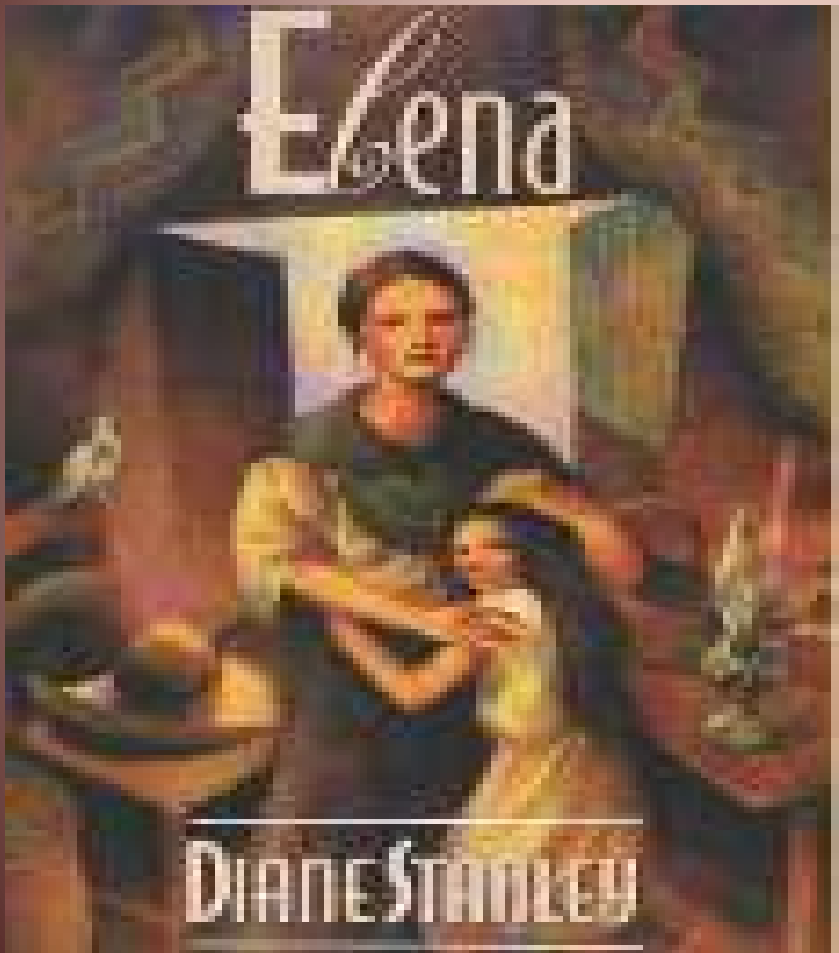


Elena



- Author: Diane Stanley
- Genre: Historical Fiction ~ real characters, events, and settings combine with fictional elements.
 - [Day 1](#)
 - [Day 2](#)
 - [Day 3](#)
 - [Day 4](#)
 - [Day 5](#)

Day 1

- Reading

- Vocabulary

- Read segment 1 (550-557)

- Identifying story structure

- Practice book pg. 324

- Word Work

- Spelling pre-test (569g)

- Writing and Language

- Daily Language Practice

- Grammar: Adverbs

- Expository Writing: Compare/Contrast

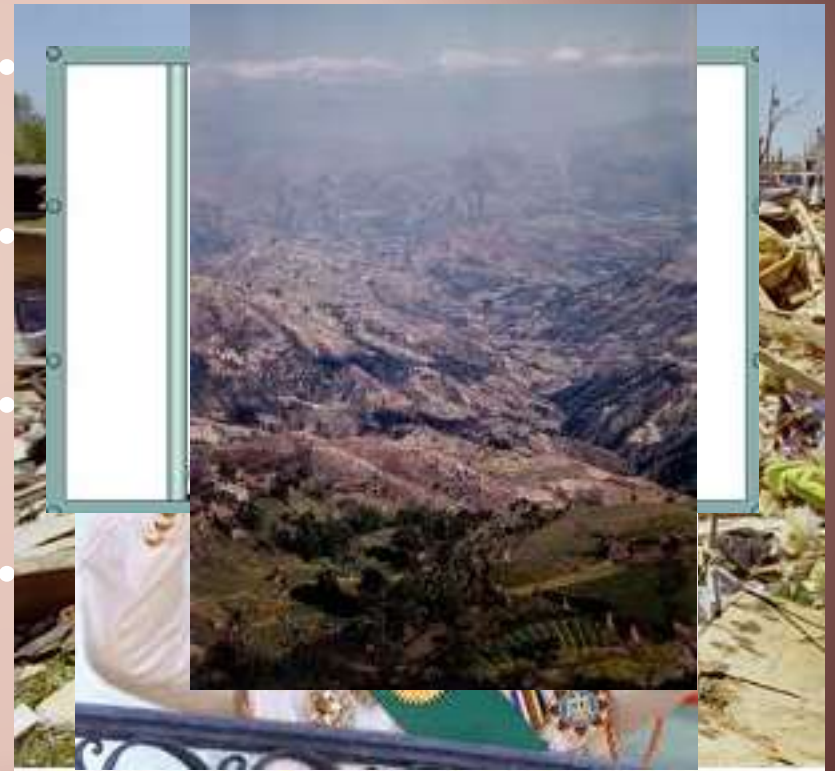
- Introduce the model (569m)

Vocabulary

We will define new vocabulary words



f



We will insert words
where they best fit the
context.

condolences

transformed

urgently

dictator

rugged

notorious

wounds

sombreros

Wartime Words

Dear Victoria,

Thank you for your letter expressing your family's condolences. It has been a month since my brother's death, and I would like to tell you the story of his last days. As you know, Mateo joined Pancho Villa's troops last year. His group had been hiding in a mountainous region. One of Villa's men brought a message from another leader urgently requesting help because Porfirio Díaz's soldiers threatened an attack. While hurrying down a rugged mountain trail, my brother's horse stumbled and threw him into a rocky ravine. Mateo's wounds were serious ones, but the doctor hoped to save him. However, after a week of struggle, he died. To remember him, I will always keep the two beautiful, wide-brimmed sombreros he made for me.

Do you realize that this notorious man, the dictator Díaz, has been ruling our country for about thirty years? When he is no longer president, the weary expressions on poor people's faces will be transformed into joyful smiles. There will be equal rights for all—not just for the rich.

Thank you again, Victoria, for your sympathy. My mother sends her love to your family.

Sincerely,

Tomás

Story Structure

Objective:

- We will identify story elements including, characters, setting and plot.

Prior Knowledge

- Who were the main characters in “Black Cowboy, Wild Horses”?
- Where did the story take place?

Story Structure

Concept

- Characters: the main people and animals in a story
- Setting: where and when a story occurs
- Plot: the events in a story, including the conflict and resolution

Importance

- Identifying characters, setting, and plot will help you comprehend the message an author is trying to get across.

R: What do we call the events in a story?

A: Which of the following is a setting?

a) 1782 in Mexico

b) Elena and the Mexican general

J: How did you know?

Story Structure

Skill

- Ask yourself, “Who is the story mainly about?”
 - Main characters
 - Other characters
- Where and when does the story take place?
- What are the major events in the plot?
 - Problem?
 - Resolution?

Story Map

Characters	
The family: Elena, Pablo, and their children: Rosa, the narrator, _____	Other Characters: the villagers, _____ _____
Setting	
Where the story takes place: rural Mexico; _____	When the story takes place: _____ _____
Plot	
Problem: _____	
Events:	
1. _____	
2. _____	
3. _____	
4. _____	
5. _____	
6. _____	
Resolution: _____	

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- Nathan and me pityed the campers who missed the backpacking trip.
- Ginas dizzyness has prevented her from participating in sports.
- The tinyest sound echoed loud through the empty room.

Adverbs

Objective

- We will identify adverbs that modify verbs.

Prior Knowledge

- The ground under the horse suddenly collapsed.
 - When did the ground collapse?
- The horse and rider wildly plunged down into a ravine.
 - How did the horse and rider plunge?
 - Where did they plunge?

Adverbs

Concept

- Adverbs: tell how, when, or where an action occurs.
 - describe verbs
 - many end with -ly

Example

- The villagers immediately brought ropes.
 - Immediately describes *when* the villagers brought the ropes.

R: What part of speech describes a verb?

A: Which of the following is an adverb?

a) The lazy boy sat sleepily in class.

b) The lazy boy sat sleepily in class.

J: Why did you pick your answer?

Adverbs

Skill

- Underline the verb.
- Ask
 - *How?*
 - *When?*
 - *Where?*

I do

- They lifted up the injured rider.
 - Do I know how? no
 - Do I know when? no
 - Do I know where?
 Yes, they lifted him **up**.
 - Adverb: *up*
 - Tells: *where*

Adverbs

We do

- They laid him gently on the bed.
- Identify the verb.
- What do we ask ourselves?
 - How
 - When
 - Where
- Which word answers one of these questions?

You do

- The wagon moved slowly along the path.
- Identify the verb.
- What is the adverb?
- What does it tell us about the verb?

Adverbs

Closure

- What part of speech describes a verb?
- Which of the following is an adverb?
 - a) Finally the wagon reached the man's house.
 - b) The wagon arrived.
- What does the adverb tell us?
 - c) How
 - d) When
 - e) Where

Independent practice

- Identify the adverb, and how it describes (how, when, where)
 - A witness had anxiously told the family about the accident.
 - The helpers then placed the wounded man on the bed.
 - A doctor rushed over.
- Practice book pg. 333

Day 2

- Reading
 - Segment 2 (558-562)
 - Story Elements
 - Complete practice book 324
 - Comprehension questions (564)
 - Independent Practice
 - Vocabulary practice book pg. 323
- Word Work (review and independent work)
 - Changing *y* to *i*
 - Practice book pg. 328
 - Spelling
 - Practice book pg. 329
- Writing and Language
 - Daily Language Practice
 - Expository Writing: Compare/Contrast
 - Prewriting 569m

Comprehension Questions

(564, use TAPPLE strategies)

- Compare the way you expected the outlaw Pancho Villa to act with the way he did act in *Elena*. Why do you think he acted this way? (LRA 3.3)
- What part of the family's troubles in *Elena* would you have found most difficult? Why? (RC 2.4)
- Rosa says that she and her brothers and sister became "*real Americans*" in Santa Ana. What do you think she means by that?
- Why do you think Mama believes so strongly in the importance of education? (LRA 3.3)
- What do you think Rosa learned from her experiences in *Elena*? (LRA 3.2)
- All the main characters in *One Land, Many Trails* demonstrate courage and determination. Compare Elena's courage to that of Slow. (LRA 3.3)
- Independent Practice
 - Practice book pg. 325

[Back to Day 2](#)

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- No one in the palace realized that the king's enemies had plotted his overthrow.
- The dog reacted threateningly when it spied the raccoon.

[Back to Day 2](#)

Day 3

- Reading
 - First-person narrative (553)
 - Story Structure (569a)
- Word Work
 - Spelling
 - Practice book pg. 330 (independent/homework)
- Writing and Language
 - Daily Language Practice
 - Comparing with adverbs (569k)
 - Expository Writing: Compare/Contrast
 - Day 3 (569N)
 - Transparency 5-31

Story Elements

Objective:

- We will identify how story elements interact with each other.

Prior Knowledge

- Name the major characters in *Elena*.
- Where did the story take place?
- What is the main problem in *Elena*?
- How is it resolved?

Story Elements

Concept

- Story elements: characters, setting, plot (including a problem and its resolution)
- Interact: the way in which the story elements affect each other.

Example

- Story elements:
 - Elena and Pablo
 - Small village in Mexico, California
 - A family must leave Mexico
- Interaction: Characters in a story which takes place during a blizzard will be affected by problems caused by the setting.

R: What do we call the way in which story elements affect each other?

Importance

A: Which of the following is an example of a problem?
Thinking about and identifying the

interaction between the story

elements will give you a deeper

understanding of the story

J: How do you know this is a problem?

Story Elements

Skill

- Ask the following questions:
 - 1) Does the plot change when the setting changes?
 - 1) How?
 - 2) Do the characters change when presented with a problem?
 - 3) How do the characters, setting, and plot interact?

I do

- Let's look at page 559 in our books.
- On this page the setting changes from a small village to Ciudad Juarez.
- A new problem arises from this change: The soldiers at Ciudad Juarez might take Esteban for the army.
- No, they continue to be patient on their journey.
- The setting added a problem to the plot.

Story Elements

Skill

- Ask the following questions:
 - 1) Does the plot change when the setting changes?
 - 1) How?
 - 2) Do the characters change when presented with a problem?
 - 3) How do the characters, setting, and plot interact?

We do

- In the beginning of the story Elena's family lives in a small village in Mexico. If the author changed the setting to a village in France, would Pancho Villa have been one of the characters? Why or why not?

Story Elements

Closure

- What 3 major elements make up a story?
- The time the story takes place is during the Mexican Revolution. How did this affect Esteban's safety?
 - a) Esteban was not in any danger, he was free to do as he wished.
 - b) Esteban was in danger of being captured and forced to join the army.
- Why is it important to understand the interaction of story elements?

Independent Practice

- Practice book pages 326-327.
- Additional questions:
 - How did the setting affect the problem?
 - What characteristics of Grandfather added to the problem?

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- The new librarians duties include reviewing books.
- Learning to name all the countrees in the world is a challenge to I.
- In our neighborhood, lily's are planted more frequentlier than tulips.

Comparing with adverbs

Objective:

- We will write comparative and superlative forms of adverbs.

Prior Knowledge

- Identify the adverbs (remember adverbs modify verbs)
 - A doctor rushed over.
 - A witness anxiously told the family about the accident.

Comparing with Adverbs

Concept

- Comparative adverbs: compare two actions; use *-er* with most one-syllable adverbs; use *more* with adverbs of 2 or more syllables.
- Superlative adverbs: compare 3 or more actions; use *-est* with most one-syllable adverbs; use *most* with adverbs of 2 or more syllables.

Examples

- Trains travel faster than cars.
- Commuter trains stop more frequently than express trains.
- Jets travel the fastest of all.
- Trolleys stop most frequently of all.

R: What type of adverbs compare 2 actions?

A: Is the following adverb comparative or superlative?

The steam locomotive whistles loudest of all.

J: How do you know?

Comparing with Adverbs

Skill

- Underline the items being compared.
- If there are 2, use the comparative form.
 - 1 syllable = *-er*
 - 2 or more syllables = *more*
- If there are 3 or more, use the superlative form.
 - 1 syllable = *-est*
 - 2 or more syllables = *most*

I do

- The old diesel locomotive whistles (loud) than the new one.
- There are 2 items being compared, so I use the comparative form.
- “loud” is one syllable, so I add *-er*
- The old diesel locomotive whistles louder than the new one.

Comparing with Adverbs

Skill

- Underline the items being compared.
- If there are 2, use the comparative form.
 - 1 syllable = *-er*
 - 2 or more syllables = *more*
- If there are 3 or more, use the superlative form.
 - 1 syllable = *-est*
 - 2 or more syllables = *most*

We do

- The nervous man with the red suitcase boards the train the (hurriedly) of all.
- What should we underline?
- How many things are being compared? 3 or more
- Which form should we use? superlative
- Change the adverb on your whiteboards. most hurriedly
- How did you know?

Comparing with Adverbs

Closure

- What form of adverb do we use when comparing 3 or more actions?
- The younger child stays awake (late) than the older one.
 - a) latest
 - b) later
- Why is it important to be able to correctly compare with adverbs?

Independent Practice

- Practice book pg. 334

Using Exact Adverbs

Example 1a: Days on the ranch can be very hot, dry, and dusty.

1b: Days on the ranch can be blazingly hot, parchingly dry, and amazingly dusty.

Example 2a: The cowhands ride horses and rope cattle well.

2b: The cowhands ride horses effortlessly and rope cattle expertly.

Example 3a: The work of driving cattle is sometimes done on horseback, sometimes with the help of a pickup truck.

3b: The work of driving cattle is mostly done on horseback, occasionally with the help of a pickup truck.

Day 4 Schedule

- Reading
 - Reading Comprehension 2.3
 - “Coming to Golden Mountain” (566-569)
- Word Work
 - Spelling
 - Practice book pg. 331 (independent)
- Writing and Language
 - Daily Language Practice
 - Expository Writing: Compare/Contrast
 - Day 4: Revising (569N)

Reading Comprehension 2.3

Objective

- We will analyze text to identify topic, main ideas, and supporting evidence.

Prior Knowledge

- In previous lessons we have discussed facts and opinions.
- Elena and her family left Mexico to keep Esteban safe.
 - a) Fact
 - b) Opinion
- Elena was the bravest woman who ever lived.
 - c) Fact
 - d) Opinion

Reading Comprehension 2.3

Concept

- Topic: one or two words which tell what the article will be about
- Main idea: the main thought of each section in the article
- Supporting details: facts which give more information about the main idea

R: What can be described in one or two words?

A: Which of the following is a supporting detail?

a) History of Baseball

b) Baseball's National League began in 1876

J: How do you know?

Example

- In “Home on the Range,” (544) the topic is: King Ranch
- The main idea of the first section is: A Short History of a BIG Place
- A supporting detail of the main idea is, “At 825,000 acres, it’s the largest privately owned ranch in the world.”

Importance: focusing on topic, main idea, and supporting details will help us comprehend nonfiction text.

Reading Comprehension 2.3

Skill

- Identify the topic
- Read 3 or 4 paragraphs.
- What is the main idea of the section?
 - Ask, “What is this all about?”
- What details support the main idea?

I Do

- Let’s turn to “Coming to Golden Mountain,” on page 566.
- It appears that the topic can be found at the very beginning: journey to gold
- Let’s read the first 4 paragraphs.
- The main idea of this section is the reason the Chinese decided to immigrate to California.
- Details:
 - Millions were living in poverty
 - There was a civil war
 - It appeared everyone was getting rich in California

How did I know which details to pick?

Reading Comprehension 2.3

Skill

- Identify the topic
- Read 3 or 4 paragraphs.
- What is the main idea of the section?
 - Ask, “What is this all about?”
- What details support the main idea?

We do

- Let’s continue reading the next 2 paragraphs.
- Main idea:
 - Many Chinese decide to leave China.
- Details:
 - They saved, borrowed, or worked for money for the boat passage.
 - 1852: 25,000 Chinese living in California
 - Mostly men

Reading Comprehension 2.3

Closure

- What do we call the facts that support the main idea?
- Read the last paragraph on page 567. Which of the following is the main idea?
 - a) The Chinese enjoyed some success in the gold fields.
 - b) One man bought a shack for \$25.
- What is one thing you learned today about topic, main idea, or supporting details?

Independent Practice

- Read the remaining paragraphs.
- On a piece of paper, answer the following questions:
 - What is the main idea?
 - What are the disappointments and hardships Chinese emigrants faced in California?

Daily Language Practice

Objective: We will proofread and correct sentences with grammar and spelling errors.

- In our neighborhood, lilies are planted more frequently than tulips.
- Jane, Rebecca, and me are busier than ever after school.

Day 5 Schedule

- Reading
 - Comprehension test
 - Vocabulary test
- Word Work
 - Spelling test
- Writing and Language
 - Practice book page 335