

Person to Person

- *Cuando ayudamos a otro, ambos nos fortalecemos.*
- When one helps another, both gain in strength.
- *Ecuadorian proverb*



"The Music Lesson" by Jacob Lawrence

Person to Person



- In what way is one person helping another in this painting?
- How might the teacher in the picture benefit from this experience as well as the student?
- What does the title of the theme, *Person to Person*, suggest to you?

Author: Mildred Pitts
Walter

Genre: realistic fiction ~
realistic characters and
events come to life in a
fictional plot

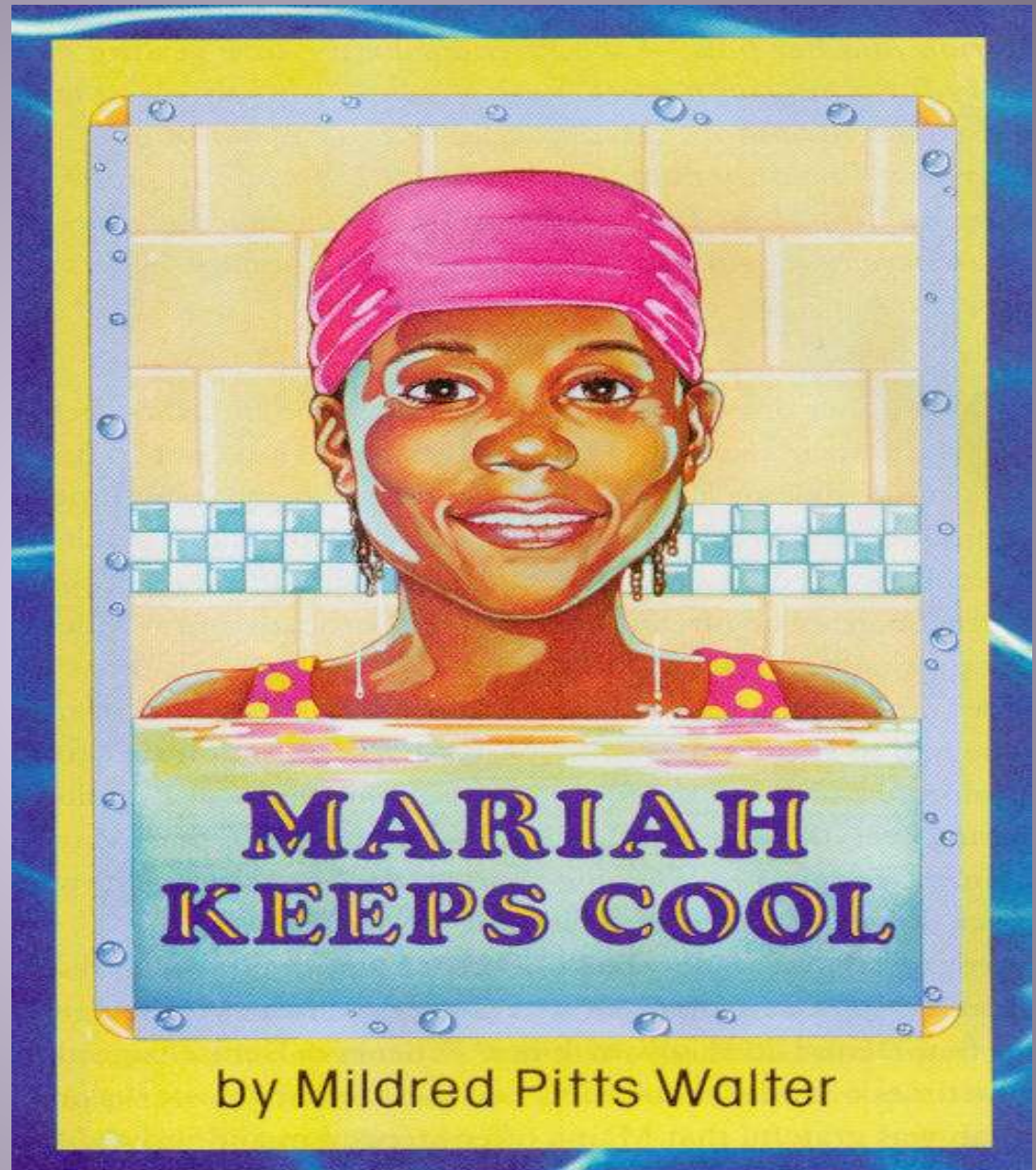
Day 1

Day 2

Day 3

Day 4

Day 5



Day 1 Schedule

- Reading
 - Vocabulary
 - Problem-Solution
 - Practice book pg. 198
 - Read Segment 1 (345-351)
- Word Work
 - Spelling pretest (363g)
- Writing and Language
 - Daily Language Practice
 - Comparing with Adjectives

Vocabulary

Objective: We will define new vocabulary words.

- Amazingly: in a way that causes surprise or wonder
- Celebration: a special activity that honors a person, event, or idea
- Decorate: to adorn; to make festive with beautiful things
- Detain: to delay; to hold back
- Festive: joyful
- Honor: to show respect for
- Reluctant: unwilling; slow to take a necessary action
- Spectators: people who watch an event or performance
- Suspects: imagines that something secret or wrong is going on
- Volunteered: offered to do something of one's own free will.

Vocabulary: We will insert words where they best fit the context.

amazingly
celebration
decorate
detain
festive
honor
reluctant
spectators
suspects
volunteered

Tonya and Jesse decided to throw a surprise party to their teacher.

Many students to help organize and set up the event.

Students used purple and gold tissue paper streamers to the walls.

When they were finished, the room looked very .

Jesse stood outside the cafeteria to keep the from peeking in the windows.

Jesse was able to Mr. Williams.

“Nobody our surprise,” said Tonya.

Problem-Solution Chart

We will identify solutions.

Problem	Solution
Lynn overhears Mariah say “See you later” to Denise and is curious about why they are going to be together.	Mariah tells Lynn that
Lynn shows up unexpectedly at Brandon’s house while they’re making decorations.	Mariah, Brandon, and the girls
Lynn doesn’t want a birthday celebration; she just wants to stay in bed all day.	Mariah asks her mother to
Mariah forgets to get music for the party.	Mariah’s father calls Brandon’s father because
Mariah and the rest of the Friendly Five don’t have anyone to dance with.	Mariah suggests that they

Daily Language Practice

- Jill's adress is 15 lexington Avenue.
- We heard laffter coming from the more smallest room.
- The two kittens keep getting into michiff.

Comparing with Adjectives

Objective

- We will correctly use comparative and superlative adjectives.

Concept

- Comparative adjectives: compare two things
- Superlative adjectives: compare three or more things.
- Importance: identifying and correctly using adjectives to compare will improve your comprehension and writing skills.

Comparing with Adjectives

Skill

1. Add *-er* to most adjectives to compare two things.
2. Use *more* with long adjectives to compare two things.
3. Add *-est* to most adjectives to compare three or more things.
4. Use *most* with long adjectives to compare three or more things.

Examples

1. Brandon's banner was longer than his sign.
2. Angela was more helpful than Cynthia.
3. Michelle's banner was the longest banner in the contest.
4. Denise was the most helpful of anyone.

Skill

1. Add *-er* to most adjectives to compare two things.
2. Use *more* with long adjectives to compare two things.
3. Add *-est* to most adjectives to compare three or more things.
4. Use *most* with long adjectives to compare three or more things.

- I do
 - Clothing for children is (small) than clothing for adults.
 - How many things are being compared?
 - Is our adjective short or long?
- We do
 - Clothing for babies is the (small) of all.
 - How many things are being compared?
 - Is our adjective short or long?
- You do
 - The lemonade was the (refreshing) beverage at the party.

Comparing with Adjective

Closure

- What suffix do we use to compare two things?
- What suffix do we use to compare 3 or more things?
- What words do we insert if the adjective is long?
- Judging by what she ate, my sister was (hungry) than my brother.

Independent Practice

- Usually he is the (hungry) person at the table.
- The music at the party was the (loud) I've ever heard.
- It was even (loud) than the music on the 4th of July.
- A burn from a hot stove is (painful) than a paper cut.
- **Practice book pg. 207**

Day 2 Schedule

- Reading
 - Segment 2 (352-357)
 - Problem-solution chart
 - Practice book pg. 198
 - Comprehension questions (358)
 - Practice book pg. 199
 - Vocabulary
 - Practice book pg. 197
- Word Work
 - Syllabication VCCCV pattern
 - Spelling
 - Practice book pg. 203
- Writing and Language
 - Daily Language Practice

VCCCV Syllabication Patter

Objective

- We will break words with the VCCCV pattern into syllables.
- **Prior Knowledge**
 - Break the following VCCV words into their syllables
 - sudden
 - silver

Concept

- **Syllable**: a unit of spoken language consisting of a single uninterrupted sound (must contain a vowel sound)
- **VCCCV**: a syllable pattern with a **vowel consonant consonant consonant vowel**
 - complained
- **Importance**
 - This skill will help you decode unknown words.

VCCCV

Skill

- Words with the VCCCV pattern break after the first consonant because the remaining two consonants blend together.

Practice

- I do:
 - exclaimed
 - = ex/claimed
- We do:
 - control
 - = con/trol
- You do:
 - surprised

VCCCV

Closure

- What do we call a small unit of sound containing one vowel sound?
- Where does the syllable break belong in a VCCCV word?
- Where does the syllable break belong in the word *supplied*?

Independent Practice

- Practice book pg. 202 (only do the syllabication part of each question)

Daily Language Practice

- This is simply the sweeter melon I've ever eaten!
- Jack asked his pardner if she was french.

Day 3 Schedule

- Reading
 - Partner Read
 - Problem Solving and Making Decisions
- Word Work
 - Spelling
 - Practice book pg. 204
- Writing and Language
 - Daily Language Practice
 - Comparing with *good* and *bad*

Problem Solving and Making Decisions

Objective

- We will solve a problem along with a story character.
- **Prior Knowledge**
 - We have already identified how Mariah solved some of her problems. Now, we will evaluate how well she solved her problems.

Concept

- **Solution**: method used to fix a problem
- **Importance**: seeing how Mariah solved her problems helps us connect with Mariah as a real person.

Problem Solving and Making Decisions

Skill

1. Define the problem.
2. Consider the possible solutions.
3. Examine the possible solutions, and evaluate which one works best.
4. Choose the best solution.
5. Carry out the solution.

Practice

- Lynn shows up unexpectedly at Brandon's house while they're making decorations.
 - 1) The Friendly Five can't plan the party with Lynn there.
 - 2) Possible solutions
 - 1) Mariah could confess everything
 - 2) She could force Lynn to leave with no explanation.
 - 3) She could persuade Lynn to leave because swim practice is about to start
 - 3) Best solution: Persuading Lynn to leave.

Problem Solving and Making Decisions

Skill

1. Define the problem.
2. Consider the possible solutions.
3. Examine the possible solutions, and evaluate which one works best.
4. Choose the best solution.
5. Carry out the solution.

We do

- Lynn doesn't want a birthday celebration; she just wants to stay in bed all day.
 - 1) What is the problem?
 - 2) What are the possible solutions?
 - 3) What is the best solution?

Problem Solving and Making Decisions

Closure

- What word means “to fix a problem”?
- What should you do once you have defined the problem?
- What are the possible solutions when Mariah forgets to get music for the party?

Independent Practice

- Practice book pg. 200-201

Daily Language Practice

- Jessie tried to explain the problem but Rob still could not solve it.
- Liz and i are trying to raise one hundred dollars for the new library.
- Hot soup is best for lunch than a tuna sandwich.

Comparing with *bad* and *good*

Objective

- We will correctly use the comparative forms of the irregular adjectives *good* and *bad*.
- **Prior Knowledge**
 - My little brother is (messy) than my sister.
 - Ben is the (smart) boy in the class.

Concept

- Better: comparative form of good
- Best: superlative form of good
- Worse: comparative form of bad
- Worst: superlative form of bad
- **Importance**
 - Identifying and correctly using adjectives to compare will improve your comprehension and writing skills.

Bad and good

Skill

- Use *better* to compare two things
- Use *best* to compare three or more things
- Use *worse* to compare two things
- Use *worst* to compare three or more things

Practice

- I do
 - A backyard is a (good) place for a summertime party than a basement.
- We do
 - Burnt popcorn is a (bad) snack than fresh pretzels.
- You do
 - My sister thinks that roasted almonds are the (good) party snack of all.

Bad and good

Closure

- What words are used to replace *good*?
- What words are used to replace *bad*?
- I think that pickled cauliflower is the (bad) food in the world.

Independent practice

- Homemade birthday cards are (good) than manufactured birthday cards.
- That band's lead singer has the (bad) voice I've ever heard.
- Listening to him sing is (bad) than listening to a cat yowl.
- You will have the (good) party ever if you let me pick the music.

Day 4 Schedule

- Reading
 - “One Pair of Shoes”
(360-363)
- Word Work
 - Spelling
 - Practice book pg. 205
- Writing and Language
 - [Daily Language Practice](#)
 - Grammar
 - Practice book pg. 208

Daily Language Practice

- Althoe I am left handed, my handwriting is gooder than yours.
- Kim is trying to inprove her math grade?

Day 5 Schedule

- Reading
 - Comprehension Test
 - Vocabulary Test
- Word Work
 - Spelling Test
- Writing and Language
 - Practice Book pg. 209