

One Land, Many Trails

I have heard of a land
Where the earth is red
with promises...
Where the imagination
has no fences
Where what is dreamed
one night
Is accomplished the
next day

Joyce Carol Thomas
from "I Have Heard of a Land"



One Land, Many Trails



- What do you think the author means when she says “the earth is red with promises”?
- What challenges do you think might have faced the people who lived here long ago?
- What do you think is the meaning of the title of this theme, One Land, Many Trails?
- Recall what you know about the American frontier long ago. Describe the different kind of people who lived and worked there.

Author: Joseph Bruchac

Illustrator: Rocco Baviera

Genre: biography ~ the true story of how Sitting Bull earns his name

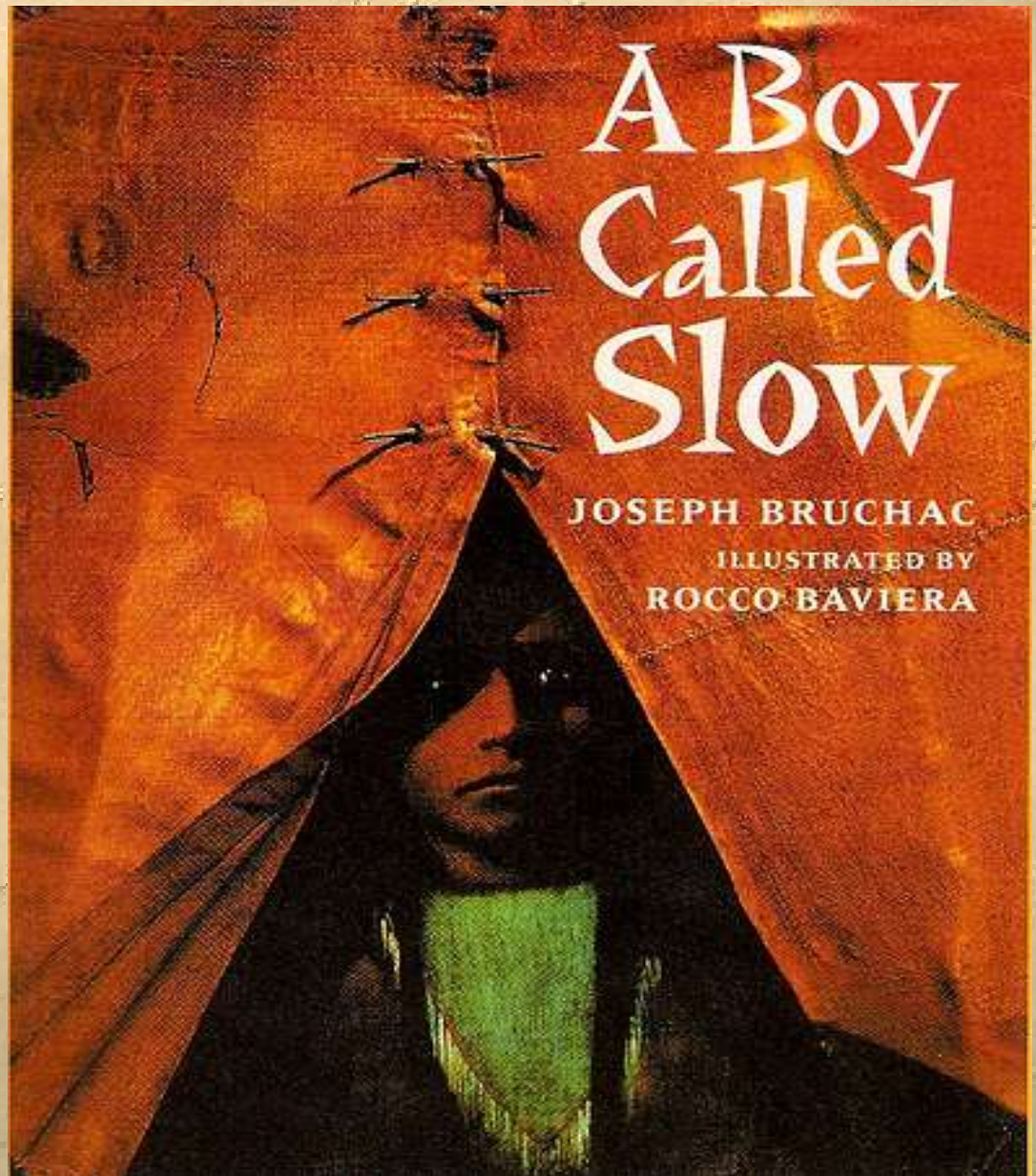
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Day 1 Schedule

- Reading
 - Vocabulary
 - Drawing Conclusions
 - Practice Book pg. 274
 - Read Segment 1 (470-477)
- Word Work
 - Spelling pretest (491g)
- Writing and Language
 - Daily Language Practice
 - Subject and Object Pronouns (491k)

Vocabulary

Objective: We will define new vocabulary words.



ancestors

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

custom

determination

extended

inherited

raid

reputation

respect

Sioux warriors earned the _____ for being brave, fierce, and powerful. They fought with courage and _____. They were also expert horsemen. A _____ of a neighboring camp was likely to add to their herd.

Sioux warriors earned the _____ of their enemies, but Sioux leaders also won the admiration of their people.

In traditional Sioux society, _____, traditions, and values were passed on from one generation to the next. One custom among the Lakota Sioux was the tradition of naming a baby only after watching the child to see what he or she was like. The _____ family paid close attention to the way a child behaved. A boy who _____ speed from his father might be given a name like "Runs-Fast-in-the-Morning."

Drawing Conclusions

Objective: we will use facts and details to draw conclusions

- **Prior Knowledge**

- Tell your partner what you know about Leigh from *Dear Mr. Henshaw*. What do you know about his character?

- **Importance**

- Drawing conclusions about characters and events will help us make predictions about what might happen next.

Concept:

- **Implied information:** information that is not directly stated in the selection
- **Drawing conclusions:** adding up facts and details to come to an understanding of the implied information

Drawing Conclusions

Skill

- Detail + Detail = Conclusion
- Revise old conclusions and draw new ones based on new facts and details.

I do

- Open your practice book to page 274.
- Let's read the first five paragraphs on page 471 in your textbook.

Detail

Returns Again and his wife give thanks when a son is born.

+

Detail

Returns Again hopes his son will hunt for the people and protect them.

=

Conclusion

The boy is born into a loving family who will help him grow up to be strong and brave.

Drawing Conclusions

We do

- Let's read pgs. 472-475 to find details which support the conclusion "Slow probably has the makings of a good leader."

Closure

- What do we call information that is not directly stated by the author?
- What must we do to understand what the author is implying?
- What conclusion can you draw concerning how Slow feels about his parents?
- **Practice**: Continue filling in the chart on pg. 274

Daily Language Practice

- Ms Tamura was unable to reach my parents.
- We were unaware that Julia, Mike and Liz were sick.
- When Max enters the room yesterday, he felt the tension.

Subject and Object Pronouns

Objective: We will identify and use subject and object pronouns

- **Prior knowledge**

- A boy sits on his horse.
 - What pronoun could replace “a boy”?
- The horse is tall and swift.
 - What pronoun could replace “the horse”?
- Two girls watch the boy.
 - What pronoun could replace “the boy”?
- The boy calls to the girls.
 - What pronoun could replace “the girls”?

Concept

- **Pronoun:** a word that replaces a noun
- **Subject pronoun:** a pronoun which is the subject of the sentence.
 - I, you, he, she, it, we, they
- **Object pronoun:** a pronoun which is an object of an action verb
 - me, you, him, her, it, them

Subject and Object Pronouns

Skill

- Use the pronouns: I, you, he, she, it, we, they as subjects. Subject pronouns come before verbs.
- Use the pronouns: me, you, him, her, it, us, them as objects after action verbs.

I do

- We/Us are reading about the Lakota Sioux people.
 - How did I know to use “we”?
- We do:
- Aunt Ellen has a book about them/they.
 - How did we know to use “them”?

Subject and Object Pronouns

You do

- I/me will tell a story about he/him.
 - How did you know which pronouns to use?
- He/Him was an unusual child.
 - How did you know which pronoun to use?

Closure

- What do we call pronouns which are the subject of a sentence?
- What do we call pronouns that are the objects of action verbs?
- The boy's family saw how slowly he/him did everything.
- They/Them gave the name Slow to he/him.
- **Independent Practice**
 - Practice book pg. 283

Day 2 Schedule

- Reading
 - Segment 2 (478-484)
 - Drawing Conclusions
 - Practice book pg. 274
 - Comprehension questions (486)
 - Practice book pg. 275
 - Vocabulary
 - Practice book pg. 273
- Word Work
 - Prefixes and suffixes
 - Spelling
 - Practice book pg. 279
- Writing and Language
 - Daily Language Practice

[Back to A Boy Called Slow](#)

Prefixes and Suffixes

Prior Knowledge

- Identify the prefix, or suffix, in each word:
 - returning
 - uncover
 - recollection
- Does the affix change the meaning of the base word?

Objective

- We will identify the meaning of words with prefixes and suffixes, and use them correctly in context.

Prefixes and Suffixes

Concept

- Prefix: a word part that is placed before a base word
- Un: a prefix meaning “not”
- Dis: a prefix meaning “not”
- In: a prefix meaning “not”
- Re: a prefix meaning “again”
- Suffix: a word part that is placed after a base word
- -ion: a suffix meaning “the act of”

Skill

- Use context clues to help you determine which prefix or suffix and base word to use.
- Say the word aloud to determine if it sounds correct.

Prefixes and Suffixes

dis- in- -ion
re- un-

+ accurate agreed aware
cooperate direct like possess
turned

- I do

- As they grew older, many of the boys began to _____ their childhood names and wish for new ones.

- We do

- Returns Again earned his name when he _____ to protect his people from an enemy raid.

- You do

- The low rumbling noise came from the _____ of the trail.

Closure

- Which prefixes mean “not”?
- Which prefix means “again”?
- Which suffix means “the act of”?
- Which word best fits the context?
 - Returns Again _____ with the others, who wanted to take out their weapons.
 - a) unagreed
 - b) disagreed
 - c) reagreed
- Independent practice
 - Practice book pg. 278

Daily Language Practice

- Mr Holmes once wrote a television script for a comedy show.
- I will called Ina tomorrow to find out her reacktion to the election results.

Day 3 Schedule

- Reading
 - Partner Read
 - Drawing Conclusions
 - Practice Book 276-277
- Word Work
 - Spelling
 - Practice book pg. 280
- Writing and Language
 - Daily Language Practice
 - Using / and me

Daily Language Practice

- We sent blankets, canned goods, and warm clothes, to the desaster victims.
- Jillian and I plays basketball by the corect rules.
- Please rimind Melina that she has an appointment with dr. Brown.

Using I and Me

Prior Knowledge

- He/Him sits on his horse.
- They/Them watch he/him.
- The boy calls to they/them.

Objective

- We will use *I* and *me* correctly in sentences.
- **Importance:**
Understanding when to use each pronoun will improve your writing skills.

Using I and Me

Skill

- Use *I* as the subject of a sentence and after forms of *be*.
- Use *me* after action verbs.
- Use *me* after words like *to*, *in*, and *for*.
- When using the pronouns *I* and *me* with nouns or other pronouns, name yourself last.

I do

- Wilton and _____ went to day camp last summer.
 - How did I know which pronoun to use?

Using I and Me

We do

- The counselors taught many skills to Wilton and _____.
 - Is the pronoun part of the subject?
 - Does it come after the verb?
 - Which pronoun should we use?

Closure

- When do we use *I*?
- When do we use *me*?
- Complete the following:
 - Wilton, Ralph, and _____ took archery together.
 - Rock-climbing was difficult for Ralph and ____.
 - My friends and ___ shared the treats with our counselor.
- Independent Practice
 - Practice book pg. 284

Day 4 Schedule

- Reading
 - “Drawn from History”
(488-491)
- Word Work
 - Spelling
 - Practice book pg. 281
 - Analogies
- Writing and Language
 - Daily Language Practice

Analogyes

Prior Knowledge

- Determine whether the following are antonyms or synonyms.
 - land and water
 - friend and enemy
 - friend and pal

Objective

- We will identify the relationship between two pairs of words in an analogy.
- We will complete analogies.

Analogyes

Concept

- Analogy: a type of sentence which expresses a comparison.
- Example
 - Horse is to land as boat is to water.
- Pattern
 - _____ is to _____
as _____
is to _____
—

Skill

- Determine the relationship between the first two items being compared. (synonyms or antonyms)
- Finish the analogy with a word that has the same type of relationship with the word in the last part of the analogy.

Analogies

I do

- Friend is to enemy as pride is to _____.
 - First, figure out the relationship between the first 2 underlined words.
 - To finish the analogy I need a word that is an antonym of pride.

We do

- Bravery is to cowardice as fast is to _____.
 - Partner talk: what is the relationship between the first 2 underlined words?
 - What is the antonym of “fast”?
- Dream is to vision as sleep is to _____.
 - Partner talk: what is the relationship between the first 2 underlined words?
 - What is the synonym of “sleep”?

Analogies

You do

- Distrust is to suspicion as respect is to _____.
- Horse is to mammal as lizard is to _____.

Closure

- What type of sentence expresses a comparison?
- What do we have to determine before we can complete an analogy?
- Child is to human as colt is to _____.
- **Independent Practice**
 - Practice book pg. 282

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Daily Language Practice

- Nick and me were surprised by Nora's serious expresstion.
- The following repport was written by Talika and I.

Day 5 Schedule

- Reading
 - Comprehension Test
 - Vocabulary Test
- Word Work
 - Spelling Test
- Writing and Language
 - Practice book pg. 285