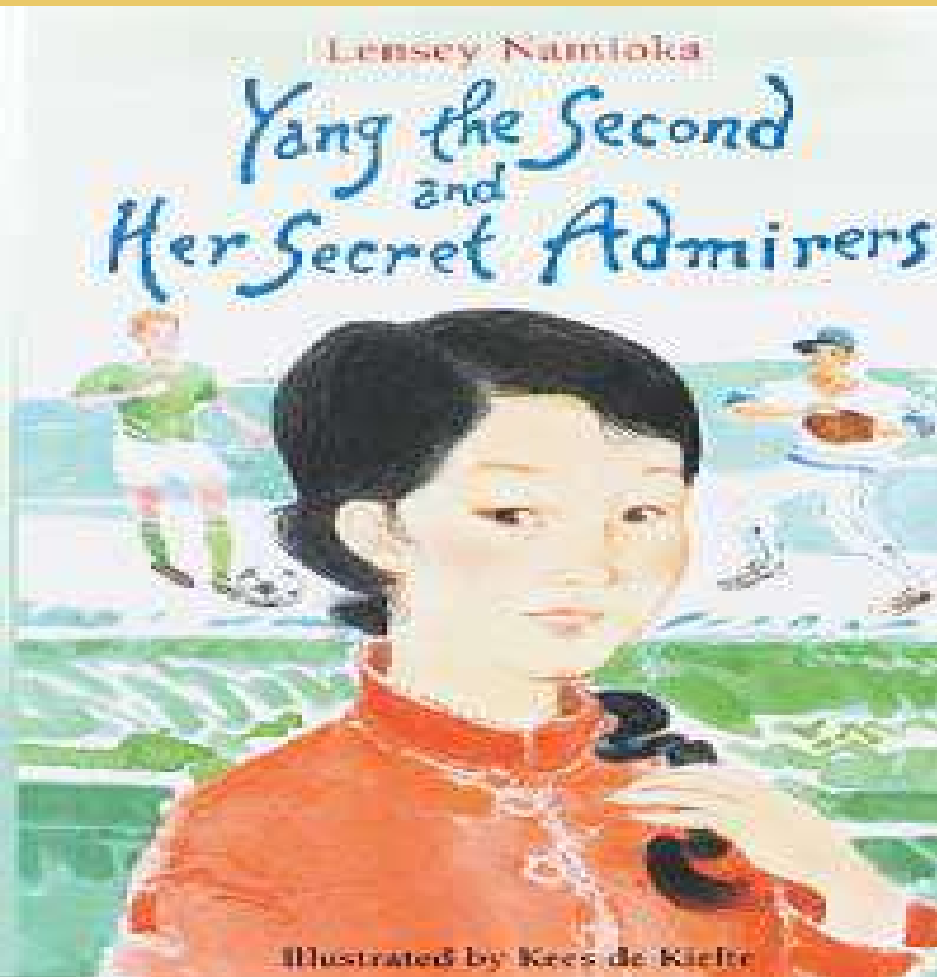


# Yang the Second and Her Secret Admirers



- Author: Lensey Namioka
- Illustrator: Kees de Kieffe
- Genre: realistic fiction ~ realistic characters and events come to life in a fictional plot
- Day 1
- Day 2
- Day 3
- Day 4
- Day 5

# Day 1 Schedule

- Reading
  - Vocabulary
  - Compare and Contrast
  - Read segment 1 (394-400)
- Word Work
  - Spelling pretest (413g)
- Writing and Language
  - Daily Language Practice
  - Interjections

# Vocabulary

## **Objective: we will define new vocabulary words.**

- Accompaniment: a musical part that adds to the performance of a singer or musician.
- demonstration: a process through which someone shows and explains to others how something works.
- Heritage: all the practices and beliefs passed down from earlier generations.
- Impressed: had a strong, positive effect on someone's feelings.
- Noble: showing greatness of character by unselfish behavior.
- Opera: a form of theater in which the dialogue is sung.
- Rhythmic: having a strong beat with a pattern to it.
- Tradition: the passing down of culture from one generation to the next.

**We will insert words  
where they best fit the  
context.**

accompaniment

demonstration

heritage

impressed

noble

opera

rhythmic

tradition

- I was really \_\_\_\_\_ by all of the different types of artwork, food, and music.
- When I first arrived, I saw a \_\_\_\_\_ of tai chi, a set on ancient Chinese exercises.
- After that, my attention was drawn to a small stage by the \_\_\_\_\_ sounds of several instruments that I had never seen or heard before.
- I did recognize a drum, which one man played to provide \_\_\_\_\_ for the musicians.
- In the afternoon, I went to a Chinese \_\_\_\_\_, where elaborate songs and dances were used to tell a story.
- A gentleman acted in a \_\_\_\_\_ way when he opened the door for me.
- I was excited to learn more about the cultural \_\_\_\_\_ of my Chinese friends.

# Compare and Contrast

**Objective:** we will compare and contrast story characters.

- **Prior Knowledge:**
  - How are cats and dogs alike?
  - How are cats and dogs different?
  - You are **comparing** and **contrasting** cats and dogs.

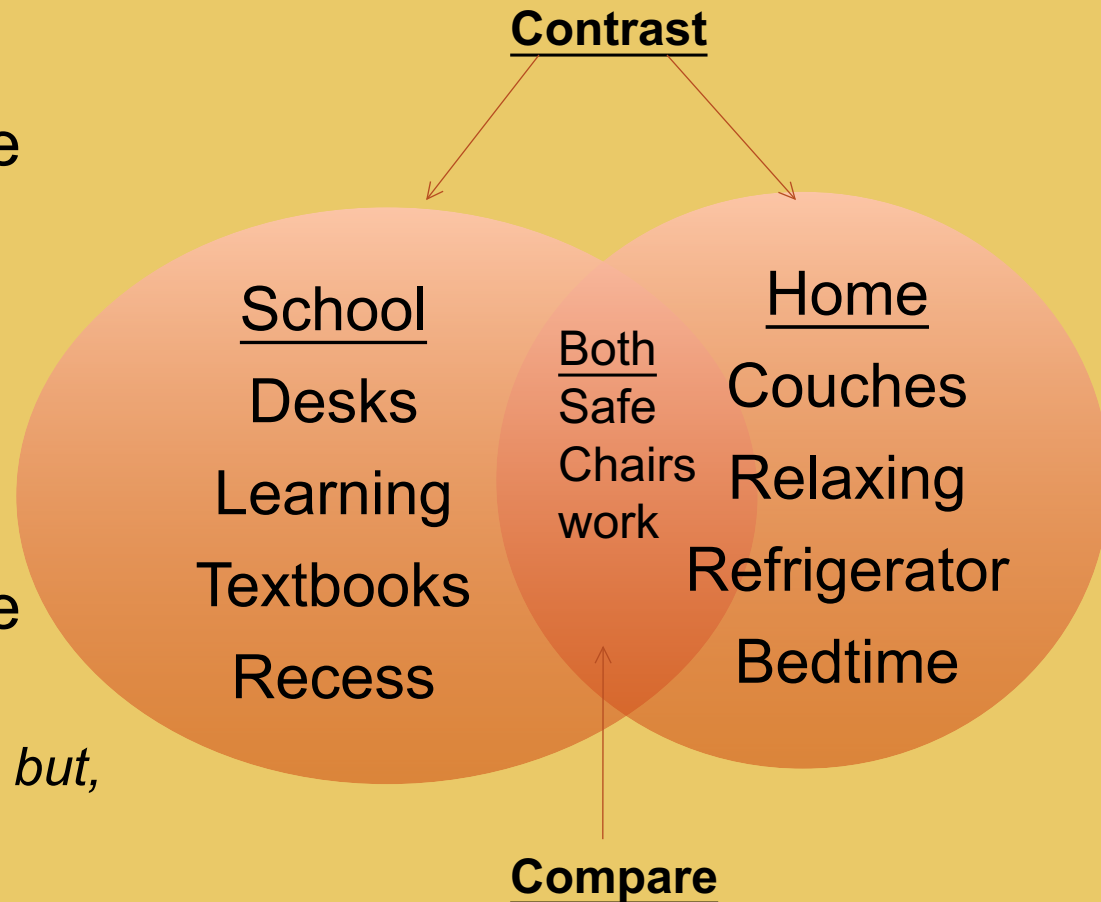
**Concept:**

- **Compare:** telling how characters or events are **alike**
- **Contrast:** telling how characters or events are **different**
- **Importance:** comparing and contrasting the actions and feelings of different characters will help us answer questions we have about the characters and events.

# I do: compare and contrast school and home

## Skill

- To **compare** two characters, events, or things tell how they are alike.
  - Look for words such as *like*, and *similarly*.
- To **contrast** two characters, events, or things tell how they are different.
  - Look for words such as *but*, and *in contrast*



- **We do:**
- Let's read pg. 395 to determine some similarities and differences between 2<sup>nd</sup> Sister and 4<sup>th</sup> Brother.
- Record the information on page 233 of your practice book.
- **Closure:**
- What word means telling how characters or events are **alike**?
- What word means telling how characters or events are **different**?
- **Practice**
  - Continue filling in the Venn diagrams on practice book pg. 233

# Daily Language Practice

- All the mans agreed that swiming is good exercise.
- Help I mixt up the dog's pills.
- Oops I forgot to tell Dad that I decideed not to go to the play.



# Interjections

**Objective: We will identify, write, and punctuate interjections.**

- **Concept**
- **Interjection:** a word or words that expresses strong feeling.
- **Example:**
  - Oops, I just spilled some ketchup.
  - Oh, no! The tablecloth is ruined!

## **Skill**

- Interjections usually appear at the beginning of a sentence.
- It will be followed by either a comma or an exclamation point, depending on how strong a feeling is expressed.

# Interjections

## Skill

- Interjections usually appear at the beginning of a sentence.
- It will be followed by either a comma or an exclamation point, depending on how strong a feeling is expressed.
- If punctuation is missing, determine if it is a strong or mild feeling being expressed.
  - Mild: use a comma
  - Strong: use an exclamation point

## I do

- Hooray! I see Paul over by the beehive exhibit.
  - I see that there is an exclamation point following “hooray”
  - I know that people shout “hooray” when they are excited about something.
  - This means that “hooray” must be the interjection.
- Oh no Paul already has a girlfriend.

# Interjections

## We do

- Oh, now he's headed for the dinosaur room.
- Hey that's not his girlfriend. It's his sister.

## Closure

- What do we call words that express feelings?
- What punctuation do we look for to help identify an interjection?
- What is the interjection in the following sentence?
  - Rats! It's too noisy over here.
- What punctuation should be used?
  - Whew that was a close one.

# Day 2 Schedule

- Reading
  - Segment 2 (400-406)
  - Compare and Contrast
    - Practice book pg. 233
  - Comprehension questions (408)
    - Practice book pg. 234
  - Vocabulary
    - Practice book pg. 232
- Word Work
  - Spelling
    - Practice book pg. 238
- Writing and Language
  - Daily Language Practice
  - Grammar
    - Practice book pg. 242

# Daily Language Practice

- Kevin keeps bragging about the size of his feet.
- gabe and I ordert pizza for dinner.

# Day 3 Schedule

- Reading
  - Partner read
  - Compare and Contrast
    - Practice book pg. 235-236
- Word Work
  - Spelling
    - Practice book pg. 224
- Writing and Language
  - Daily Language Practice
  - Quotations

# Daily Language Practice

- “Who planed the food for the party? asked Sara.
- “I think she deservd to go on the trip” said Jane.
- Grandpa offerred to walk the childs to the park.

# Quotations

## Objective

- We will write and punctuate quotations correctly.

## Prior Knowledge

- “I know how I can get Sam to notice me,” May said to Tran.
- How do you know someone is speaking?
- Who is speaking?



# Quotations

## Concept

- Direct quotation: gives a speaker's exact words.
- Indirect quotations: do not use a speaker's exact words, so they do not need quotation marks.

## Skill

- Set off exact words with quotation marks.
- Begin each quotation with a capital letter.
- Place end punctuation inside the quotation marks.
- Use commas to separate most quotations from the rest of the sentence.
- When the speaker's name comes first, use a comma before the quotation.
- If a quotation is two sentences, use a period after the speaker's name and capitalize the first word of the second sentence.
- Begin a new paragraph each time the speaker changes.

# Quotations

## I do

- Here comes Paul said Yingtao.

## We do

- Mother told Yingtao I made you favorite dish.
- Tell your partner what Mother said.
- On your whiteboard write the sentence and place quotations around the direct quotation.
- What punctuation do we need?

# Quotations

- Closure
  - When do we use quotation marks?
  - Place quotation marks in the following sentence:
    - Eldest Brother asked did the class enjoy the erhu demonstration.

# Day 4 Schedule

- Reading
  - “Hands and Hearts”  
(410-413)
- Word Work
  - Spelling
  - Dictionary: Prefixes
- Writing and Language
  - Daily Language Practice
  - Grammar
    - Practice book pg. 243

# Prefixes

## Objective

- We will identify the meaning of words containing prefixes.

## Concept

- Prefix: a word part that is placed before a base word.
- in or im: a prefix meaning “not”
- re: a prefix meaning “again”
- un: a prefix meaning “not”

# Prefixes

## Skill

- Determine the meaning of the base word.
- Determine the meaning of the prefix (if you do not know the meaning, you can look it up in a dictionary)
- Combine both definitions.

## I do

- After getting Kim, Second Sister and Fourth Brother retrace their path.
  - I know “trace” means “to go over”
  - *Re* means again
  - So retrace must mean to go over again.

# Prefixes

## Skill

- Determine the meaning of the base word.
- Determine the meaning of the prefix (if you do not know the meaning, you can look it up in a dictionary)
- Combine both definitions.

## We do

- The bully made unnecessary comments during the lesson.
- What is the base word?
  - What is its meaning?
- What is the prefix?
  - What is its meaning?
- What is the meaning of the word?

# Closure

- What is a word part that comes at the beginning of a base word?
- What 2 prefixes mean “not”?
- What prefix means “again”?
- What is the meaning of the underlined word?
  - The party time is impossible to change.
  - The birthday cake is to be left undisturbed until after dinner.
- **Independent Practice**
  - Practice book pg. 241



# Daily Language Practice

- the entire class is visiting the library today
- Our baseball team is hitting well said Coach Smith.

# Day 5 Schedule

- Reading
  - Comprehension Test
  - Vocabulary Test
- Word Work
  - Spelling test
- Writing and Language
  - Practice book pg. 244