

Name _____



Home Activity

A Family Meal

A Special Family Meal from _____ Home Country

Drink:

Appetizer:

Main Dish:

Dessert:

A vertical column of small line drawings of various food items including a banana, a pear, a carrot, a slice of cheese, a slice of watermelon, a corn cob, a slice of bread, a slice of pizza, and a slice of pie.

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Directions:

1. Help your child to plan a special meal using food from your home country. Begin by telling your child a little bit about the different kinds of foods that are special to your home country.
2. Have your child create a menu for the meal. Encourage your child to draw pictures of an item that will be served.
3. Gather the needed ingredients for each food. Help your child identify special ingredients.
4. Invite your child to help in the preparation of the meal. When the meal is served, your child may want to tell family members what he or she has learned about foods from your home country.

Language Practice Game:

Preparing the Game

Make enough copies of the game cards and game board on **pages 79–80 of the Teacher’s Resource Book** for each student. Review Chant Posters 1 and 2 and Concept Poster 1 with students.

Playing the Game

Before beginning the game, explain that the Tabascans were a group of Native Americans who made jewelry. Divide the class into groups of mixed language abilities with three to five students each and give a game board and set of cards to each student.

1. Have all the students in a group put their cards into one pile and shuffle them.
2. The player picks a card and matches it to a picture on his or her game board.
3. The other players must decide if the student’s choice is correct. If the other players agree, the student leaves the card on the board. If they disagree, the student must pick up the card again and let the next player take a turn.
4. The first player to cover all the spots on his or her game board is the winner.

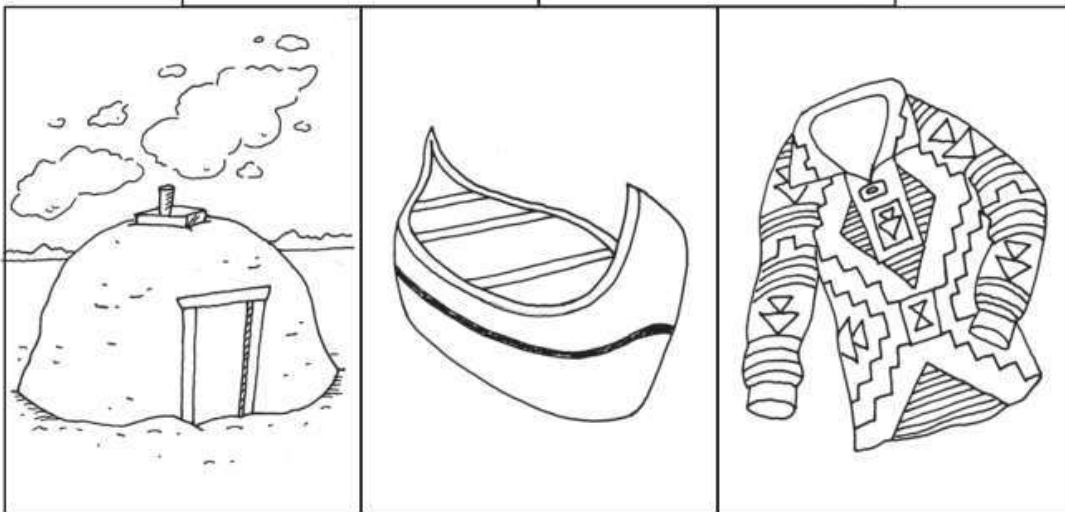
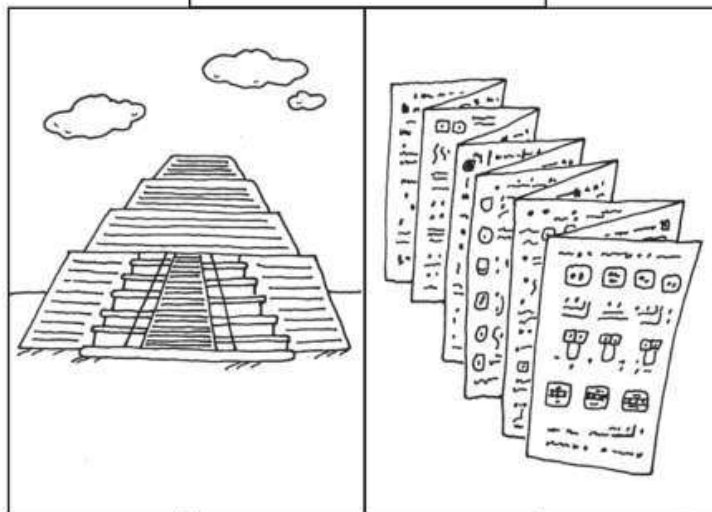
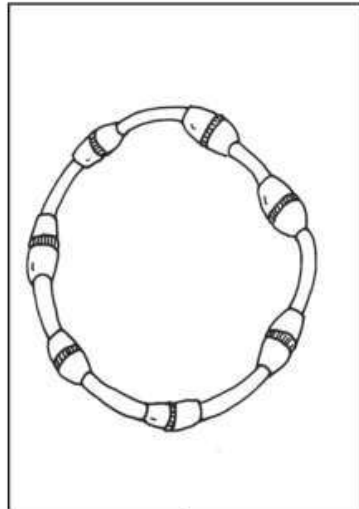
Differentiation for LANGUAGE STAGES

Entering	Emerging/Developing	Expanding/Bridging
Encourage these students to match the card to the game board and name it, as they are able.	Encourage these students to match the card to the picture using phrases, e.g., <i>made jewelry</i> .	Encourage these students to say a sentence, such as <i>The Tabascans made jewelry</i> .

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Name _____ Date _____

ASK QUESTIONS ORGANIZER

My Book _____

In the Text	"I Wonder" Question

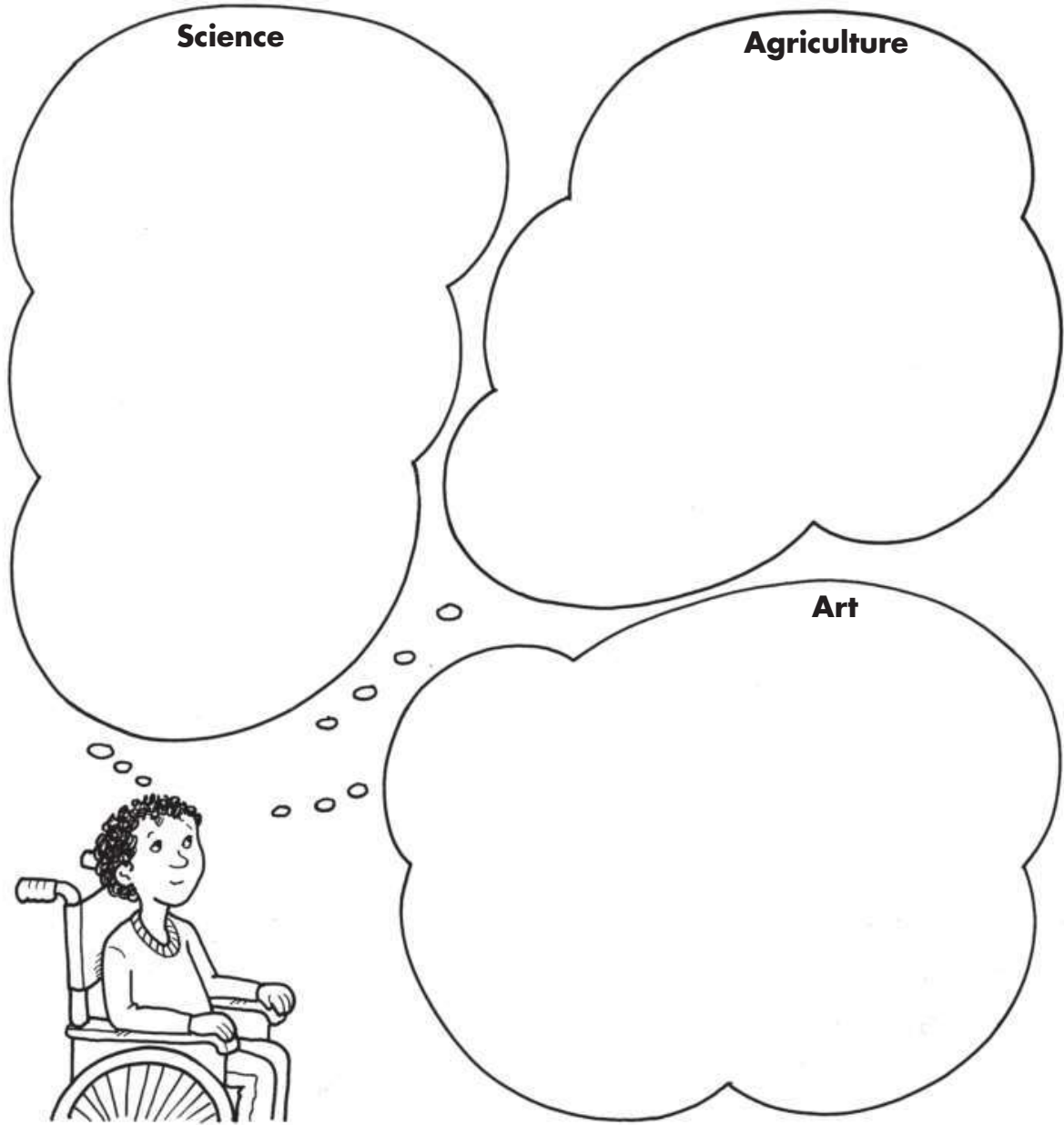
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Name _____

Date _____

Science, Agriculture, and Art

Listen to your teacher.



Directions: Talk with students about the differences between science, agriculture, and art. Have them draw their own example of each in the spaces provided.

Science, Agriculture, and Art of Today

Color and cut out the cards. Then sort them.

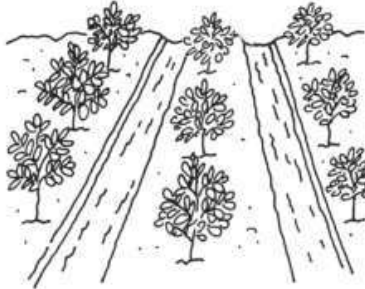
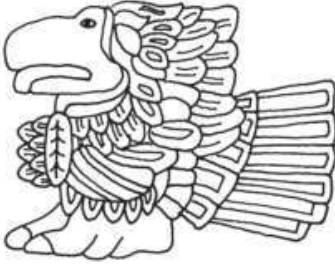

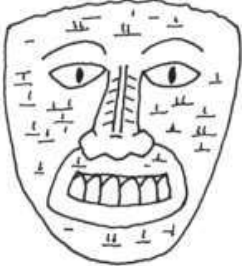
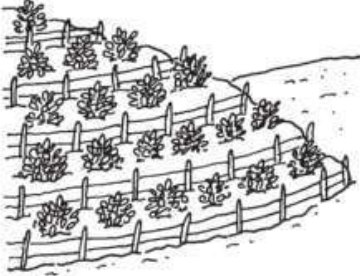


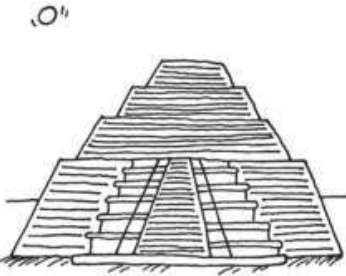
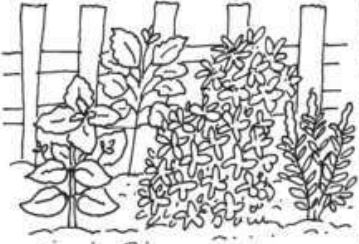
 <p>astronomy</p>	 <p>irrigation</p>	 <p>mask</p>
 <p>fertilizer</p>	 <p>sculpture</p>	 <p>medicine</p>
 <p>jewelry</p>	 <p>engineering</p>	 <p>terracing</p>

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Directions: Review students' drawings of science, agriculture, and art on page 126. Have students color and cut out the cards. Then have them sort cards using the categories science, agriculture, and art.

Science, Agriculture, and Art of the Aztecs

Color and cut out the cards. Sort them.

 <p>irrigation</p>	 <p>sculpture</p>	 <p>fertilizer</p>
 <p>mask</p>	 <p>terracing</p>	 <p>astronomy</p>
 <p>jewelry</p>	 <p>engineering</p>	 <p>medicine</p>

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Directions: Have students color and cut out the cards. Then have them sort the cards into science, agriculture, or art. Encourage students to compare the Aztec uses for science, agriculture, and art to the modern day uses on page 127.

Word List

B. Phonics

Read these words aloud. Use the phonics skills you have learned.

	A	B	C	D	E	F	G
5.	toy	stew	found	tea	book	moon	notebook
6.	soy	blue	house	sea	cook	troop	excite
7.	boy	chew	mouse	pea	rook	room	female
8.	coin	glue	loud	seat	took	cool	tadpole
9.	soil	few	out	bead	hook	proof	escape
10.	coil	true	about	treat	look	hoop	unmade

C. High-Frequency Words

Read these words aloud.

11.	their	if	will	up	other	about
12.	out	many	them	all	these	some

Directions: Work one-on-one with students. Have each student read the words. Circle any misread words in Parts B and C of the student's Activity Book. Have the student practice reading misread words.