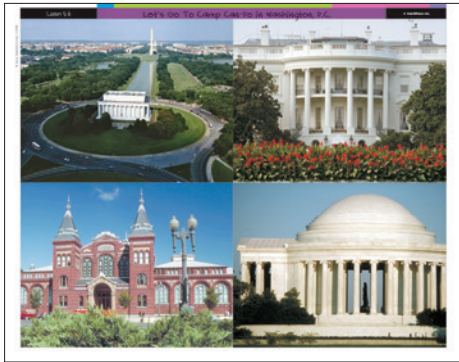


Lesson 5.4



Goals

- Write simple sentences
- Identify main idea and supporting ideas
- Recognize English phonemes

Vocabulary and Key Phrases

computer*	museum*	Washington,
contest	president*	D.C.*
excited	researched	White House*
expensive	statues*	
monument*	surprise	

I want to see the _____.
It's where _____.
There are lots of _____.
We'll all learn _____.

Core Materials

Lesson Card 5.4, Vocabulary Cards*, Sentence Strips 13–16, Activity Book pages 14–18, Character Cut-Outs

Extension Materials

Blackline Master 5.4

Standards

English Language Development

R, Beg.: Retell simple stories by using drawings, words, or phrases.

W, Int.: Follow a model given by the teacher to independently write a short paragraph of at least four sentences.

English Language Arts

W, 2.4: State a clear position in support of a proposal.

W, 1.6: Edit and revise manuscripts to improve the meaning and focus of writing.

English as a Second Language

Goal 2, Standard 1: Use English to interact in the classroom.

Goal 2, Standard 2: Use English to obtain, process, construct, and provide subject matter information in spoken and written form.

1 TEACH

Review previous vocabulary using Lesson Card, Vocabulary Cards, Character Cut-Outs, and Sentence Strips. Pass Lesson Card 5.3 around the room. Have each student retell something they remember from the dialogue. Pass Vocabulary Cards from 5.3. Have students come to the front of the room, read their word, write it on the board, spell it, and use it in a sentence. Display Sentence Strips 9–12. Have students read them and use them in a dialogue.

Vocabulary

Introduce vocabulary words. Show Vocabulary Cards as you say the word and have students repeat after you. Use each vocabulary word in a sentence and then have students create a sentence with the word. Write the vocabulary words on the board. Introduce Sentence Strips 13–16 and use them in a dialogue. Display Lesson Card 5.4 and discuss the image with your students.

Lesson Card 5.4

Display Lesson Card 5.4 and the Character Cut-Outs. Ask the students to predict what they think this lesson is about. Read the dialogue, pointing to each character.

MS. SATO. Boys and girls, who found out about how far away Washington, D.C. is from our city?

TARO. I did! I researched it on my computer. I also looked on a map. It's _____ miles from here.

MS. SATO. I have a special surprise for you all. CHORUS. What's the surprise? Is Lucky coming to school? Please tell us.

MS. SATO. My special surprise is that we have all been invited to visit Washington, D.C. in two weeks. We have been invited to attend Camp Can-Do in Washington, D.C. We're going to see and learn so much while we're there.

CHORUS. Wow! That's cool! But how are we going to be able to pay for the trip? It's so expensive.

MS. SATO. I won a special geography contest for teachers, and the prize is that I can take my summer school class to Washington, D.C. with all expenses paid.

CHORUS. We can't wait to go!

Let's Go To Camp Can Do in Washington, D.C.

MS. SATO. I've prepared a letter for each of you to take home explaining about the trip. Please have your parents or guardians read it, sign it, and send it back. Now tell me what each of you knows about Washington, D.C. MARINA. It's where the President lives. He lives in the White House. The capitol building is there too.

JOSE. There are lots of museums, statues, and monuments there. The Lincoln Memorial is there along with the Washington Monument.

MS. SATO. We will all learn a lot from this wonderful trip. Be sure to bring your signed letters back tomorrow. In the meantime, I want you to read everything you can about Washington, DC.

TOMMY. No problem! Thank you, Ms. Sato, for this wonderful opportunity!

Reader's Theatre

Distribute copies of Blackline Master 5.4. Reread the dialogue and have students follow along. Ask volunteers to select the part they would like to read. Encourage students to read with expression and fluency.

Verify Comprehension

Have students respond to the following questions or commands to verify comprehension of Lesson Card 5.4 and the dialogue:

Beginning

Show me the picture of the Jefferson Monument. Point to the White House.

Early Intermediate

Where does the President live? Which is the picture of the Lincoln Memorial?

Intermediate

How did Ms. Sato get a free trip for the children?

Early Advanced

Describe the reaction of the class when Ms. Sato told them about the trip.

Advanced

How would you feel if you were able to go to Washington, D.C.?

2 PRACTICE AND APPLY

Vocabulary

Have students open the Activity Book to page 14. Review with students the definitions for noun and verb. Read instructions with students and have them complete the activity. Encourage students to use a dictionary if they need help. If time permits, have a few students come to the board and write their sentences. Practice how to edit for proper punctuation, spelling, and capitalization.

3 EXTEND

Reading Comprehension

Have students open the Activity Book to pages 15–16. With students, read the narrative text. Have students browse the story and look for words they need clarified or defined. Read the instructions and have students complete the activity. Review answers in class.

Phonics/Spelling Patterns

Teach students that -y at the end of a word can have the long e sound as in: *dizzy, fuzzy, busy, greedy*. Then ask students to open the Activity Book to page 17 to complete the activity.

Writing

Have students open the Activity Book to page 18. Read the writing prompt. Read key vocabulary words and sentence prompts. Model sentences on the board. Ask students to draw their response and write about it. Allow time for students to share and read their sentences.

Sentence Strips 13–16

*I want to see the _____.
It's where _____.
There are lots of _____.
We'll all learn _____.*

Display Sentence Strips and have students take turns reading them.