

DIFFERENTIATED INSTRUCTION: English Language Learners

English language learners may benefit from additional practice with some of the episode vocabulary words.

Read each vocabulary word aloud. Carefully pronounce it, and have students repeat it after you. English language learners may have difficulty with homophones. Circle the word *fare* in the vocabulary list. Tell students that this word refers to the amount of money you pay for a ticket to travel somewhere. For example, you pay a *fare* to ride a bus. Ask students to provide examples of different types of *fares*.

Then explain that some English words sound just like other words, but they are spelled differently and have different meanings. Words that sound alike but have different meanings and different spellings are called *homophones*. Write the word *fair* on the board. Say it aloud. Explain that this word means “just” or “reasonable.” For example, a judge tries to be *fair* when deciding a case. *Fare* and *fair* sound alike, but they mean very different things. Ask students to tell you the meaning of these words.

Next circle the word *crew* in the vocabulary list. Tell students that this word refers to the team or group of people who work together to perform a certain task. For example, there is a production *crew* for a television show. Ask students to provide other examples of different types of *crews* (e.g., the *crew* on a space mission, the *crew* on a boat). The plural of *crew* is *crews*. Say *crews* aloud and have students repeat it. Then write the word *cruise* on the board. Say it aloud. Explain that a *cruise* is a pleasant leisurely sea voyage. Say: ***I would like to take a cruise to the Bahamas.*** The words *cruise* and *crews* sound alike, but they are spelled differently and have different meanings. Ask students to tell you the meaning of these words.

Finally, write the words *fare*, *fair*, *crews*, and *cruise* on sets of index cards. Have students work in pairs. One student should say a sentence using one of these words. The other holds up the card that identifies the correct homophone and then says the word aloud and the letters that spell the word. Then students switch roles. Students should continue until they have used each homophone in a sentence two times.

Build Background and Skills**WORKBOOK**

To build background about the variables involved in planning a trip, have students complete pp. 26–28 in the Prepare section of their *Managing Director's Workbook* (Episode Guide pp. 120–122). Students will do calculations to choose the best travel plan.



DIFFERENTIATED INSTRUCTION: Students with Learning Difficulties

Have students turn to p. 26. Read the background and two introductory paragraphs aloud. Ask them to put the problem they are to solve in their own words. If possible, use an overhead projector to display the map. First have students find New York City and circle it in red pencil. Then tell them to move southwest and find Wheeling, West Virginia, and circle it. They should do the same for Columbus, Ohio, and finally Indianapolis, Indiana.

Now have students turn to p. 27. Explain that the first leg of the journey is from New York City to Wheeling. Have them trace it on the map on p. 26. Ask them to use the information in the chart to tell you how far you need to drive to get from New York City to Wheeling. Then have them tell you how long this trip takes. Using the formula $distance = rate \times time$, demonstrate how to find the average speed of the trip. Then have students work with a partner to fill out the rest of the chart. After they have finished, bring the group back together to share their answers and tell how they got each answer.

Finally, have students turn to p. 28. Read aloud the information in the top chart. Ask: **Which of the two companies charges more per day?** (*Cars 4 U*) **Which charges more for excess miles?** (*Wheel Deals*) **Which has the better gas mileage?** (*Wheel Deals*) Then have students complete charts I, II, and III on their own. After they have finished, bring the group back together to share their answers and tell how they got each answer.

Finally, have students complete the remaining activities on their own. Bring the group back together to share their answers.

Sum Up

Ask students to sum up what they have learned. Write their comments on the board or on a large sheet of paper. Make sure they cover the following points:

- An itinerary is a plan for a trip. Coming up with the best route involves considering the various options available.
- When creating an itinerary, it is important to consider both time and money. How quickly you need to get somewhere and how much you want to spend can be constraints that affect your decision.
- A TV program can be promoted in various ways. These include radio spots, television spots, print materials, and promotional items.

If students miss one of these points, you might ask something like: **How can you promote a TV program?**

Finally, tell students that soon they will be getting down to work, finding a fast and economical way to get a production crew across the country and deciding on the best way to promote the final episode of "Sports Heroes Return Home."