

Eric's Thai Travel Diary

Small Group Reading

Before reading

Ask students to page through the text. Ask *Why do people keep travel diaries?* Ask students if they have ever kept a travel diary. Point out Thailand on a world map. Ask students what they think traveling to Thailand would be like. Preview Reading vocabulary and discuss word meanings.

During reading

Ask students the following questions as you read each chapter together.

CHAPTER 1

- What other countries has Eric visited? (literal)
- Where is Eric's father? (literal)

CHAPTER 2

- Do you think Eric is worried about traveling by himself? Why or why not? (inferential)

CHAPTER 3

- Why should visitors do what the locals do? (inferential)

CHAPTER 4

- Who catches the boat with Eric and his dad? (literal)

CHAPTER 5

- Why do you think Eric writes some words in capital letters? (inferential)
- Why do most people travel by public transportation? (inferential)

CHAPTER 6

- Who is Nu (Noo)? (literal)
- Why do you think Eric makes friends with Nu so easily? (personal response)

CHAPTER 7

- Why are they called killer coconuts? (critical thinking)

CHAPTER 8

- How does Eric feel on his last day? (inferential)

CHAPTER 9

- Why was it the best holiday Eric has had with his dad? (inferential)

After reading

Students can complete BLMs 1 and 2 after you explain the instructions for each activity.

Grammar Partner students and have them read the excerpt from *Eric's Thai Travel Diary* on BLM 1 together. Then have them circle the adjectives.

Spelling Have students complete the table on the bottom of BLM 1. Students should write either the plural or singular of the nouns given and use each noun in a sentence. **(BLM 1)**

Using imagery Students should refer to Chapter 4, "Shopping Afloat." Tell them to imagine themselves in Eric's shoes. Encourage them to use their senses to write about the floating markets. **(BLM 2)**

Interpreting illustrations With students, look back through the illustrations in the book. Discuss the use of color and technique. Ask why students think the illustrator has chosen this style for the book. How does it help the story line?

Fluency Partner students and have them select a chapter to read aloud to each other. Encourage them to read the chapter until they are able to do so fluently.

➔ Adjectives

An adjective is a word that describes a noun or pronoun.

Example: Mom got all *teary* and *embarrassed*.

Circle all the adjectives in the excerpt to the right.

Sawat dii, Pete!

Dad and I have been kidnapped by bandits and dumped on a remote island in southern Thailand. It's called Koh Samui.

Fortunately, the natives are friendly. But there's nothing to do but swim, lie in hammocks, and eat. It's tough! It would be a great location for a movie about two boys who survive a shipwreck.

If you jump on a plane and get here soon, you can meet my Thai friend Nu. We've been exploring all around our beach. Maybe he'd like to be in our movie too.

I'll be home to annoy you in a couple of days.

Eric :-)

➔ Nouns

Nouns can be singular or plural. Singular refers to one; plural refers to more than one.

Example: Dad bought me a *t-shirt*. (singular) Dad bought me some *t-shirts*. (plural)

Complete the table by writing in the singular or plural form for each word. Use your dictionary to check your spelling. Use the plural forms in sentences of your own.

| Singular | Plural | Sentences |
|-----------|---------|-----------|
| shelf | | |
| | diaries | |
| mango | | |
| ferry | | |
| | parents | |
| secretary | | |
| country | | |

➔ Diary writing

Reread Chapter 4 "Shopping Afloat." Imagine you are Eric. Write your own diary entry about the floating markets.

Remember to:

- Write in the first person (*I, we*) and past tense.
- Use descriptive language to engage the reader. How would it have looked? Smelled? What sounds could you hear? How did you feel shopping from boat to boat? What did the fresh corn and mangoes taste like?



