a good education.

Lakisha knew that with a good education she would soar like an eagle one day.

Example 2
Last night there was a lot of snow. The city was covered in the morning.

Late last night, snow blanketed the city with whiteness, covering up the pavement and concrete.

Directions: Carefully read each selection. On your paper, write the words that make the mind movie better and whether it is a simile or a metaphor. Explain why the metaphor or simile help us understand what the author is saying.

TEAM CONSENSUS

1. Marty is like Midas, the king who had the magic touch of gold. No matter what he does, he is successful at it. Someday, he’ll be a millionaire.

2. Jason felt the ball in his hand. This last pitch had to count. The game depended upon it. He wound up for the pitch and fired a bullet over home plate.

3. Gaining knowledge is like building a house. A house is built on a foundation. Similarly, information is added to what a person already knows, building that person’s knowledge.

4. King Louis XIV of France lived from 1638 to 1715. He was called the Sun King for two reasons. First, was because he was extremely wealthy. Also, some thought his handsome appearance was as brilliant as the sun.

TEAM MASTERY

5. The snow flakes fell, light feathers in the air. Soon the ground was covered with snow.

6. Dozens of birds flocked around the filled bird feeder. It was a banquet spread for all the brightly feathered birds.

7. Time is like sand on the seashore. Sand on the seashore is constantly washed away by the waves and replaced with new sand from the bottom of the ocean. The past is constantly being replaced by the present.
Directions: Carefully read each selection. On your paper, write the words that make the mind movie better and whether it is a simile or a metaphor. Explain why the metaphor or simile help us understand what the author is saying.

1. Like a spy, the baseball pitcher glanced at the runners. He waited to see if they would try to steal a base.

2. Every day, the sun rises in the east like a runner at the start of a race.

3. Everything is made up of atoms, which are tiny particles of matter. Each atom is made up of even smaller parts called protons, neutrons, and electrons. At the very center of the atom is the nucleus. Some people say that the nucleus is the sun of an atom because the electrons revolve around it.

4. Mr. Reeves walked into the hallway and sniffed suspiciously. "What is that funny smell?" he wondered. Then he thought it was too quiet in the house. "It is as silent as a tomb," he said.

5. Mr. Sampson became a furious lion. He ran out his front door roaring, "Who broke my window?"
Figurative Language

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WORD MASTERY LIST

*startled  *gleam  sputtering  squall
*treaded  *murmured  killdeer  bleating
*primly  gullies  whickering  tumbleweeds
*pungent  petticoat  banty

TREASURE HUNT

SECTION I. Read chapters 6-7. Discuss the answers to the questions with your partner. Then write your answers, while your partner answers separately.

1. Why was winter important to Sarah? There is wind during the winter, just as there is wind on the sea.
   🎼 Why do you think Sarah looks for similarities between the prairie and Maine? Explain.

2. What differences did Sarah find between the sea and the pond? The sea is salty, stretches far out, gleams like the sun on glass, and has waves.

3. What did Sarah and Maggie have in common? Maggie also answered an advertisement for a mail-order bride, came from a far-away home, and got homesick at times.

4. What important observation did Maggie give Sarah? Maggie told Sarah, “there are always things to miss, no matter where you are.”
   🎼 How do you think this influences Sarah?

5. Why did Anna think that the chickens would not be for eating? Sarah clucked back at them and wanted to name them; she cared about all animals, and did not see them as sources of food.
Make a Prediction

What has happened in the story so far? How is that different from what you expected? What will happen next? Will Sarah stay and marry Jacob? Give evidence to support your answers.

SECTION II. Finish reading the story. Discuss the answers to the following questions with your partner. Then each of you should write your answers separately.

1. Why didn’t Caleb want Papa to teach Sarah how to ride a horse? If Sarah could ride a horse, then she could go into town by herself. Caleb feared that she would go and never come back.

♫ What does this tell you about Caleb and how he feels?

2. List what each person brought into the barn during the squall. Caleb brought in the horses. Anna brought in the sheep. Sarah brought a sack of food, her shells, and summer roses. Papa brought in the dogs and chickens.

♫ Do you think Sarah would make a good mother? Why or why not?

3. What happened during the squall to make the children think that Sarah might stay? Sarah comforted their father and told him that everything would be okay.

4. When Sarah drove off in the wagon, what did Anna remember? What made her remember this? Anna remembered the day they took her dead mother away, because that day was also sunny, she was taken in a wagon, and Sarah was like a mother to Anna.

♫ How do you think this made Anna feel? How would you have felt if you were Anna?

5. What was the significance of the colored pencils that Sarah bought? The pencil colors were blue, gray, and green; Caleb said these colors were missing from Sarah’s pictures. They are also the colors of the sea, so a part of Sarah’s home (the sea) could now be in all the pictures she draws of her new home.
1. Why did Maggie and Matthew visit the farm? How did their visit help Sarah? Papa needed help plowing a new field for corn so Maggie and Matthew came to help him. Maggie brought Sarah flowers for a garden and two chickens to raise. As a mail-order bride herself, Maggie also brought Sarah friendship and understanding. Maggie told Sarah that there is always something to miss, no matter where you are.

2. Retell what happened when the squall came. The squall came unexpectedly. Anna and Caleb rushed to bring the horses and sheep into the barn. Papa collected the dogs and chickens and brought them in. Sarah rushed to the house to get a sack of food, her shells, and some summer roses. Sarah then calmed Papa while the squall blew over. Papa even put his arm around Sarah and rested his chin on her hair, just like he used to do with the children’s mother.

3. After the squall, what did the ground look like? Why is this significant? The hail made the ground gleam like the sea. Having something like the sea on the farm made the farm more of a home for Sarah.

4. What did Papa teach Sarah to do, and why? Why did this scare Caleb and Anna? Papa taught Sarah how to ride horses and drive a wagon because she wanted to be able to go to town independently. The children were afraid that she would take the horses into town and leave forever.

5. What did Sarah bring back from town for her drawings? Why was this important? Sarah brought back blue, gray, and green pencils so that the colors of Sarah’s old home (the sea) could be in all of the pictures she drew of her new home. This meant that Sarah had decided to stay. Sarah even told Caleb that she would always miss her old home, but that she would miss them more.
Adventures in Writing!

Choose one of the following:

1. Pretend that you are out in the wilderness, away from electricity, phones, and automobiles. Write a couple of paragraphs describing how you would spend your time.

2. Put yourself in Sarah’s place: would you stay, or would you go back to Maine? Would you go to another place? Write a detailed letter from Sarah to her brother telling your future plans and what made you reach your decision.

.story.test.answers

1. How did Anna know that the chickens would not be for eating? Sarah clucked at the chickens and wanted to name them. This implied that Sarah cared for the animals too much to eat them.

2. What advice did Maggie give Sarah? Why? Maggie told Sarah that no matter where you are, there are always things that you miss. Maggie wanted Sarah to know that she was not alone in what she was going through and that sometimes you have to leave something in order to find something better.

3. While in the barn, what made Caleb and Sarah so happy? Why? They were glad to hear Sarah comfort their father and to see Papa put his arm around Sarah and rest his chin on her hair, just like he used to with their mother. The children hoped that is was a sign that Sarah would stay and become their new mother.

4. What did Sarah do that scared the children? Explain. Sarah took the wagon and went to town by herself. The children feared that Sarah would not come back.

5. How did the family know that Sarah would stay? When Sarah came back from town, she had bought colored pencils so that she could put the colors of the sea (her old home) in all the pictures she drew of her new home on the farm.
1. **Silly Song**: Reread Caleb’s nonsense song on page 104 about the woolly ragwort plant. Then write a silly song of your own about a plant or animal that can be found in the ocean or on the prairie. After writing your song, think about its content and a familiar tune that you could sing your song to. Find a tune and then teach your song to the class. (TE181).

2. **Getting A Rise**: Experiment with yeast to find out under what conditions a mixture of yeast, sugar, and water helps bread dough rise. Use the following materials: one package dry yeast, a half cup sugar, one cup warm water (100 degrees F), thermometer, funnel, large balloon, clear glass or plastic soda bottle with a narrow neck. Put the sugar and yeast into the bottle. Then add warm water and mix well until the sugar and yeast dissolve. Place the balloon over the neck of the bottle. Keep an eye on your experiment for the next half hour and then write a report on what happens. How does this tell you the effect yeast has on bread and they way it rises? (TE180).

3. **Focus on Yourself**: Sarah wrote letters and described herself as being “plain and tall.” If you were to describe yourself, what would you say? Write a physical description of yourself. Then write a mini-autobiography, including the most important things about yourself—what you have done, your family, where you live, what you like to do. Now, make a collage of things that represent you. You can cut things from magazines, or glue on objects, or add anything you want to your collage.

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**So, You Want to Read More**

- ...by Patricia MacLachlan? Try *Cassie Binegar* or *Skylark*.
- ...theme-related books? Try *Boris* by Jaap ter Haar or *The Secret Grove* by Barbara Cohen.
Appendix
“Did Mama sing every day?” asked Caleb. “Every-single-day?” He sat close to the fire, his chin in his hand. It was dusk, and the dogs lay beside him on the warm hearthstones.

“Every-single-day,” I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?

“And did Papa sing, too?”

“Yes. Papa sang, too. Don’t get so close, Caleb. You’ll heat up.”

He pushed his chair back. It made a hollow scraping sound on the hearthstones, and the dogs stirred. Lottie, small and black, wagged her tail and lifted her head. Nick slept on.

I turned the bread dough over and over on the marble slab on the kitchen table.

“Well, Papa doesn’t sing anymore,” said Caleb very softly. A log broke apart and crackled in the fireplace. He looked up at me. “What did I look like when I was born?”

“You didn’t have any clothes on,” I told him.

“I know that,” he said.

“You looked like this.” I held the bread dough up in a round pale ball.

“I had hair,” said Caleb seriously.

“Not enough to talk about,” I said.

“And she named me Caleb,” he went on, filling in the old familiar story.

“I would have named you Troublesome,” I said, making Caleb smile.

“And Mama handed me to you in the yellow blanket and said . . .” He waited for me to finish the story. “And said . . .?”

I sighed. “And Mama said, ‘Isn’t he beautiful, Anna?’”

“And I was,” Caleb finished.
Papa leaned back in the chair. “I’ve placed an advertisement in the newspapers. For help.”

“You mean a housekeeper?” I asked, surprised.
Caleb and I looked at each other and burst out laughing, remembering Hilly, our old housekeeper. She was round and slow and shuffling. She snored in a high whistle at night, like a teakettle, and let the fire go out.

“No,” said Papa slowly. “Not a housekeeper.” He paused.
“A wife.”
Caleb stared at Papa. “A wife? You mean a mother?”
Nick slid his face onto Papa’s lap and Papa stroked his ears.
“That, too,” said Papa. “Like Maggie.”
Matthew, our neighbor to the south, had written to ask for a wife and mother for his children. And Maggie had come from Tennessee. Her hair was the color of turnips and she laughed.

Papa reached into his pocket and unfolded a letter written on white paper. “And I have received an answer.” Papa read to us:

“Dear Mr. Jacob Witting,

“I am Sarah Wheaton from Maine as you will see from my letter. I am answering your advertisement. I have never been married, though I have been asked. I have lived with an older brother, William, who is about to be married. His wife-to-be is young and energetic.

“I have always loved to live by the sea, but at this time I feel a move is necessary. And the truth is, the sea is as far east as I can go. My choice, as you can see, is limited. This should not be taken as an insult. I am strong and I work hard and I am willing to travel. But I am not mild mannered. If you should still care to write, I would be interested in your children and about where you live. And you.

“Very truly yours,

“Sarah Elisabeth Wheaton

“P.S. Do you have opinions on cats? I have one.”

No one spoke when Papa finished the letter. He kept looking at it in his hands, reading it over to himself. Finally I turned my head a bit to sneak a look at Caleb. He was smiling. I smiled, too.

“One thing,” I said in the quiet of the room.

“What’s that?” asked Papa, looking up.

I put my arm around Caleb.

“Ask her if she sings,” I said.
Caleb and Papa and I wrote letters to Sarah, and before the ice and snow had melted from the fields, we all received answers. Mine came first.

Dear Anna,

Yes, I can braid hair and I can make stew and bake bread, though I prefer to build bookshelves and paint.

My favorite colors are the colors of the sea, blue and gray and green, depending on the weather. My brother William is a fisherman, and he tells me that when he is in the middle of a fogbound sea the water is a color for which there is no name. He catches flounder and sea bass and bluefish. Sometimes he sees whales. And birds, too, of course. I am enclosing a book of sea birds so you will see what William and I see every day.

Very truly yours,
Sarah Elisabeth Wheaton

Caleb read and read the letter so many times that the ink began to run and the folds tore. He read the book about sea birds over and over.

"Do you think she'll come?" asked Caleb. "And will she stay? What if she thinks we are loud and pesky?"

"You are loud and pesky," I told him. But I was worried, too. Sarah loved the sea, I could tell. Maybe she wouldn't leave there after all to come where there were fields and grass and sky and not much else.

"What if she comes and doesn't like our house?" Caleb asked. "I told her it was small. Maybe I shouldn't have told her it was small."
“Hush, Caleb. Hush.”
Caleb’s letter came soon after, with a picture of a cat drawn on the envelope.

Dear Caleb,
My cat’s name is Seal because she is gray like the seals that swim offshore in Maine. She is glad that Lottie and Nick send their greetings. She likes dogs most of the time. She says their footprints are much larger than hers (which she is enclosing in return).

Your house sounds lovely, even though it is far out in the country with no close neighbors. My house is tall and the shingles are gray because of the salt from the sea. There are roses nearby.

Yes, I do like small rooms sometimes. Yes, I can keep a fire going at night. I do not know if I snore. Seal has never told me.

Very truly yours,
Sarah Elisabeth

“Did you really ask her about fires and snoring?” I asked, amazed.

“I wished to know,” Caleb said.

He kept the letter with him, reading it in the barn and in the fields and by the cow pond. And always in bed at night.

One morning, early, Papa and Caleb and I were cleaning out the horse stalls and putting down new bedding. Papa stopped suddenly and leaned on his pitchfork.

“Sarah has said she will come for a month’s time if we wish her to,” he said, his voice loud in the dark barn. “To see how it is. Just to see.”
Friendly or Personal Letters

Personal letters, also known as friendly letters, and social notes normally have five parts.

1. The Heading. This includes the address, line by line, with the last line being the date. Skip a line after the heading. The heading is indented to the middle of the page. If using preaddressed stationery, just add the date.

2. The Greeting. The greeting always ends with a comma. The greeting may be formal, beginning with the word "dear" and using the person's given name or relationship, or it may be informal if appropriate.

   Formal: Dear Uncle Jim, Dear Mr. Wilkins,
   
   Informal: Hi Joe, Greetings,
   
   (Occasionally very personal greetings may end with an exclamation point for emphasis.)

3. The body. Also known as the main text. This includes the message you want to write. Normally in a friendly letter, the beginning of paragraphs is indented. If not indented, be sure to skip a space between paragraphs. Skip a line after the greeting and before the close.

4. The complimentary close. This short expression is always a few words on a single line. It ends in a comma. It should be indented to the same column as the heading. Skip one to three spaces (two is usual) for the signature line.

5. The signature line. Type or print your name. The handwritten signature goes above this line and below the close. The signature line and the handwritten signature are indented to the same column as the close. The signature should be written in blue or black ink. If the letter is quite informal, you may omit the signature line as long as you sign the letter.

Postscript. If your letter contains a postscript, begin it with P.S. and end it with your initials. Skip a line after the signature line to begin the postscript.

See also Layout of a friendly letter.

See also Commas in Letters and Capitalization in Letters

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Complete Contents
Glossary

Grammar Contents

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http://englishplus.com/grammar/00000143.htm 2/22/04
THE YEAST BEAST

Knight Foundation Summer Institute

Liane D’Allessandro, Haverford College

Introduction:

This lesson (modified from 202 Oozing, Bubbling, Dripping, and Bouncing Experiments, p. 34) is an excellent example of the "typical" scientific experiment in that it tests the effects of a certain variable on a process. Specifically, in this experiment, the variable is the yeast and the process being tested is the decomposition of a banana. Therefore, the control set up will be a banana without any yeast on it. It will be compared to the banana with yeast on it. The experiment also provides a good opportunity for the students to make observations over several days on what they see happening — a crucial component to any scientific investigation. But because of the specifics of this experiment, it would also fit well into a biology unit dealing with the characteristics of different classes of organisms.

It may be interesting to have the students perform the experiment first and then discuss the "science" behind it later. That way, they would be more surprised at the results and perhaps be able to interpret the results on their own. Either way, the reason that the banana with yeast decomposes (ripens) much more quickly than the control banana is that yeast is an organism classified in the fungi group. Since this group of organisms does not contain chlorophyll, as green plants do, they cannot make their own food. Therefore, they rely on other sources for their food. More specifically, in this experiment, the yeast feeds on the banana causing it to decompose more quickly. This experiment provides exciting results within four days (maybe sooner depending on the temperature of the room that the experiment is performed in). After the students have proved to themselves that yeast feeds on other organisms, they can then understand how this phenomenon makes possible delicious pizza, bagels, and other breads (see "Extensions" section).

Objectives:

1. to record and interpret observations in a scientific manner
2. to identify the characteristics of the fungi group that causes yeast to feed on other organisms
3. to understand what effects yeast has on food decomposition

Vocabulary:

yeast
fungi
chlorophyll
decompose
variable
control

http://www.haverford.edu/educ/knight-booklet/yeastbeast.htm 2/22/04
Materials:

for each student:

- (2) slices from a banana (each approximately 2 cm. long) (2) plastic sandwich bags 1/2 tsp. of dry yeast plastic spoon and knife
- tape and marker to label bags
- pen and paper to record observations

Procedure:

Each student can do this on an individual basis:

1. Cut two slices from a banana each approximately 2 cm. long.
2. Place each slice in a separate plastic bag.
3. Add approximately 1/2 tsp. of yeast on top of ONE of the bananas. (Make sure the yeast touches the banana.)
4. Seal both bags and label each bag with the date and contents (e.g. "10-25-97 banana without yeast" and "10-25-97 banana with yeast").
5. Record an observation for this first day. What do the contents in each bag look like?
6. Each day for the next 3-4 days observe the two bags and record all observations.

Assessments:

- Have children turn in their observations.
- Discuss the results of the experiment as a class.
- Make sure each child can explain what happened in the experiment using the vocabulary above.

Extensions:

Have the student modify this experiment. For example, they could test what effect yeast has on an apple or a piece of bread or anything else that interests them. They could also perform the experiment with a substance other than yeast to test if that substance is a "decomposer" like yeast. The children could also observe their results from their own experiments and the original one by looking at the the smear of yeast on the banana (or whatever else they chose to use) under the microscope.

An interesting application of this knowledge about yeast is that it explains how bread is made. The reason that dough rises is that when yeast reacts with sugar, carbon dioxide gas is produced. This gas is what makes the dough rise. The children can observe the formation of carbon dioxide when yeast is added to sugar and water (in the beginning of a bread recipe) because bubbles appear: Later in the recipe when flour is added, the yeast reacts with the flour by breaking down the flour (complex carbohydrates) into simpler sugars. The yeast then reacts with these simpler sugars in the same way as mentioned above. Only this time, instead of seeing bubbles of carbon dioxide gas, students see the dough rise. As a fun, educational, and delicious activity, the class could make their own pizza. But wait... the fun and learning continues as pizza could also be used in a fractions lesson! The possibilities are endless! (As a related side note, this demo of making bread shows that the reaction of yeast and sugar produces carbon dioxide; therefore carbon dioxide should also have been present in the banana with yeast bag. Have the students record whether they noticed that the bag with the yeast "blew up" any in comparison to the bag without the yeast. The amount of carbon dioxide produced may not be abundant enough but it would be an interesting result to look for.)

http://www.haverford.edu/educ/knight-booklet/yeastbeast.htm 2/22/04
A great website dealing with yeast and bread is http://www.youcan.com/youcan/bread/bread.html

Another application of this knowledge about decomposers involves gardens. Yeast is not the only decomposer in our environment. The fertilizer that is used in gardens is also one. It breaks down the dead material found in soil into a form that is usable by plants. Perhaps the class could do an experiment to test the effects that fertilizer has on the growth of plants.

Related to this idea of plants, the class could also make a compost pile. Essentially a compost pile is a large mixture of decomposing organic material that provides a garden with tons of nutrients. Incidentally, making compost piles also cuts down on the abundance of waste that this country produces.

**Philadelphia Science Content Standards:**

**SCIENCE CONTENT STANDARD #1: NATURE OF SCIENCE**

This experiment satisfies Benchmark 1 for grades 5-8: "design, modify, and conduct an investigation through testing, revising, and occasionally discarding ideas, all of which lead to a better understanding of how things work." It also satisfies Benchmark 3 for grades 5-8: "collect and summarize data from an experiment and interpret the results in terms of the data."

**SCIENCE CONTENT STANDARD #3: LIVING ENVIRONMENT**

This experiment satisfies this standard because it allows the students to "develop an understanding of the characteristics and life cycles of organisms" -- in this case, the organism ~s the yeast.

**Cross-references:**

This experiment would fit in great on a biology unit on the characteristics of various organisms. It could also be a lesson on chemical reactions (enzymes in yeast reacts with the sugar to form carbon dioxide.)