

We Say Goodbye to the Pillsbury Doughboy

It is with the saddest heart that I must pass on the following news:

Please join me in remembering a great icon of the entertainment community.

The Pillsbury Doughboy died yesterday of a yeast infection, and complications from repeated pokes in the belly.

He was 71. Doughboy was buried in a lightly greased coffin. Dozens of celebrities turned out to pay their respects, including Mrs. Buttersworth, Hungry Jack, the California Raisins, Betty Crocker, the Hostess Twinkies, and Captain Crunch.

His gravesite was piled high with flours. Aunt Jemima delivered the eulogy and lovingly described Doughboy as a man who never knew how much he was kneaded.

Doughboy rose quickly in the show business, but his life was filled with turnovers. He was not considered a very smart cookie, wasting much of his dough on half-baked schemes. Despite being a little flaky at times, he still, as a crusty old man, was considered a roll model for millions.

Doughboy is survived by his wife, Play Dough, two children, John Dough and Jane Dough; plus they had one in the oven. He is also survived by his elderly father, Pop Tart.

The funeral was held at 350 for about 20 minutes.

Table Talk

1. How can you encourage ELLs to participate in classroom discussion in a non-threatening way?
2. What are some specific techniques you can use to encourage ELLs to elaborate on their responses, and express their thoughts fully?
3. What can you do to ensure sufficient wait time so that students can formulate their thoughts?

Put five sentences in an order that makes sense to you:

(What does the plant need?) Water

I put water on the plant. The plant is growing.

It died because we didn't water the plant.

If we had watered the plant, it wouldn't have died.

If we hadn't deprived the soil of essential nutrients,
the plant would have grown.

Global Functions . . .

for Living for Language

- Purpose:
Eat food
- Specific task:
 - Spear lettuce
 - Scoop ice cream
 - Cut steak

- Purpose:
Describing action
- Specific task:
 - Describe what happened over the weekend
 - Explain steps in a science experiment
 - Give directions for making a paper airplane

Forms follow function

The right **form** makes it possible to accomplish a **function (task)**

- A fork's **sharp tines** help you **spear food**
- A spoon's **bowl** let you **scoop**
- A knife's **flat serrated edge** can **cut**

Likewise...

- **Retelling** calls for **verbs and verb phrases**
- **Describing where something is located** calls for **prepositional phrases**
- **Telling about a person or thing** calls for **nouns and pronouns**

Identifying Brick & Mortar

- The ice melted when it got warm.
- A bike doesn't have a motor.
- The plant died because we didn't water it.
- I liked the green apple the best. It was the sweetest.

How'd you do?

- The **ice melted** when it got **warm**.
- A **bike** doesn't have a **motor**.
- The **plant died** because we didn't **water** it.
- I liked the **green apple** the best. It was the **sweetest**.

Form: Sentence frames

The _____ because _____.

Once _____, _____.



Due to the fact that _____, _____
decided to _____.

Graphic Organizer Group Assignments

1 Create a cause/effect graphic organizer for the chapter read today. Your Common Text Structure Types handout has examples that you can choose from. Use a large piece of butcher paper and marking pens.

2 Review all of your groups' circled words and organize them using a t-graph. Remember when you organize a t-graph, create categories and label them. Use Post-It notes so that you can easily switch your words around when needed. Also, use a large piece of butcher paper and marking pens. Please print your words using large lettering.

3 Create a sequence/chronological order timeline for the chapter read today. Your Common Text Structure Types handout has examples that you can choose from. Use a large piece of butcher paper and marking pens. Your group might also want to see Post-It notes so you can easily switch information around when needed.

4 Create a description graphic organizer for the chapter you read today. Your Common Text Structure Types handout has examples that you can choose from. Use a large piece of butcher paper and marking pens.

5 Here's an opportunity to be artsy! Create a visual representation of what your group members think is the key message or theme from today's chapter reading. Use a large piece of butcher paper and marking pens. Before you start planning your art work, reread all of the words you have circled.

“Outcome sentences”

I wonder...

I discovered...

I don't understand...

I want to know more about...