Literature
and the Language Arts

Discovering Literature

LESSON PLANS
with Alternative Teaching Options
and Readability Guides

THE EMC MASTERPIECE SERIES
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Lesson Plans with Alternative Teaching Options and Readability Guides

Overview
This comprehensive Literacy Resource binder makes the quality literature in The EMC Masterpiece Series, Literature and the Language Arts accessible to all students via two resources:

- Lesson Plans with Alternative Teaching Options and Readability Guides
- Reading Strategies Resource

The Lesson Plans with Alternative Teaching Options and Readability Guides serves as a road map to the entire Literature and the Language Arts program. It lists all of the components necessary for teaching each lesson and offers options that help teachers meet their students’ needs. This integrated approach to teaching language arts makes it easy for teachers to incorporate reading, writing, speaking, vocabulary, and grammar into each lesson. In addition, these lesson plans can be adapted to fit individual curricula, student needs, and schedules.

The Reading Strategies Resource provides a framework for the direct teaching of eight reading strategies essential to the success of middle school and high school readers. This program shows teachers how to integrate these strategies into their instruction by including Reading Strategy Guidesheets and Reading Strategy Mini-Lessons. The Reading Strategy Guidesheets help students practice and use the reading strategies in their independent reading and in other content area classes. The Reading Strategy Mini-Lessons allow teachers and students to practice and use one reading strategy with every literature selection in this program.

Lesson Plan Features
Lesson plans for each literature selection include:

- Reading Level
- Difficulty Considerations
- Ease Factors
- Synopsis
- Goals and Objectives
- Before-Reading, During-Reading, and After-Reading Activities
- Ideas for Reading Strategy Practice
- Alternative Teaching Options for:
  - Developing readers
  - English language learners
  - Students needing additional motivation
  - Students with special needs
  - Students in gifted or enrichment programs
  - Flexible group work
  - Homework suggestions
  - Cross-curricular activities
  - Additional discussion, writing, and research activities

Lesson plans are also included for each guided writing lesson, unit opener, and unit review. These detailed lesson plans allow teachers to organize their classes and create daily routines. Before-reading activities such as Daily Oral Language (in grades 6–9), Reader’s Journal, and vocabulary lessons can serve as classroom openers. Post-reading activities such as Writer’s Journal, Selection Check Tests, and free reading time can serve as classroom closers. Teachers can use the Alternative Teaching Options to select grouping, homework, research, reading, writing, discussion, motivation, and extra-support opportunities.

The Lesson Plans book also features Readability Guides that list the reading level of each selection. Each selection is rated as easy, moderate, or challenging, based on readability scales, author’s style, subject matter, vocabulary, syntax, and selection length. Specific factors that affect the difficulty and ease of reading each selection are listed. Selections rated as easy can be read by students without additional support from the textbook or the teacher. Selections rated as moderate can be read by students if they
have support from the textbook and the teacher. Selections rated challenging will be difficult even with assistance from the teacher and the text.

The overall reading level of each Literature and the Language Arts textbook falls into the moderate range, although we also include easy and challenging selections for each grade level. Readability charts at the beginning of the Lesson Plans summarize reading level information for all of the selections in an entire grade level. Our goal is to make all selections at each grade level accessible to all students—regardless of students’ reading level, background knowledge, or motivation—by providing the essential support teachers need in order to reach this goal.

Finally, the Lesson Plans book also includes forms for teachers to use throughout the year. They include a Free Reading Log, several Group Evaluation guidesheets, and examples of seating arrangements for different group activities. These are provided as an additional resource to help guarantee a successful year as you use The EMC Masterpiece Series, Literature and the Language Arts textbook program.
Forms for Student
and Classroom Use
**Free Reading Log**

Week of _________________________________

<table>
<thead>
<tr>
<th>DATE</th>
<th>TITLE</th>
<th>AUTHOR</th>
<th>PAGES READ FROM</th>
<th>PAGES READ TO</th>
<th>SUMMARY/REACTIONS</th>
</tr>
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<tbody>
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</tbody>
</table>

Total number of pages read this week ____________

Genres read this week: (circle)

- Fiction
- Nonfiction
- Poetry
- Drama
- Informational or Visual Media
Seating Arrangements for Group Activities

Possibilities for Pair and Small Groups

Pair Groups

Small Groups

Possibilities for Large Groups

Fish Bowl

Rows Facing Forward, Aisles Between
(Least Distracting Seating Arrangement)
Communicating in a Pair Group—Self-Evaluation

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

Evaluating Pair Group Communication

Use the scales on this page to analyze and rate yourself on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your grade on each item. Then give yourself an overall letter grade for how well you communicated with your partner and write a short evaluation. Suggest ways that you could improve your communication skills.

My evaluation of myself:

I made eye contact and maintained a relaxed posture.

_____________________________________________________________________________________________________
4  3  2  1  0

I provided feedback as I listened.

_____________________________________________________________________________________________________
4  3  2  1  0

I did not interrupt.

_____________________________________________________________________________________________________
4  3  2  1  0

I rephrased what my partner said to show that I understood.

_____________________________________________________________________________________________________
4  3  2  1  0

I controlled my emotions.

_____________________________________________________________________________________________________
4  3  2  1  0

I backed up facts with details from the text and gave my opinions.

_____________________________________________________________________________________________________
4  3  2  1  0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Communicating in a Pair Group—Peer Evaluation

Communicating with another person is a two-way street: it involves both listening carefully and speaking clearly. Being an effective communicator when interacting with another person includes

- making eye contact and maintaining a relaxed posture
- providing feedback as you listen
- not interrupting
- rephrasing what the speaker says to show you understand
- controlling your emotions
- distinguishing between facts and opinions

Evaluating Pair Group Communication

Use the scales on this page to analyze and rate your partner on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your partner’s grade on each item. Then give your partner an overall letter grade for how well he or she communicated with you and write a short evaluation. Suggest ways that your partner could improve his or her communication skills.

My evaluation of my partner:

My partner made eye contact and maintained a relaxed posture.

_____________________________________________________________________________________________________
4 3 2 1 0

My partner provided feedback as he/she listened.

_____________________________________________________________________________________________________
4 3 2 1 0

My partner did not interrupt.

_____________________________________________________________________________________________________
4 3 2 1 0

My partner rephrased what I said to show that she/he understood.

_____________________________________________________________________________________________________
4 3 2 1 0

My partner controlled his/her emotions.

_____________________________________________________________________________________________________
4 3 2 1 0

My partner backed up facts with details from the text and gave her/his opinions.

_____________________________________________________________________________________________________
4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________

Group Evaluation Guidesheet 1B
Communicating in a Small Group

Communicating in a small group requires all the elements of effective communication between two people. But when you’re working with a small group, it’s also necessary to observe some other guidelines. These include:

- respecting group norms, or rules that govern behavior for group members
- understanding group roles (possible group roles: reader, time keeper, recorder, summarizer, foreman)
- taking turns
- helping to create a positive climate
- establishing group goals

Evaluating Small Group

Use the scales on this page to analyze and rate your group on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your group’s grade on each item. Then give your group an overall letter grade for how well it communicated and write a short evaluation. Suggest ways your group could improve its communication.

<table>
<thead>
<tr>
<th>Group members understand and respect group norms.</th>
<th>4 3 2 1 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group members understand group roles.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Group members take turns participating.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Group members help to create a positive climate.</td>
<td>4 3 2 1 0</td>
</tr>
<tr>
<td>Group members work together to establish group goals.</td>
<td>4 3 2 1 0</td>
</tr>
</tbody>
</table>

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________
_____________________________________________________________________________________________________
Communicating in a Large Group

Large groups require many of the same skills you use in a small group. However, large groups also require special communication skills. Some of these skills are:

- sharing group roles so everyone can participate
- focusing on key relationships and finding key people to lead the group
- emphasizing group identity and setting reachable goals
- standing up when speaking
- avoiding “groupthink,” the pressure to conform
- taking responsibility and helping each other finish tasks

Evaluating Large Group Communication

Use the scales on this page to analyze and rate your group on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your group’s grade on each item. Then give your group an overall letter grade for how well it communicated with each other and write a short evaluation. Suggest ways that your group could improve its communication skills.

Group members shared roles so everyone could participate.

_____________________________________________________________________________________________________ 4 3 2 1 0

Group members focused on key relationships and key people who could lead our group.

_____________________________________________________________________________________________________ 4 3 2 1 0

Group members emphasized a group identity and set reachable goals.

_____________________________________________________________________________________________________ 4 3 2 1 0

Group members stood up when making presentations.

_____________________________________________________________________________________________________ 4 3 2 1 0

Group members stated their opinions and were not pressured to conform.

_____________________________________________________________________________________________________ 4 3 2 1 0

Group members took responsibility for completing the assignment and helped each other finish tasks.

_____________________________________________________________________________________________________ 4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________ 4 3 2 1 0

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
Asking Questions

Knowing the most effective ways to ask and answer questions in a group can help you become a great communicator. Here are some guidelines to remember when asking questions:

- Wait to be recognized.
- Make your questions short, clear, and direct.
- Don’t debate or argue with the speaker.
- Don’t take too much of others’ time.
- Don’t give a speech yourself.

Evaluating Questioning Skills

Use the scales on this page to analyze and rate your abilities on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your grade on each item. Then give yourself an overall letter grade for how well you asked questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

My evaluation of how well I asked questions:

I waited to be recognized.

4 3 2 1 0

I asked short, clear, and direct questions.

4 3 2 1 0

I did not debate or argue with the speaker.

4 3 2 1 0

I did not take too much time asking questions.

4 3 2 1 0

I did not give a speech when I asked a question.

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
Group Evaluation Guidesheet 4B

Answering Questions

Here are some guidelines to remember when answering questions.

• Be prepared for a question-and-answer period.
• Be patient.
• Make your answers clear, short, and direct.
• Rephrase difficult questions.
• Be courteous.
• Try to handle difficult members of the audience gracefully.

Evaluating Answering Skills

Use the scales on this page to analyze and rate your abilities on a number of different items. Place a check mark at the point on the scale that you feel corresponds to your grade on each item. Then give yourself an overall letter grade for how well you answered questions, and write a short evaluation of your abilities, suggesting ways you could improve your communication skills.

My evaluation of how well I answered questions:

I was prepared for a question-and-answer period.

4 3 2 1 0

I was patient.

4 3 2 1 0

I gave clear, short, and direct answers.

4 3 2 1 0

I rephrased difficult questions.

4 3 2 1 0

I was courteous.

4 3 2 1 0

I handled difficult members of the audience gracefully.

4 3 2 1 0

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
Discovering Literature
Readability Guide
## Discovering Literature Readability Guide

<table>
<thead>
<tr>
<th>SELECTION</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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<td><strong>Part One: Themes in Literature</strong></td>
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<td><strong>UNIT 1</strong></td>
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<tr>
<td><strong>Finding Your True Self</strong></td>
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<tr>
<td><strong>Avi</strong></td>
<td>Moderate</td>
<td>First person narrator not the main character; selection length</td>
<td>Familiar characters; familiar setting</td>
</tr>
<tr>
<td>“The Goodness of Matt Kaizer” (short story)</td>
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</tr>
<tr>
<td><strong>Sandra Cisneros</strong></td>
<td>Easy</td>
<td>Author’s point of view; figurative language</td>
<td>Theme of short rite of passage story is familiar to most students</td>
</tr>
<tr>
<td>“Eleven” (short story)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anne Frank</strong></td>
<td>Moderate</td>
<td>Introspective, philosophical tone; historical background</td>
<td>Selection length</td>
</tr>
<tr>
<td>“Why?” (personal essay)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mary Whitebird</strong></td>
<td>Moderate</td>
<td>Selection length; vocabulary; Native American cultural references</td>
<td>First person narrator; few characters; familiar plot</td>
</tr>
<tr>
<td>“Ta-Na-E-Ka” (short story)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Lensey Namioka</strong></td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>Accessible style</td>
</tr>
<tr>
<td>“The All-American Slurp” (short story)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Reading <strong>Delia Ephron</strong></td>
<td>Easy</td>
<td>Lots of pictures; humor</td>
<td></td>
</tr>
<tr>
<td>“How to Eat Like a Child” (humor)</td>
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<td><strong>UNIT 2</strong></td>
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<td><strong>Learning from Heroes</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Sara Hyry</strong></td>
<td>Easy</td>
<td>Archaic wording</td>
<td>Familiar characters; selection length</td>
</tr>
<tr>
<td>“How Robin Hood Saved the Widow’s Three Sons” (folk tale)</td>
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<td></td>
</tr>
<tr>
<td><strong>Christopher Reeve</strong></td>
<td>Moderate</td>
<td>Medical terms</td>
<td>Familiar characters; selection length</td>
</tr>
<tr>
<td>from <em>Still Me</em> (autobiography)</td>
<td></td>
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</tr>
<tr>
<td>Related Reading <strong>Christopher Reeve</strong></td>
<td>Moderate</td>
<td>Some lengthy sentences</td>
<td>Background information on author; written to be read aloud</td>
</tr>
<tr>
<td>“Americans with Disabilities Act” (speech)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Jim Naughton</strong></td>
<td>Moderate</td>
<td>Alternating narration; selection length</td>
<td>Familiar subject matter</td>
</tr>
<tr>
<td>“Joyriding” (short story)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sandy Asher</strong></td>
<td>Moderate</td>
<td>Stage directions; characters acting as a chorus; shifts in time</td>
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<td><em>A Woman Called Truth</em> (play)</td>
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<td><em>The Sunflower Quilting Bee at Arles</em> (story quilt)</td>
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## Discovering Literature Readability Guide

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Words in Motion: Poetry

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“Power of the Pen” by Donnie Belcher | Moderate | Subject matter | Q and A format |
| Imagery | Moderate | Atypical syntax structure and word order | Subject matter |
| E. E. Cummings  
“In Just-“ | Moderate | Atypical syntax structure and word order | Subject matter |
| Mary TallMountain  
“There Is No Word for Goodbye” | Moderate | Figurative language | Vivid images |
| “If You Should Go” | Easy | Figurative language | Vivid images |
| Lillian Morrison  
“The Sidewalk Racer, or On the Skateboard” | Moderate | Figurative language | Subject matter |
| Alfred, Lord Tennyson  
“The Eagle: A Fragment” | Moderate | Figurative language; subject matter | Interesting rhythm |
| Alfred, Lord Tennyson  
“Break, Break, Break” | Moderate | Subject matter | Interesting rhythm |
| Lewis Carroll  
“Jabberwocky” | Moderate | Figurative language | Silly sentences |
| Lewis Carroll  
“You Are Old, Father William” | Moderate | Figurative language | Silly sentences |
| Insights: Taking a Closer Look at the Author  
The Mindworks of Lewis Carroll | Moderate | Unfamiliar subject; unfamiliar words | Intriguing facts; selection length |
| Robert Frost  
“Stopping by Woods on a Snowy Evening” | Easy | Figurative language | Subject matter; vocabulary |
| Maya Angelou  
“Life Doesn’t Frighten Me” | Easy | Slant rhyme | Author’s style |
| Gwendolyn Brooks  
“Cynthia in the Snow” | Moderate | Figurative language | Selection length |
| Charles Reznikoff  
“Two Girls…” | Moderate | Familiarity with “Little Miss Muffet” | Selection length |
| Narrative  
Donald Hall  
“Ox Cart Man” | Moderate | Vocabulary | Selection length |
| William Stafford  
“One Time” | Moderate | Understanding visual impairments; author’s style | Vocabulary |
| Lyric  
Edna St. Vincent Millay  
“English Sparrows (Washington Square)” | Moderate | Sentence structure; vocabulary | Selection length |
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<td>Vocabulary; sentence structure, figurative language; subject matter</td>
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<td>Challenging</td>
<td>Vocabulary</td>
<td>Interesting introduction</td>
</tr>
<tr>
<td>Bill Littlefield&lt;br&gt;“Satchel Paige”</td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>Great appeal for sports fans</td>
</tr>
<tr>
<td>Autobiography&lt;br&gt;Geronimo&lt;br&gt;from <em>Geronimos’s Story of His Life</em></td>
<td>Moderate</td>
<td>Density of information; vocabulary</td>
<td>Exciting subject matter</td>
</tr>
<tr>
<td>Documentary&lt;br&gt;Dian Fossey&lt;br&gt;from <em>Gorillas in the Mist</em></td>
<td>Moderate</td>
<td>Complex sentence structure; sentence length</td>
<td>Interesting subject matter</td>
</tr>
<tr>
<td>Related Reading&lt;br&gt;Chris Nelson&lt;br&gt;“Gorillas” (informative research report)</td>
<td>Moderate</td>
<td>Research paper format; vocabulary; complex sentences</td>
<td>Interesting subject matter</td>
</tr>
<tr>
<td>Scientific Essay&lt;br&gt;Dennis Brindell Fradin&lt;br&gt;“The Five ‘Wanderers’ of the Ancient Skies”</td>
<td>Moderate</td>
<td>Scientific and historic information</td>
<td>Vivid imagery</td>
</tr>
<tr>
<td>Autobiography&lt;br&gt;Jerry Spinelli&lt;br&gt;“Night” from <em>Knots in My Yo-Yo String</em></td>
<td>Moderate</td>
<td>Night sounds and their spellings; vocabulary</td>
<td>Vivid imagery</td>
</tr>
<tr>
<td>Article&lt;br&gt;Alexandra Hanson-Harding&lt;br&gt;“A Breath of Fresh Air?”</td>
<td>Moderate</td>
<td>Background knowledge</td>
<td>Author’s style</td>
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<tr>
<td>SELECTION</td>
<td>READING LEVEL</td>
<td>DIFFICULTY CONSIDERATIONS</td>
<td>EASE FACTORS</td>
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<td><strong>UNIT 12</strong></td>
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<td><strong>Reading between the Lines: Informational and Visual Media</strong></td>
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<tr>
<td>Insights: Getting into Media Contests! by David LaRochelle</td>
<td>Moderate</td>
<td>Sentence length</td>
<td>Q and A format</td>
</tr>
<tr>
<td>Photographs Earth from Space</td>
<td>Moderate</td>
<td>Understanding photographs</td>
<td>Visual media</td>
</tr>
<tr>
<td>Related Reading</td>
<td>Moderate</td>
<td>Author's style</td>
<td>Vivid imagery</td>
</tr>
<tr>
<td><strong>May Swenson</strong></td>
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<tr>
<td>“Orbiter 5 Shows How Earth Looks from the Moon” (poem)</td>
<td>Moderate</td>
<td></td>
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<tr>
<td>Advice Column</td>
<td>Easy</td>
<td>Author's style</td>
<td>Vocabulary; subject matter</td>
</tr>
<tr>
<td><strong>Mary Mitchell</strong></td>
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<td></td>
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<tr>
<td>from Dear Ms. Demeanor</td>
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<tr>
<td>Catalog and Order Form Beads &amp; Bangles</td>
<td>Moderate</td>
<td>Visually distracting format</td>
<td>Selection length</td>
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<tr>
<td>Article</td>
<td>Moderate</td>
<td>Medical terms</td>
<td>Selection length</td>
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<td><strong>Bob Ludlow</strong></td>
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<td>“Hearing under Siege”</td>
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<tr>
<td><strong>Hergé</strong></td>
<td>Moderate</td>
<td>Understanding sequence</td>
<td>Subject matter</td>
</tr>
<tr>
<td>from The Adventures of Tintin: The Black Island</td>
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</tbody>
</table>
Unit One
Finding Your True Self
Opening the Unit, pages 2–4

Unit 1 Goals/Objectives:
• to experience several literature selections related to the theme of finding your true self
• to discuss different perspectives about growing toward adulthood
• to define character, conflict, description, dialogue, onomatopoeia, personal essay, plot, simile, and theme, and identify and explain examples of each
• to engage in a meaningful independent reading experience about the struggle for civil rights
• to write an autobiographical incident
• to demonstrate an ability to correct sentence fragments and to use complete sentences

Lessons I Plan to Teach
_________ “The Goodness of Matt Kaizer,” page 5
_________ “Eleven,” page 19
_________ “Why?,” page 26
_________ “Ta-Na-E-Ka,” page 33
_________ “The All-American Slurp,” page 46
_________ Related Reading: from How to Eat Like a Child, page 56
_________ For Your Reading List, page 61
_________ Guided Writing—Expressive Writing: Preparing an Autobiographical Incident, page 62
_________ Unit One Review, page 68

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 2–3).

Getting Started in the Classroom
_________ Fine Art: Paul Gauguin. Have students discuss how the artwork relates to the title of this unit (PE, page 2).
_________ Echoes (PE, page 4)
_________ Additional Questions and Activities: Discussing Quotes about Self-Identity (ATE, page 4)
“The Goodness of Matt Kaizer,” page 5

Teacher’s Name ____________________________ Class ____________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** First-person narrator is not main character; selection length

**Ease Factors:** Familiar characters; familiar setting

**Synopsis:** A minister’s son discovers that he can’t be as bad as he wants to be.

**Goals/Objectives:**
- to appreciate a short story that explores self-image
- to summarize the way the main character’s self-image changes throughout the story
- to define and find examples of external and internal conflict
- to recognize the details that establish character in a story
- to demonstrate an understanding of slang and identify the presence of it in society

**Before Reading**
- _______ Daily Oral Language (VLR I, page 12; UR I, page 1)
- _______ Reader’s Journal (PE, page 5; UR I, page 1)
- _______ Reader’s Toolbox: Conflict and Character (PE, page 5)
- _______ Reader’s Resource: Gang and Peer Pressure (PE, page 5)
- _______ About the Author: Avi (PE, page 15)
- _______ Vocabulary from the Selection (ATE, page 7)
- _______ Vocabulary: Speaking Slang (VR, page 1)
- _______ Reading Strategy: Create a Cluster Chart (RSR)

**During Reading**
- _______ Graphic Organizer (ATE, page 5; VLR I, page 12; UR I, page 1)
- _______ Guided Reading Questions (PE, page 6; UR I, page 2)
- _______ Reading Strategy: Fill in a Cluster Chart (RSR)
- _______ Fix-Up Idea: Make Predictions (RSR)

**After Reading**
- _______ Reading Strategy: Share Your Cluster Chart (RSR)
- _______ Standardized Test Practice: Analyze Plot Development (RSR)
- _______ Respond to the Selection (PE, page 14; UR I, page 4)
- _______ Investigate, Inquire, and Imagine (PE, page 16; UR I, page 4)
- _______ Understanding Literature: Conflict and Character (PE, page 16; UR I, page 5)
- _______ Writer’s Journal: Note, Remembrance, or Dialogue (PE, page 17; UR I, page 6)
- _______ Applied English: Writing an Ad (PE, page 17; UR I, page 7)
- _______ Collaborative Learning: Group Discussion (PE, page 18; UR I, page 7)
- _______ Additional Vocabulary: Forming Adjectives UR I, page 7)
- _______ Vocabulary: Forming Adjectives (UR I, page 7)
- _______ Language, Grammar, and Style: Looking at Slang (PE, page 18; UR I, page 8)
- _______ Selection Check Test 4.4.1 (ATE, page 15; UR I, page 9; TG)
- _______ Selection Test 4.1.2 (UR I, page 11; TG)
- _______ Internet activities at http://www.emcp.com
- _______ Free reading time
“The Goodness of Matt Kaizer,” page 5

Teacher's Name ___________________________ Class ___________________ Date __________________

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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle First-Person Narrator Is Not Main Character</strong></td>
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<tr>
<td>Motivation: Peer Pressure (ATE, page 6)</td>
<td>Read first page aloud.</td>
</tr>
<tr>
<td>Reading Proficiency: Collaborative Learning (ATE, page 6)</td>
<td>Discuss narrator's relationship to Matt.</td>
</tr>
<tr>
<td>English Language Learning: Study Colloquial Phrases (ATE, page 6)</td>
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<tr>
<td>Special Needs: Determine Qualities of Main Character (ATE, page 6)</td>
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<tr>
<td>Enrichment: Examining Internal and External Conflicts (ATE, page 6)</td>
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<tr>
<td><strong>Cross-Curricular Connection</strong></td>
<td><strong>Tackle Selection Length</strong></td>
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<tr>
<td>Jaundice (ATE, page 10)</td>
<td>Read story over two class periods.</td>
</tr>
<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td>Use Guided Reading Questions.</td>
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<tr>
<td>Questions and Answers (ATE, page 7)</td>
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<tr>
<td>Analyzing Character (ATE, page 9)</td>
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<tr>
<td>Describing Character (ATE, page 10)</td>
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<td>Predicting (ATE, page 11)</td>
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<td>Discussing Character (ATE, page 12)</td>
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<td>Discussing Character (ATE, page 13)</td>
<td></td>
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<tr>
<td>Analyzing Form (ATE, page 14)</td>
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<td><strong>Literary Technique</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
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<tr>
<td>Audience and Style (ATE, page 8)</td>
<td>Discuss slang from students’ countries of origin.</td>
</tr>
<tr>
<td><strong>Quotables</strong></td>
<td>Have students copy a favorite passage into their notebooks.</td>
</tr>
<tr>
<td>Anthony Trollope (ATE, page 7)</td>
<td>Discuss internal and external conflicts in students’ lives.</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>Have students write down questions they have during reading on sticky notes.</td>
</tr>
<tr>
<td>Reading Proficiency: Collaborative Learning (ATE, page 6)</td>
<td></td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 16; UR 1, page 4)</td>
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<tr>
<td>Understanding Literature: Conflict and Character (PE, page 16; UR 1, page 5)</td>
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<tr>
<td>Collaborative Learning: Group Discussion (PE, page 18; UR 1, page 7)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>Vocabulary: Speaking Slang (VR, page 1)</td>
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<tr>
<td>Vocabulary: Forming Adjectives (UR 1, page 7)</td>
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<tr>
<td>Writer's Journal: Note, Remembrance, or Dialogue (PE, page 17; UR 1, page 6)</td>
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<tr>
<td>Applied English: Writing an Ad (PE, page 17; UR 1, page 7)</td>
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<tr>
<td>Language, Grammar, and Style: Looking at Slang (PE, page 18; UR 1, page 8)</td>
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</table>
“Eleven,” page 19

Teacher's Name ____________________________ Class ____________________________ Date ____________

**Reading Level:** Easy

**Difficulty Considerations:** Author's point of view; figurative language

**Ease Factor:** A short rite of passage story familiar to most students

**Synopsis:** An eleven-year-old girl is uncomfortable when her teacher makes her wear a sweater that is not hers.

**Goals/Objectives:**
- to empathize with the feelings of a young girl struggling with her identity
- to discuss the changes people face as they grow older each year
- to recognize the use of description to enhance a short story
- to define *simile* and identify its use in the selection

**Before Reading**
- Daily Oral Language (UR 1, page 15; VLR I, page 14)
- Reader's Journal (PE, page 19; UR 1, page 15)
- Reader's Toolbox: Description and Simile (PE, page 19)
- Reader's Resource: Social Studies Connection (PE, page 19)
- About the Author: Sandra Cisneros (PE, page 23)
- Fine Art: Frida Kahlo (PE page 20; VLR II, page 1; Art Smart, ATE, page 20)
- Vocabulary: Numbers Count (VR, page 2)
- Reading Strategy: Imagine Upcoming Events (RSR)

**During Reading**
- Guided Reading Questions (PE, page 21; UR 1, page 15)
- Reading Strategy: Make a Mind Movie (RSR)
- Fix-Up Idea: Connect to What You Know (RSR)

**After Reading**
- Reading Strategy: Draw Pictures of Your Mind Movie (RSR)
- Standardized Test Practice: Evaluate the Author's Point of View (RSR)
- Respond to the Selection (PE, page 23; UR 1, page 16)
- Investigate, Inquire, and Imagine (PE, page 24; UR 1, page 16)
- Understanding Literature: Description and Simile (PE, page 24; UR 1, page 17)
- Graphic Organizer (PE, page 25; VLR I, page 14; UR 1, page 18)
- Writer's Journal: Letter of Advice, Similes, or Description (PE, page 25; UR 1, page 18)
- Collaborative Learning: Group Discussion (PE, page 25)
- Applied English & Media Literacy: Making a Poster (PE, page 25)
- Vocabulary: Using a Thesaurus (PE, page 25; UR 1, page 20)
- Selection Check Test 4.1.3 (ATE, page 23; UR 1, page 21; TG)
- Selection Test 4.1.4 (UR 1, page 22; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
**Lesson Plan**

“Eleven,” page 19

Teacher’s Name _____________________________ Class ____________ Date ____________

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<td><strong>Individual Learning Strategies</strong></td>
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<td>——— Motivation: Reflect on Age (ATE, page 20)</td>
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<td>——— Reading Proficiency: Identify Similes (ATE, page 20)</td>
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<td>——— English Language Learning: Create Similes (ATE, page 20)</td>
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<tr>
<td>——— Special Needs: Compare and Describe Using Similes (ATE, page 20)</td>
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<td>——— Enrichment: Celebrating Birthdays (ATE, page 20)</td>
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<td>——— Rite of Passage Research (ATE, page 19)</td>
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<th>Art Smart</th>
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<tr>
<td>——— Frida Kahlo (ATE, page 20, VLR II, page 1)</td>
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<th>Additional Questions and Activities</th>
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<td>——— Discussing Character (ATE, page 21)</td>
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<td>——— Point of View (ATE, page 21)</td>
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<td>——— Lewis Carroll (ATE, page 22)</td>
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<th>Flexible Grouping Suggestions</th>
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<tr>
<td>——— Understanding Literature: Description and Simile (PE, page 24; UR 1, page 17)</td>
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<td>——— Collaborative Learning: Group Discussion (PE, page 25)</td>
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<td>——— Vocabulary: Using a Thesaurus (PE, page 25; UR 1, page 20)</td>
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<tr>
<td>——— Writer’s Journal: Letter of Advice, Similes, or Description (PE, page 25; UR 1, page 18)</td>
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<tr>
<td>——— Language, Grammar, and Style: Verb Tenses (UR 1, page 19)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<td><strong>Tackle the Author’s Point of View</strong></td>
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<tr>
<td>——— Read the About the Author before reading (PE, page 23).</td>
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<tr>
<td>——— Discuss narrator’s views (Literary Technique: Point of View, ATE, page 21).</td>
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<tr>
<th><strong>Tackle Figurative Language</strong></th>
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<tr>
<td>——— Read the Reader’s Toolbox aloud.</td>
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<tr>
<td>——— Share information included in Literary Techniques (ATE, pages 21 and 22).</td>
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<tr>
<th>Additional Suggestions for English Language Learners</th>
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<td>——— Use activities for Spanish speakers (SR, page 1).</td>
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<tr>
<td>——— Spend additional time creating and finding similes.</td>
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<tr>
<td>——— Discuss rite of passage customs in students’ countries of origin.</td>
</tr>
<tr>
<td>——— Have students make a mind movie about the girl in the painting, and have them compare these images to pictures they created during reading.</td>
</tr>
<tr>
<td>——— Discuss opposites of the following words: skinny, raggedy, haggard, and tippy-tip.</td>
</tr>
<tr>
<td>——— Have students copy a favorite passage into their notebooks.</td>
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</tbody>
</table>
“Why?,” page 26

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Introspective, philosophical tone; historical background

**Ease Factor:** Selection length

**Synopsis:** Anne Frank shares her ideas on the importance of curiosity to intellectual and personal development.

**Goals/Objectives:**
- to appreciate a personal story that discusses how children learn and grow
- to learn about life for Jewish men, women, and children during the reign of the Nazi party
- to understand the parts and the organization of an essay
- to respond to interview questions both in writing and orally
- to demonstrate an understanding of pronouns and locate them in sentences

**Before Reading**
- Daily Oral Language (VLR I, page 15; UR 1, page 25)
- Reader’s Journal (PE, page 26; UR 1, page 25)
- Reader’s Toolbox: Personal Essay (PE, page 26)
- Reader’s Resource: History Connection (PE, page 26)
- About the Author: Anne Frank (PE, page 29)
- Vocabulary from the Selection (ATE, page 26)
- Vocabulary: Long Vowels (VR, page 4)
- Reading Strategy: Brainstorm Ideas about the Author’s Purpose (RSR)

**During Reading**
- Dramatic Recording (AL, 4:12)
- Graphic Organizer (PE, page 31; VLR I, page 15; UR 1, page 28)
- Guided Reading Questions (PE, page 28; UR 1, page 25)
- Reading Strategy: Use the Author’s Purpose (RSR)
- Fix-Up Idea: Reread (RSR)

**After Reading**
- Reading Strategy: Summarize the Author’s Purpose (RSR)
- Standardized Test Practice: Evaluate the Author’s Purpose (RSR)
- Respond to the Selection (PE, page 29; UR 1, page 26)
- Investigate, Inquire, and Imagine (PE, page 30; UR 1, page 26)
- Understanding Literature: Personal Essay (PE, page 30; UR 1, page 27)
- Writer’s Journal: Topic Sentence, Letter, or Song Lyrics (PE, page 31; UR 1, page 28)
- Applied English: Responding to Interview Questions (PE, page 31; UR 1, page 30)
- Vocabulary: Forming Adverbs (UR 1, page 32)
- Language, Grammar, and Style: Pronouns (PE, page 32; UR 1, page 31)
- Collaborative Learning: Developing a Plot (PE, page 32)
- Selection Check Test 4.1.5 (ATE, page 29; UR 1, page 33; TG)
- Selection Test 4.1.6 (UR 1, page 35; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Why?,” page 26

Teacher’s Name __________________________ Class _______________ Date __________________

| Teaching Options                                                                                           |
| __________ Motivation: Designing the Ideal Journal (ATE, page 27)                                         |
| __________ Reading Proficiency: Understanding Writing Style (ATE, page 27)                                |
| __________ English Language Learning: Understanding Vocabulary (ATE, page 27)                             |
| __________ Special Needs: Biography of Anne Frank (ATE, page 27)                                         |
| __________ Enrichment: Personal Essay (ATE, page 27)                                                     |

| Additional Questions and Activities                                                                    |
| __________ “Why?” Game (ATE, page 28)                                                                  |

| Literary Note                                                                                           |
| __________ The Diary of Anne Frank (ATE, page 28)                                                        |

| Flexible Grouping Suggestions                                                                            |
| __________ Additional Questions and Activities: “Why?” Game (ATE, page 28)                               |
| __________ Investigate, Inquire, and Imagine (PE, page 30; UR 1, page 26)                               |
| __________ Understanding Literature: Personal Essay (PE, page 30; UR 1, page 27)                         |
| __________ Collaborative Learning: Developing a Plot (PE, page 32)                                      |

| Homework Suggestions                                                                                     |
| __________ Vocabulary: Long Vowels (VR, page 4)                                                          |
| __________ Vocabulary: Forming Adverbs (UR 1, page 32)                                                   |
| __________ Language, Grammar, and Style: Pronouns (PE, page 32; UR 1, page 31)                           |
| __________ Writer’s Journal: Topic Sentence, Letter, or Song Lyrics (PE, page 31; UR 1, page 28)         |
| __________ Applied English: Responding to Interview Questions (PE, page 31; UR 1, page 30)               |

| Strategies for Developing Readers                                                                         |
| __________ Use the Dramatic Recording (AL, 4:12).                                                        |
| __________ Use the “Why?” Game (Additional Questions and Activities, ATE, page 28).                     |
| __________ Have students reread difficult sections aloud.                                                |

| Tackle Historical Background                                                                             |
| __________ Read the About the Author feature before reading (PE, page 29).                              |
| __________ Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 26).                           |
| __________ Conduct additional research on Anne Frank.                                                    |

| Additional Strategies for English Language Learners                                                       |
| __________ Explain what a diary is.                                                                      |
| __________ Discuss how minorities are treated in countries around the world.                            |
| __________ Have students write down things they learn about Anne as they read.                          |
| __________ Discuss which is more important: learning that takes place inside school or learning that takes place outside of school. |
“Ta-Na-E-Ka,” page 33

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; selection length; Native American cultural references

Ease Factors: First-person narrator; few characters; familiar plot

Synopsis: Mary, a 13-year-old Kaw Indian, undergoes a rite of passage.

Goals/Objectives:

• to appreciate a short story about a girl who must complete a rite of passage
• to learn about the history of the Kaw, or Kansa, Indians
• to recognize dialogue and uncover what it reveals about characters
• to define plot and identify plot elements in a story
• to identify the parts of speech in sentences

Before Reading

_________ Daily Oral Language (VLR I, page 16; UR 1, page 38)

_________ Reader’s Journal (PE, page 33, UR 1, page 38)

_________ Reader’s Toolbox: Dialogue and Plot (PE, page 33)

_________ Reader’s Resource: Social Studies and American History Connections (PE, page 33)

_________ Vocabulary from the Selection (ATE, page 35)

_________ Vocabulary: Other Vowel Sounds (VR, page 6)

_________ Reading Strategy: Sort the Vocabulary Words (RSR)

During Reading

_________ Graphic Organizer (PE, page 33; VLR I, page 16; UR1, page 38)

_________ Dramatic Recording (AL, 17:28)

_________ Guided Reading Questions (PE, page 36; UR 1, page 38)

_________ Reading Strategy: Use What You Know about the Words (RSR)

_________ Fix-Up Idea: Visualize (RSR)

After Reading

_________ Reading Strategy: Summarize the Story Events (RSR)

_________ Standardized Test Practice: Analyze Words (RSR)

_________ Respond to the Selection (PE, page 42; UR 1, page 40)

_________ Investigate, Inquire, and Imagine (PE, page 43; UR 1, page 41)

_________ Understanding Literature: Dialogue and Plot (PE, page 43; UR 1, page 42)

_________ Writer’s Journal: Diary Entry, Outline, or Editorial (PE, page 44; UR 1, page 43)

_________ Vocabulary: Context Clues (UR 1, page 47)

_________ Language, Grammar, and Style: Parts of Speech (PE, page 44; UR 1, page 46)

_________ Applied English: Creating a Menu (PE, page 45)

_________ Speaking and Listening & Collaborative Learning: Developing Dialogue (PE, page 45; UR 1, page 44)

_________ Media Literacy: Examining Rites of Passage in the Media (PE, page 45)

_________ Collaborative Learning: Research (PE, page 45; UR 1, page 44)

_________ Selection Check Test 4.1.7 (ATE, page 42; UR 1, page 48; TG)

_________ Selection Test 4.1.8 (UR 1, page 50; TG)

_________ Internet activities at http://www.emcp.com

_________ Free reading time

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“Ta-Na-E-Ka,” page 33

Teacher’s Name ____________________________ Class ____________________________ Date _______________

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<td>——— Use vocabulary exercises before reading: Other Vowel Sounds (VR, page 6) and Using Context Clues (UR 1, page 47)</td>
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<td>——— Review use of Words for Everyday Use in text</td>
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<td>——— Read footnotes before reading</td>
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<td>——— Read story over two class periods</td>
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<td>——— Read Reader’s Resource aloud (PE, page 33)</td>
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<td>——— Share historical information (Historical Note, ATE page 35; Cross-Curricular Connections, ATE, pages 37 and 39)</td>
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<td>——— Use activities for Spanish speakers (SR, page 6)</td>
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<td>——— Explain: custom and tradition; discuss students’ own customs and traditions</td>
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<td>——— Have students compare the narrator in “Eleven” to the narrator in “Ta-Na-E-Ka.”</td>
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<td>——— Discuss additional vocabulary: dialect, ritual, half-truth, reservation, accountant, and squooshy</td>
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<td>——— During reading, have students write down words they don’t understand</td>
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<td>——— Have pairs of native and non-native speakers read the story aloud or use the audiotape</td>
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<tr>
<td>——— Use Guided Reading Questions as purpose-setting questions</td>
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Print Resources Transparency Audio Library Test Generator CD-ROM Internet

“The All-American Slurp,” page 46

Teacher’s Name ___________________ Class ___________________ Date ___________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Accessible style

**Synopsis:** The author provides a humorous account of how she and her family learned American table manners and customs.

**Goals/Objectives:**
- to appreciate a story that describes cultural differences
- to learn about a few aspects of Chinese etiquette
- to define *onomatopoeia* and identify examples of it in literature
- to understand the importance of theme in a literary work
- to research famous Chinese Americans and their contributions to society

**Related Reading:** “How to Eat Like a Child” (page 56)

**Before Reading**
- Daily Oral Language (VLR I, page 17; UR I, page 54)
- Reader’s Journal (PE, page 46, UR I, page 54)
- Reader’s Toolbox: *Onomatopoeia* and Theme (PE, page 46)
- Reader’s Resource: Geography and Culture Connections (PE, page 46)
- About the Author: Lensey Namioka (PE, page 55)
- Fine Art: Tom Wesselman (PE, page 47; Art Smart, PE and ATE, page 48)
- Vocabulary from the Selection (ATE, page 47)
- Vocabulary: Morphemes (VR, page 8)
- Reading Strategy: Make Preliminary Predictions (RSR)

**During Reading**
- Graphic Organizer (PE, page 46; VLR I, page 17)
- Dramatic Recording (AL, 20:28)
- Guided Reading Questions (PE, page 48; UR I, page 54)
- Reading Strategy: Continue Making Predictions (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Analyze Your Predictions (RSR)
- Standardized Test Practice: Distinguish Fact from Opinion (RSR)
- Respond to the Selection (PE, page 55; UR I, page 55)
- Investigate, Inquire, and Imagine (PE, page 58; UR I, page 56)
- Understanding Literature: Theme and *Onomatopoeia* (PE, page 58; UR I, page 57)
- Writer’s Journal: Postcard, Description, or Diary Entry (PE, page 59; UR I, page 58)
- Vocabulary: *Antonyms* (UR I, page 62)
- Study and Research: Researching People (PE, page 59; UR I, page 60)
- Speaking and Listening: Immigration Interview (PE, page 59; UR I, page 61)
- Related Reading: “How to Eat Like a Child” (PE, page 56)
- Related Reading Questions (ATE, page 56; UR I, page 56)
- Selection Check Test 4.1.9 (PE, page 55; UR I, page 63; TG)
- Selection Test 4.1.10 (UR I, page 65; TG)
- Internet activities at http://www.emcp.com

**SOUTH CAROLINA STATE STANDARDS**

**Reading Strategies Resource, page 20**
- Reading Strategy: Make Predictions
- Fix-Up Idea: Read Aloud
- Standardized Test Practice: Distinguish Fact from Opinion

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**“The All-American Slurp,” page 46**

Teacher’s Name ____________________________ Class ______________________ Date __________________

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<td><strong>Art Smart</strong></td>
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<td>——— Investigate, Inquire, and Imagine (PE, page 58; UR 1, page 56)</td>
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<td>——— Read Cross-Curricular Connections: Chinese Etiquette before reading the story (ATE, page 54).</td>
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<td>——— Discuss: host/hostess, smugly, rummage sale, harpist, flaming dessert, and jigsaw puzzle.</td>
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<td>——— Explain: burning face and embarrassed by her slip.</td>
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<td>——— Pair ELL student with non-ELL student for Speaking and Listening: Immigration Interview (PE, page 59).</td>
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<td>——— Pair ELL student with non-ELL student for Cross-Curricular Activities: International Dinner Party. Use ELL student’s cultural food to plan the menu (ATE, page 53).</td>
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<td>——— Have pairs use the audiotape and answer Guided Reading Questions.</td>
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Lesson Plan

Unit One
Finding Your True Self
Closing the Unit, pages 61–69

Teacher’s Name ___________________________________ Class __________________ Date __________________

For Your Reading List

Autobiographical Incident
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity

Roll of Thunder, Hear My Cry by Mildred D. Taylor (PE, page 61). This title is available as an EMC Masterpiece Series Access Edition.

Creating a Civil Rights Exhibit (PE, page 61)

Book Club: Discussion Prompts (UR 1, page 69)

Other Books Students May Want to Read


The Birchbark House by Louise Erdrich (PE, page 61)

The Diary of Anne Frank by Anne Frank (PE, page 61)

Adventures of Huckleberry Finn by Mark Twain (PE, page 61)

Guided Writing

Expressive Writing: Preparing an Autobiographical Incident

Assignment: Students write an autobiographical memoir (PE, pages 62–69).

Before Writing

Preparing an Autobiographical Incident (PE, page 62)

Professional Model (PE, page 62)

Rubric for Assignment (VLR I, page 120; WR, page 17)

Prewriting (PE, page 63; WR, page 17)

Student Model—Graphic Organizer (VLR I, page 118; WR, page 18)

Student Model—Draft (VLR I, page 119; WR, page 20)

During Writing

Drafting (PE, page 64)

Self- and Peer Evaluation (PE, page 66; WR, page 23)

Language, Grammar, and Style: Writing Complete Sentences (PE, page 64; WR, page 21)

Revising and Proofreading (PE, page 67)

Student Model—Revision (PE, page 65; WR, page 25)

After Writing

Publishing and Presenting (PE, page 67)

Reflecting (PE, page 67)

South Carolina State Standards

Click this box for details

Guided Writing Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.

South Carolina State Standards

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.

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Lesson Plan

Unit One
Finding Your True Self
Closing the Unit, pages 61–69

Teacher’s Name ___________________________ Class _______________ Date _______________

Individual Learning Strategies

—— Motivation: Childhood Experiences (ATE, page 65)
—— Reading Proficiency: Scanning, Skimming, and Careful Reading (ATE, page 65)
—— English Language Learning: Sharing an Autobiographical Memoir (ATE, page 65)
—— Special Needs: Speaking vs. Writing (ATE, page 65)
—— Enrichment: Comparing and Contrasting Memoirs (ATE, page 65)

Flexible Grouping Suggestions

—— Revising and Proofreading (PE, page 67)
—— Publishing and Presenting (PE, page 67)

Homework Suggestions

—— Have students look over family pictures to find an experience to write about (Prewriting: Writing with a Plan, ATE, page 63).
—— Graphic Organizer (VLR I, page 118; WR, page 18)
—— Language, Grammar, and Style: Writing Complete Sentence (PE, page 64; WR, page 21)
—— Self-Evaluation (PE, page 66; WR page 23)
—— Rubric for Expressive Writing: Preparing an Autobiographical Incident (WR, page 27; VLR I, page 120)

Unit One Review

Review and Assessment

—— Words for Everyday Use (PE, page 68; UR 1, page 70)
—— Vocabulary Development (ATE, page 68)
—— Literary Tools (PE, page 68; UR 1, page 71)
—— Unit 1 Review (UR 1, page 70)
—— Unit 1 Study Guide (UR 1, page 73)
—— Unit 1 Test (UR 1, page 78; TG)

Reflecting on Your Reading

—— Theme (PE, page 69)
—— Graphic Organizer (PE, page 69; UR 1, page 72)
Unit Two
Learning from Heroes
Opening the Unit, pages 70–72

Unit 2 Goals/Objectives:
• to experience several literature selections related to the theme of learning from heroes
• to discuss the topic of what makes a hero, how to define a hero, who is a hero
• to define oral tradition, hero, point of view, autobiography, description, characterization, dialogue, stage directions, character, protagonist, antagonist, major character, minor character, one-dimensional character, and three-dimensional character, and identify and explain examples of each
• to read an award-winning science fiction novel and write a screenplay sample based on the novel
• to write a persuasive essay nominating a hero
• to demonstrate an ability to identify verb tenses, fix inconsistent verb tense, and use consistent verb tense

Lessons I Plan to Teach
_________ “How Robin Hood Saved the Widow’s Three Sons,” page 73
_________ from Still Me, page 79
_________ Related Reading: “Speech at the 1996 Democratic National Convention,” page 85
_________ “Joyriding,” page 91
_________ A Woman Called Truth, page 104
_________ Related Reading: “The Sunflower Quilting Bee at Arles,” page 128
_________ Related Reading: “Ain’t I a Woman?,” page 130
_________ “Priscilla and the Wimps,” page 134
_________ For Your Reading List, page 141
_________ Guided Writing—Persuasive Writing: Nominating a Hero, page 142
_________ Unit Two Review, page 148

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 74–75).

Getting Started in the Classroom
_________ Fine Art: Willard Midgette. Have students discuss how the artwork relates to the title of this unit (PE, page 70).
_________ Echoes (PE, page 72)
_________ Additional Questions and Activities: Definitions of Hero (ATE, page 72)
Lesson Plan
“How Robin Hood Saved the Widow’s Three Sons,” page 73

Teacher’s Name ___________________________ Class __________________ Date __________________

**Reading Level:** Easy

**Difficulty Consideration:** Archaic wording

**Ease Factors:** Familiar characters; selection length

**Synopsis:** Robin Hood once again outwits the sheriff and saves the lives of three men who killed the king’s deer for food.

**Goals/Objectives:**
- to appreciate a story about the legendary Robin Hood
- to describe the heroic actions of a legendary character
- to identify qualities of the oral tradition and heroes
- to conduct research on Robin Hood

**Before Reading**
- Daily Oral Language (VLR I, page 19; UR 2, page 1)
- Reader’s Journal (PE, page 73; UR 2, page 2)
- Reader’s Toolbox: Oral Tradition and Hero (PE, page 73)
- Reader’s Resource: Robin Hood (PE, page 73)
- About the Author: Sara Hyry (PE, page 76)
- Vocabulary from the Selection (ATE, page 74)
- Vocabulary: More Morphemes (VR, page 12)
- Reading Strategy: Build Background Knowledge (RSR)

**During Reading**
- Graphic Organizer (PE, page 73; VLR I, page 19; UR 2, page 1)
- Dramatic Recording (AL, 6:28)
- Guided Reading Questions (PE, page 75; UR 2, page 1)
- Reading Strategy: Gather Information (RSR)
- Fix-Up Idea: Make Sketches (RSR)

**After Reading**
- Reading Strategy: Compare What You Gathered to What You Know (RSR)
- Standardized Test Practice: Draw Conclusions (RSR)
- Respond to the Selection (PE, page 76; UR 2, page 2)
- Investigate, Inquire, and Imagine (PE, page 77; UR 2, page 2)
- Understanding Literature: Oral Tradition and Hero (PE, page 77; UR 2, page 3)
- Writer’s Journal: Thank-You Note, News Article, or Adventure Tale (PE, page 78; UR 2, page 4)
- Vocabulary: Synonyms (UR 2, page 5)
- Language, Grammar, and Style: Using Quotation Marks (PE, page 78; UR 2, page 5)
- Speaking and Listening: Comparing and Contrasting Discussion (PE, page 78)
- Applied English: Creating a Poster (PE, page 78)
- Study and Research: Developing a Bibliography (PE, page 78; UR 2, page 7)
- Selection Check Test 4.2.1 (ATE, page 76; UR 2, page 8; TG)
- Selection Test 4.2.2 (UR 2, page 10; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**Reading Strategies Resource, Page 24**
- Reading Strategy: Connect to Prior Knowledge
- Fix-Up Idea: Make Sketches
- Standardized Test Practice: Draw Conclusions

**South Carolina State Standards**
- click this box for details
“How Robin Hood Saved the Widow’s Three Sons,” page 73

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
— Motivation: Images of Robin Hood (ATE, page 74)
— Reading Proficiency: Quotation Marks (ATE, page 74)
— English Language Learning: Archaic Language (ATE, page 74)
— Special Needs: Reading Aloud (ATE, page 74)
— Enrichment: Enacting Robin Hood Stories (ATE, page 74)

Additional Questions and Activities
— Reading Comprehension (ATE, page 75)

Flexible Grouping Suggestions
— Enrichment: Enacting Robin Hood Stories (ATE, page 74)
— Investigate, Inquire, and Imagine (PE, page 77; UR 2, page 2)
— Speaking and Listening: Comparing and Contrasting Discussion (PE, page 78)

Homework Suggestions
— Vocabulary: Synonyms (UR 2, page 5)
— Vocabulary: More Morphemes (VR, page 12)
— Understanding Literature: Oral Tradition and Hero (PE, page 77; UR 2, page 3)
— Writer’s Journal: Thank-You Note, News Article, or Adventure Tale (PE, page 78; UR 2, page 4)
— Language, Grammar, and Style: Using Quotation Marks (PE, page 78; UR 2, page 5)
— Applied English: Creating a Poster (PE, page 78)
— Study and Research: Developing a Bibliography (PE, page 78; UR 2, page 7)

Strategies for Developing Readers

Tackle Archaic Wording
— Discuss the following words before reading: pray tell, ‘twas, ‘tis, for shame, dare not, and halt.
— Have students listen and follow along as the first page is read aloud (AL, 6:28).
— Assign parts and have students read the story aloud (Special Needs, ATE, page 74).

Additional Strategies for English Language Learners
— Use activities for Spanish speakers (SR, page 14).
— Before reading, discuss other Robin Hood stories (Speaking and Listening, PE, page 78).
— Discuss: gallows, shrewdly, poaching, flourish, cuisine, staff, breaches, and sixpence.
— Explain: for want of meat and happened upon.

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Lesson Plan

from Still Me, page 79

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Medical terms

Ease Factors: Familiar characters; selection length

Synopsis: Christopher Reeve describes how his life and views changed after an accident severed his spinal cord.

Goals/Objectives:
• to appreciate an excerpt from an autobiography that explores living with disabilities
• to briefly describe the ideas behind the Americans with Disabilities Act
• to define and identify the genre of autobiography
• to understand the different points of view in writing
• to conduct research on the medical advances in finding a cure for paralysis

Related Reading: “Speech at the 1996 Democratic National Convention” (page 85)

Before Reading

_________ Daily Oral Language (VLR I, page 20; UR 2, page 13)
_________ Reader’s Journal (PE, page 79; UR 2, page 13)
_________ Reader’s Toolbox: Point of View and Autobiography (PE, page 79)
_________ Reader’s Resource: Christopher Reeve (PE, page 79)
_________ About the Author: Christopher Reeve (PE, page 84)
_________ Vocabulary from the Selection (ATE, page 80)
_________ Vocabulary: Spelling the k sound (VR, page 16)
_________ Reading Strategy: Preview (RSR)

During Reading

_________ Graphic Organizer (PE, page 79; VLR I, page 20; UR 1, page 13)
_________ Guided Reading Questions (PE, page 80; UR 2, page 14)
_________ Reading Strategy: Mark the Best Descriptions (RSR)
_________ Fix-Up Idea: Write Things Down (RSR)

After Reading

_________ Reading Strategy: Discuss Your Movie Map (RSR)
_________ Standardized Test Practice: Analyze an Author’s Point of View (RSR)
_________ Respond to the Selection (PE, page 84; UR 2, page 15)
_________ Investigate, Inquire, and Imagine (PE, page 88; UR 2, page 16)
_________ Understanding Literature: Point of View and Autobiography (PE, page 88; UR 2, page 17)
_________ Writer’s Journal: Greeting Card, Poster, or Statement of Belief (PE, page 89; UR 2, page 18)
_________ Speaking and Listening: Role Playing (PE, page 90)
_________ Vocabulary: Sentence Completion (PE, page 89; UR 2, page 20)
_________ Study and Research: Reporting on Scientific Research (PE, page 90; UR 2, page 19)
_________ Related Reading: “Speech at the 1996 Democratic National Convention” (PE, page 85; UR 2, page 15)
_________ Related Reading Questions (ATE, page 85; UR 2, page 15)
_________ Selection Check Test 4.2.3 (ATE, page 84; UR 2, page 22; TG)
_________ Selection Test 4.2.4 (UR 2, page 24; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

from Still Me, page 79

Teacher's Name ___________________________________________ Class __________________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Hero's Hall of Fame (ATE, page 80)
Reading Proficiency: Determining Point of View (ATE, page 80)
English Language Learning: Pop Cultural Terms (ATE, page 80)
Special Needs: Answering Guided Reading Questions (ATE, page 80)
Enrichment: Americans with Disabilities Act (ATE, page 80)

Additional Questions and Activities

Symbolism (ATE, page 81)
Analyzing and Interpreting (ATE, page 83)
Related Reading Questions (ATE, page 85)
Economic and Moral Responsibility (ATE, page 86)
American Motto and Nationhood (ATE, page 87)

Cross-Curricular Activities

Researching Reeve's Heroes (ATE, page 82)
Researching Franklin Roosevelt (ATE, page 87)

Literary Technique

Description (ATE, page 83)
Thesis (ATE, page 85)
Aim (ATE, page 86)

Flexible Grouping Suggestions

Motivation: Hero's Hall of Fame (ATE, page 80)
Investigate, Inquire, and Imagine (PE, page 88; UR 2, page 15)
Speaking and Listening: Role Playing (PE, page 90)
Collaborative Learning & Media Literacy: Analyzing the Media (PE, page 90)

Homework Suggestions

Enrichment: Americans with Disabilities Act (ATE, page 80)
Understanding Literature: Point of View and Autobiography (PE, page 88, UR 2, page 17)
Writer's Journal: Greeting Card, Poster, or Statement of Belief (PE, page 89; UR 2, page 18)

Strategies for Developing Readers

Tackle Medical Terms

Discuss words in Get to Know: Expressions, Idioms, Phrases, and Other Terms (VR, page 16).
Read the footnotes aloud before students read the story.

Additional Strategies for English Language Learners

Pair ELL and non-ELL students. Have non-ELL students read the story as ELL students fill in a different Graphic Organizer that has two columns: Before Accident/After Accident (ATE, page 79).
Discuss names of family members: Dana—wife; Al—nickname for daughter Alexandra; Matthew—son; and Will—son.
Discuss: discipline, equestrian, perilous, sailplane, cervical vertebrae, and brain stem.
Explain: “Hero’s Hall of Fame” (Motivation, ATE, page 80).
**Lesson Plan**

“Joyriding,” page 91

Teacher’s Name ___________________________ Class __________________ Date __________________

<table>
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**Reading Level:** Moderate

**Difficulty Considerations:** Alternating narration; vocabulary; selection length

**Ease Factor:** Familiar subject matter

**Synopsis:** Two boys learn more about their own talents by listening to each other.

**Goals/Objectives:**
- to enjoy a short story about two very different characters and their motivations
- to discuss the heroic qualities of the characters in the story
- to understand the different kinds of characterization and identify them in a story
- to identify and correct common usage problems

**Before Reading**
- Daily Oral Language (VLR I, page 21; UR 2, page 28)
- Reader’s Journal (PE, page 91, UR 2, page 28)
- Reader’s Toolbox: Description and Characterization (PE, page 91)
- Reader’s Resource: Sports Connection (PE, page 91)
- About the Author: Jim Naughton (PE, page 100)
- Vocabulary from the Selection (ATE, page 92)
- Vocabulary: More Vowel Sounds (VR, page 18)
- Reading Strategy: Identify Difficult Vocabulary Words (RSR)

**During Reading**
- Graphic Organizer (PE, page 91; VLR I, page 21; UR 2, page 28)
- Dramatic Recording (AL, 22:12)
- Guided Reading Questions (PE, page 92; UR 2, page 29)
- Reading Strategy: Use What You Know about the Words (RSR)
- Fix-Up Idea: Reread (RSR)

**After Reading**
- Reading Strategy: Use New Vocabulary Words (RSR)
- Standardized Test Practice: Use Context Clues (RSR)
- Respond to the Selection (PE, page 100; UR 2, page 31)
- Investigate, Inquire, and Imagine (PE, page 101; UR 2, page 31)
- Understanding Literature: Description and Characterization (PE, page 101; UR 2, page 32)
- Writer’s Journal: Listing, Advice, or Dream Report (PE, page 102; UR 2, page 33)
- Vocabulary: Writing a Paragraph (UR 2, page 34)
- Language, Grammar, and Style: Correcting Usage Errors (PE, page 102; UR 2, page 34)
- Speaking and Listening: Discussion and Role Play (PE, page 103)
- Applied English: Giving Directions (PE, page 103; UR 2, page 35)
- Collaborative Learning & Study and Research: Examining Achievements (PE, page 103; UR 2, page 35)
- Selection Check Test 4.2.5 (ATE, page 100; UR 2, page 37; TG)
- Selection Test 4.2.6 (UR 2, page 39; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**South Carolina State Standards**

**Reading Strategies Resource, page 33**
- Reading Strategy: Tackle Difficult Vocabulary
- Fix-Up Idea: Reread
- Standardized Test Practice: Use Context Clues

**Internet activities at http://www.emcp.com**
**Lesson Plan**

“Joyriding,” page 91

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<td>—— Reading Proficiency: Working in Pairs (ATE, page 92)</td>
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<td>—— English Language Learning: Jargon (ATE, page 92)</td>
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<td>—— Special Needs: Comparing and Contrasting Characters (ATE, page 92)</td>
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<td>—— Enrichment: Creating Characters (ATE, page 92)</td>
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<td>—— Analyzing Goals (ATE, page 94)</td>
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<td>—— Making Predictions (ATE, page 95)</td>
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<td>—— Analyzing Character’s Mother (ATE, page 97)</td>
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<td>—— Reading Comprehension (ATE, page 98)</td>
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<td>—— Analyzing a Character (ATE, page 99)</td>
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<th>Cross-Curricular Activities</th>
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<td>—— Training Program (ATE, page 96)</td>
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<tr>
<th>Biographical Note</th>
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<td>—— “Fats” Waller (ATE, page 100)</td>
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<td>—— Reading Proficiency: Working in Pairs (ATE, page 92)</td>
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<td>—— Special Needs: Comparing and Contrasting Characters (ATE, page 92)</td>
</tr>
<tr>
<td>—— Investigate, Inquire, and Imagine (UR 2, page 31; PE, page 101)</td>
</tr>
<tr>
<td>—— Speaking and Listening: Discussion and Role Play (PE, page 103)</td>
</tr>
<tr>
<td>—— Collaborative Learning &amp; Study and Research: Examining Achievements (PE, page 103; UR 2, page 35)</td>
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<tr>
<td>—— Language, Grammar, and Style: Correcting Usage Errors (PE, page 102; UR 2, page 34)</td>
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<tr>
<td>—— Vocabulary: Writing a Paragraph (UR 2, page 34)</td>
</tr>
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</table>

| Vocabulary: More Vowel Sounds (VR, page 18) |
| Cross-Curricular Activities: Training Program (ATE, page 96) |
| Understanding Literature: Description and Characterization (UR 2, page 32; PE, page 101) |
| Writer’s Journal: Listing, Advice, or Dream Report (UR 2, page 33; PE, page 102) |
| Applied English: Giving Directions (UR 2, page 35; PE, page 103) |

**Strategies for Developing Readers**

**Tackle Alternating Narration**

— Have pairs use Guided Reading Questions (Reading Proficiency, ATE, page 92).
— Use Venn diagrams to keep track of Peter’s and Kevin’s thoughts (Special Needs, ATE, page 92).
— Show how the piano keys in the story are used to divide the story into sections about each character.

**Tackle Vocabulary**

— Use vocabulary exercises before reading: Writing a Paragraph (UR 2, page 34) and More Vowel Sounds (VR, page 18).
— Share the additional terms listed under English Language Learning (ATE, page 92).

**Tackle Selection Length**

— Use Dramatic Recording for first two pages.
— Have pairs read and answer Guided Reading Questions.
— Read the story over two class periods.

**Additional Strategies for English Language Learners**

— Use activities for Spanish speakers (SR, page 19).
— Discuss: parlor, lapped, manicured, perpetual, aspirations, drone, and satchel.
— Explain: intelligence network, all over him, bozos, fudge-brain, and runner up.
**Lesson Plan**

*A Woman Called Truth*, page 104

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Stage directions; characters acting as a chorus; shifts in time

**Ease Factor:** Author’s style

**Synopsis:** A detailed look at Sojourner Truth's life.

**Goals/Objectives:**
- to appreciate a drama about the life of Sojourner Truth
- to identify the contribution of many African American women
- to summarize Truth’s “Ain’t I a Woman?” speech
- to identify stage directions and dialogue
- to research the history and messages of spirituals

**Related Readings:** “The Sunflower Quilting Bee at Arles” (page 128); and “Ain’t I a Woman?” (page 130)

**Before Reading**
- Daily Oral Language (VLR I, page 22; UR 2, page 43)
- Reader's Journal (PE, page 104; UR 2, page 43)
- Reader's Toolbox: Dialogue and Stage Directions (PE, page 104)
- Reader's Resource: History Connection (PE, page 104)
- About the Author: Sandra Fenichel Asher (PE, page 127)
- Vocabulary from the Selection (ATE, page 105)
- Vocabulary: Double Trouble (VR, page 20)
- Fine Art: Faith Ringgold (VLR II, page 4; Art Smart, ATE, page 128)
- Reading Strategy: Review How a Play Is Organized (RSR)

**During Reading**
- Graphic Organizer (PE, page 104; VLR I, page 22; UR 2, page 44)
- Dramatic Recording: *A Woman Called Truth* (AL, 63:49)
- Guided Reading Questions (PE, page 107; UR 2, page 45)
- Reading Strategy: Use the Selection’s Organization (RSR)
- Fix-Up Idea: Write Things Down (RSR)

**After Reading**
- Reading Strategy: Discuss the Organization of the Play (RSR)
- Standardized Test Practice: Analyze Text Organization (RSR)
- Respond to the Selection (PE, page 127; UR 2, page 50)
- Investigate, Inquire, and Imagine (PE, page 132; UR 2, page 52)
- Understanding Literature: Dialogue and Stage Directions (PE, page 132; UR 2, page 53)
- Writer’s Journal: Name, Schedule, or Epitaph (PE, page 133; UR 2, page 53)
- Vocabulary: Antonyms (UR 2, page 55)
- Language, Grammar, and Style: Pronouns and Antecedents (UR 2, page 54)
- Study and Research: Researching Spirituals (PE, page 133; UR 2, page 56)
- Collaborative Learning: Acting (PE, page 133)
- Media Literacy: Reading a Magazine Article (PE, page 133)
- Applied English: Writing an Article (PE, page 133; UR 2, page 57)
- Related Reading: “The Sunflower Quilting Bee at Arles” (PE, page 128)
- Fine Art: Faith Ringgold (PE, page 128; VLR II, page 4; Art Smart, ATE, page 128)
- Related Reading: “Ain’t I a Woman?” (PE, page 130)
- Dramatic Recording: “Ain’t I a Woman?” (AL, 2:23)
- Related Reading Questions (ATE, page 130)
- Selection Check Test 4.2.7 (ATE, page 127; UR 2, page 58; TG)
- Selection Test 4.2.8 (UR 2, page 60; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**South Carolina State Standards**

[Click this box for details]

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**South Carolina State Standards**

**Reading Strategies Resource, Page 37**

- **Reading Strategy:** Use Text Organization
- **Fix-Up Idea:** Write Things Down
- **Standardized Test Practice:** Analyze Text Organization

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**South Carolina State Standards**

[Click this box for details]
Lesson Plan

A Woman Called Truth, page 104

Teacher's Name __________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Enacting the Play (ATE, page 105)
Reading Proficiency: Enacting the Play (ATE, page 105)
English Language Learning: Setting up the Play (ATE, page 105)
Special Needs: Enacting the Play (ATE, page 105)
Enrichment: Audio Version of the Play (ATE, page 105)

Reading Proficiency: Enacting the Play (ATE, page 105)

Cross-Curricular Activities

Readers’ Theater (ATE, page 106)
Researching Pinxter (ATE, page 111)
Researching Abolition (ATE, page 113)
Researching Quakers (ATE, page 116)
Researching Whaling (ATE, page 124)

Literary Technique

Exposition (ATE, page 106)
Flashback (ATE, page 107)
Scene (ATE, page 108)
Theme (ATE, page 121)

Additional Questions and Activities

Setting up the Scene (ATE, page 109)
Describing the Action (ATE, page 110)
Describing Characters (ATE, page 112)
Sissy’s Point of View (ATE, page 114)
Identifying Shifts in Time (ATE, page 115)
Performing Spirituals (ATE, page 117)
Time Line (ATE, page 118)
Reading Comprehension (ATE, page 119)
Analyzing Character (ATE, page 120)
Mapping the Play (ATE, page 122)
Significance of Song (ATE, page 123)
Interpreting Quotes (ATE, page 125)
Significance of Art and Women (ATE, page 129)
Related Reading Questions (ATE, page 130)

Cross-Curricular Connections

Prohibition of Importing Slaves (ATE, page 113)

Biographical Note

Sojourner Truth (ATE, pages 125 and 131)
Vincent van Gogh (ATE, page 128)

Literary Note

Sandy Asher (ATE, page 126)
Background Information Surrounding Quilt (ATE, page 128)

Internet Resources

National Women’s Hall of Fame (ATE, page 126)
Vincent van Gogh Information Gallery (ATE, page 129)

Art Smart

Faith Ringgold (ATE, page 128; VLR II, page 4)

Flexible Grouping Suggestions

Motivation: Enacting the Play (ATE, page 105)
Reading Proficiency: Enacting the Play (ATE, page 105)
English Language Learning: Setting up the Play (ATE, page 105)
Enrichment: Audio Version of the Play (ATE, page 105)
Cross-Curricular Activities (ATE, pages 106, 111, 113, 116, and 124)
Collaborative Learning: Acting (PE, page 133)

Homework Suggestions

Vocabulary: Antonyms (UR 2, page 55)
Vocabulary: Double Trouble (VR, page 20)
Language, Grammar, and Style: Pronouns and Antecedents (UR 2, page 54)
Understanding Literature: Dialogue and Stage Directions (PE, page 132; UR 2, page 53)
Writer’s Journal: Name, Schedule, or Epitaph (PE, page 133; UR 2, page 53)
Study and Research: Researching Spirituals (PE, page 133; UR 2, page 56)
Media Literacy: Reading a Magazine Article (PE, page 133)
Applied English: Writing an Article (PE, page 133; UR 2, page 57)

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

22 UNIT 2 DISCOVERING LITERATURE LESSON PLANS
Lesson Plan

A Woman Called Truth, page 104

Teacher’s Name __________________________ Class __________________ Date __________________

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<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td><strong>Tackle Stage Directions</strong></td>
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<tr>
<td>________ Read Reader’s Toolbox aloud (PE, page 104).</td>
</tr>
<tr>
<td>________ Have students set up a stage (English Language Learning, ATE, page 105).</td>
</tr>
<tr>
<td>________ Have group teams read sections of the play (Motivation, ATE, page 105).</td>
</tr>
<tr>
<td>________ Have students create an audiotape (Enrichment, ATE, page 105).</td>
</tr>
</tbody>
</table>

| **Tackle Characters Acting as a Chorus** |
| ________ Have students present the play as a Reader’s Theatre piece (Cross-Curricular Activities, ATE, page 106). |
| ________ Tape students’ reading of the play. |

| **Tackle Shifts in Time** |
| ________ Discuss flashbacks (Literary Technique, ATE, page 107). |
| ________ Have pairs read together and answer Guided Reading Questions. |

| **Additional Strategies for English Language Learners** |
| ________ Share biographical information before reading (Biographical Note: Sojourner Truth, ATE, pages 125 and 131). |
| ________ Have students draw a picture of the set “At Rise” (PE, page 106). |

| Have students place a sticky note at the beginning of each flashback (Literary Technique, ATE, page 107). |
| Pair an ELL student with a non-ELL student. Use placement of sticky notes at flashbacks to make time line. |
| Discuss additional vocabulary: livestock, auctioneer, happened by, primitive, pesky, preserves, re-established, entitled, whaling boat, and weevil. |
| Have partners discuss stage directions (Understanding Literature, PE, page 132) for “The Sunflower Quilting Bee at Arles.” |
| Discuss additional ideas: troubled, quilting bee, piecing, lynch, quilting bee and how a painted story text is different from a regular quilt. |
| Read the About the Related Reading aloud (PE, page 131). |

**for “Ain’t I A Woman?”**
| Discuss: Negroes, out of kilter, and epitaph. (Epitaph is a word used in Writer’s Journal, PE, page 133.) |
“Priscilla and the Wimps,” page 134

Teacher's Name ___________________ Class ___________________ Date ___________________
Lesson Plan

“Priscilla and the Wimps,” page 134

Teacher’s Name ___________________________________________ Class __________________________ Date __________________

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<td>Individual Learning Strategies</td>
<td>Tackle Narrator Is Not the Main Character</td>
</tr>
<tr>
<td>_______ Motivation: Story About a Bully (ATE, page 135)</td>
<td>_______ Read the first page and a half aloud; have students identify who Monk, Priscilla, and the narrator are.</td>
</tr>
<tr>
<td>_______ Reading Proficiency: Reading Aloud (ATE, page 135)</td>
<td>_______ Use Additional Questions and Activities (ATE, pages 136 and 137).</td>
</tr>
<tr>
<td>_______ English Language Learning: Understanding Hyperbole (ATE, page 135)</td>
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<tr>
<td>_______ Special Needs: Protagonist and Antagonist (ATE, page 135)</td>
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<tr>
<td>_______ Enrichment: Researching and Comparing Gangs (ATE, page 135)</td>
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<tr>
<th>Additional Questions and Activities</th>
<th>Additional Strategies for English Language Learners</th>
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<tr>
<td>_______ Role Play (ATE, page 136)</td>
<td>_______ Explain: ran a tight ship, be light years off, head honcho, and move of pure poetry.</td>
</tr>
<tr>
<td>_______ Identifying Narrator (ATE, page 137)</td>
<td>_______ Have students use sticky notes to mark hyperboles during reading.</td>
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<thead>
<tr>
<th>Literary Technique</th>
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<td>_______ Alliteration (ATE, page 136)</td>
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<tr>
<th>Flexible Grouping Suggestions</th>
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<tr>
<td>_______ Reading Proficiency: Reading Aloud (ATE, page 135)</td>
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<td>_______ English Language Learning: Understanding Hyperbole (ATE, page 135)</td>
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<tr>
<td>_______ Enrichment: Researching and Comparing Gangs (ATE, page 135)</td>
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<tr>
<td>_______ Investigate, Inquire, and Imagine (PE, page 139; UR 2, page 66)</td>
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<tr>
<td>_______ Speaking and Listening: Reading Aloud (PE, page 140)</td>
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<tr>
<td>_______ Study and Research &amp; Collaborative Learning: Group Research (PE, page 140; UR 2, page 69)</td>
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<thead>
<tr>
<th>Homework Suggestions</th>
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<tr>
<td>_______ Understanding Literature: Character and Hyperbole (PE, page 139; UR 2, page 67)</td>
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<tr>
<td>_______ Writer’s Journal: Cartoon, Newspaper Advice Column, or Telephone Dialogue (PE, page 140; UR 2, page 67)</td>
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<tr>
<td>_______ Applied English: Logging Information (PE, page 140; UR 2, page 70)</td>
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</table>

Tackle Narrator Is Not the Main Character

_________ Read the first page and a half aloud; have students identify who Monk, Priscilla, and the narrator are.

_________ Use Additional Questions and Activities (ATE, pages 136 and 137).

Additional Strategies for English Language Learners

_________ Explain: ran a tight ship, be light years off, head honcho, and move of pure poetry.

_________ Have students use sticky notes to mark hyperboles during reading.


_________ Discuss: malnutrition and swaggers.

_________ Have partners work together on Guided Reading Questions and Investigate, Inquire, and Imagine questions.
Unit Two
Learning from Heroes
Closing the Unit, pages 141–149

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity

_____ The Hero and the Crown by Robin McKinley
_____ Writing a Screenplay (PE, page 141; UR 2, page 77)

Other Books Students May Want to Read

_____ The Door in the Wall by Marguerite de Angeli (PE, page 141)
_____ The Ear, the Eye, and the Arm by Nancy Farmer (PE, page 141)
_____ Number the Stars by Lois Lowry (PE, page 141)
_____ The True Confessions of Charlotte Doyle by Avi (PE, page 141). This title is available as an EMC Masterpiece Series Access Edition.
_____ The Giver by Lois Lowry (PE, page 141). This title is available as an EMC Masterpiece Series Access Edition.

Persuasive Writing: Nominating a Hero

Assignment: Students write a persuasive essay in which they nominate a hero (PE, pages 142–147).

Before Writing

_____ Nominating a Hero (PE, page 142)
_____ Professional Model (PE, page 142)
_____ Prewriting (PE, page 143; WR, page 28)
_____ Student Model—Graphic Organizer (PE, page 143; WR, page 30)
_____ Graphic Organizer (VLR I, page 118; WR, page 29)
_____ Student Model—Draft (PE, page 144; VLR I, page 119; WR, page 31)
_____ Writing Rubric (VLR I, page 120; WR, page 38)

During Writing

_____ Drafting (PE, page 144)
_____ Self- and Peer Evaluation (PE, page 145; WR, page 34)
_____ Revising and Proofreading (PE, page 145)
_____ Student Model—Revised (PE, page 146; WR, page 36)

After Writing

_____ Publishing and Presenting (PE, page 147)
_____ Reflecting (PE, page 147)

SOUTH CAROLINA STATE STANDARDS

click this box for details

GUIDED WRITING Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Unit Two
Learning from Heroes
Closing the Unit, pages 141–149

Individual Learning Strategies
- Motivation: Discussing Heroes (ATE, page 143)
- Reading Proficiency: Becoming Active Readers (ATE, page 143)
- English Language Learning: Choosing a Cultural Hero (ATE, page 143)
- Special Needs: Graphic Organizer (ATE, page 143)
- Enrichment: Researching or Interviewing a Hero (ATE, page 143)

Flexible Grouping Suggestions
- Revising and Proofreading (PE, page 145)
- Publishing and Presenting (PE, page 147)

Homework Suggestions
- Freewriting about heroes (Prewriting, PE, page 143)
- Graphic Organizer (PE, page 143, VLR I, page 119; WR, page 29)
- Self-Evaluation (PE, page 145; WR, page 34)
- Writing Rubric (VLR I, page 120; WR, page 38)

Unit Two Review

Review and Assessment
- Words for Everyday Use (PE, page 148; UR 2, page 78)
- Vocabulary Development (PE, page 148)
- Literary Tools (PE, page 148; UR 2, page 79)
- Unit 2 Review (UR 2, page 81)
- Unit 2 Study Guide (UR 2, page 86)
- Unit 2 Test (UR 2, page 86; TG)

Reflecting on Your Reading
- Theme (PE, page 149)
- Group Project (PE, page 149)
- Art Smart: Willard Midgett (PE and ATE, page 149)
Unit Three
Adventures and Disasters
Opening the Unit, pages 150–152

Teacher’s Name ____________________________ Class ____________ Date ____________________

Getting Started in the Classroom

Fine Art: John Stuart Curry. Have students discuss how the artwork relates to the title of this unit (PE, page 150).

Echoes (PE, page 152)

Additional Questions and Activities: Connecting to Quotes (ATE, page 152)

Unit 3 Goals/Objectives:
• to experience fiction, nonfiction, and poems exploring themes related to disasters
• to define and identify examples of ballad, chronological order, description, dialogue, essay, figures of speech, historical fiction, mood narrative poem, repetition, rhyme, setting, and stanza
• to read independently and interview an Antarctic explorer
• to write a narrative describing a disaster
• to demonstrate an ability to use plurals correctly

Lessons I Plan to Teach

--- “Pompeii,” page 163
--- Related Reading: “Fire and Ice,” page 175
--- “The Springhill Disaster,” page 178
--- “The Wreck of the Hesperus,” page 201
--- Related Reading: “The Wreck of the Edmund Fitzgerald,” page 206
--- “Big Wind” and “Child on Top of a Greenhouse,” page 210
--- For Your Reading List, page 217
--- Guided Writing—Narrative Writing: Describing a Disaster, page 218
--- Unit Three Review, page 224

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 150–151).
Lesson Plan


Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Challenging

Difficulty Consideration: Unfamiliar technical terms

Ease Factor: Thrilling real-life adventure

Synopsis: Explorer Ernest Shackleton and twenty-seven of his men try to cross the Antarctic continent in 1914.

Goals/Objectives:
• to appreciate a real-life adventure where people work together to overcome extreme odds
• to learn about Antarctic exploration and the dangers explorers faced in the snow, ice, and frigid temperatures
• to define setting and identify details of the setting in a nonfiction selection
• to conduct research on Antarctica

Before Reading
_________ Daily Oral Language (VLR I, page 25; UR 3, page 1)
_________ Reader’s Journal (PE, page 153; UR 3, page 2)
_________ Reader’s Toolbox: Setting and Description (PE, page 153)
_________ Reader’s Resource: History Connection (PE, page 153)
_________ About the Author: Jennifer Armstrong (PE, page 160)
_________ Vocabulary from the Selection (ATE, page 155)
_________ Vocabulary: Contraction Action (VR, page 24)
_________ Reading Strategy: Create a Story Web (RSR)

During Reading
_________ Graphic Organizer (PE, page 153; VLR I, page 25; UR 3, page 1)
_________ Dramatic Recording (AL, 14:26)
_________ Guided Reading Questions (PE, page 154; UR 3, page 2)
_________ Reading Strategy: Complete Your Story Web (RSR)
_________ Fix-Up Idea: Read Short Sections (RSR)

After Reading
_________ Reading Strategy: Summarize Your Story Web (RSR)
_________ Standardized Test Practice: Draw Conclusions
_________ Respond to the Selection (PE, page 160; UR 3, page 4)
_________ Investigate, Inquire, and Imagine (PE, page 161; UR 3, page 4)
_________ Understanding Literature: Setting and Description (PE, page 162; UR 3, page 5)
_________ Writer’s Journal: Message, News Report, or Inspirational Speech (PE, page 162; UR 3, page 5)
_________ Vocabulary: Matching (UR 3, page 6)
_________ Language, Grammar, and Style: Commas (UR 3, page 7)
_________ Applied English: Design an Advertisement (PE, page 162)
_________ Collaborative Learning: Setting Up an Expedition (PE, page 162)
_________ Selection Check Test 4.3.1 (ATE, page 160; UR 3, page 8; TG)
_________ Selection Test 4.3.2 (UR 3, page 10; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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UR—Unit Resource  VLR—Visual Literacy Resource  VR—Vocabulary Resource  WR—Writing Resource  AL—Audio Library
Lesson Plan


Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Three Most Important Things (ATE, page 154)
- Reading Proficiency: Working Together (ATE, page 154)
- English Language Learning: Creating Contextual Sentences (ATE, page 154)
- Special Needs: Identifying Facts in Nonfiction (ATE, page 154)
- Enrichment: Reporting on Shackleton (ATE, page 154)

Cross-Curricular Note

- Antarctica (ATE, page 155)

Quotables

- Sir Raymond Priestley (ATE, page 155)

Cross-Curricular Connections

- Captain Cook (ATE, page 156)

Additional Questions and Activities

- Setting up the Story (ATE, page 157)
- Reading Comprehension (ATE, page 159)

Cross-Curricular Activities

- Researching Antarctica (ATE, page 158)

Biographical Note

- Queen Alexandra (ATE, page 158)

Flexible Grouping Suggestions

- Reading Proficiency: Working Together (ATE, page 154)
- English Language Learning: Creating Contextual Sentences (ATE, page 154)
- Collaborative Learning: Setting Up an Expedition (PE, page 162)
- Investigate, Inquire, and Imagine (PE, page 161; UR 3, page 4)
- Understanding Literature: Setting and Description (PE, page 162; UR 3, page 5)

Homework Suggestions

- Motivation: Survival Items (ATE, page 154)
- Enrichment: Reporting on Ernest Shackleton (ATE, page 154)
- Cross-Curricular Activities: Researching Antarctica (ATE, page 158)

Strategies for Developing Readers

- Use Vocabulary activities before reading: Matching (UR 3, page 6) and Contraction Action (VR, page 24).
- Encourage students to use Words for Everyday Use and Guided Reading Questions.

Additional Strategies for English Language Learners

- Use activities for Spanish speakers (SR, page 27).
- Read Reader’s Toolbox and Reader’s Resource aloud (ATE, page 153).
- Read Cross-Curricular Note aloud (ATE, page 155).
- Have ELL students and non-ELL students read and work on Graphic Organizers together (ATE, page 153).
- Discuss: expedition, quivered, and trudge.

Tackle Unfamiliar Technical Terms

- Use activities for Spanish speakers (SR, page 27).
- Read Reader’s Toolbox and Reader’s Resource aloud (ATE, page 153).
- Read Cross-Curricular Note aloud (ATE, page 155).
- Have ELL students and non-ELL students read and work on Graphic Organizers together (ATE, page 153).
- Discuss: expedition, quivered, and trudge.

Additional Strategies for English Language Learners

- Use activities for Spanish speakers (SR, page 27).
- Read Reader’s Toolbox and Reader’s Resource aloud (ATE, page 153).
- Read Cross-Curricular Note aloud (ATE, page 155).
- Have ELL students and non-ELL students read and work on Graphic Organizers together (ATE, page 153).
- Discuss: expedition, quivered, and trudge.

- Use activities for Spanish speakers (SR, page 27).
- Read Reader’s Toolbox and Reader’s Resource aloud (ATE, page 153).
- Read Cross-Curricular Note aloud (ATE, page 155).
- Have ELL students and non-ELL students read and work on Graphic Organizers together (ATE, page 153).
- Discuss: expedition, quivered, and trudge.

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Lesson Plan

“Pompeii,” page 163

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Unfamiliar technical terms; selection length

Ease Factor: Gripping opening paragraphs

Synopsis: Nonfiction account of what the volcanic eruption must have been like and what the ruins tell us about life in Pompeii.

Goals/Objectives:
• to understand the destruction of Pompeii caused by the eruption of Mt. Vesuvius
• to summarize the process by which a volcano erupts
• to identify the thesis in a historical essay and note the chronological organization of historical events
• to build vocabulary skills by identifying the meanings of words

Related Reading: “Fire and Ice” (page 175)

Before Reading
_________ Daily Oral Language (VLR I, page 26; UR 3, page 14)
_________ Reader’s Journal (PE, page 163; UR 3, page 14)
_________ Reader’s Toolbox: Essay and Chronological Order (PE, page 163)
_________ Reader’s Resource: Science Connection (PE, page 163)
_________ About the Author: Robert Silverberg (PE, page 174)
_________ Vocabulary from the Selection (ATE, page 163)
_________ Vocabulary: Contraction Action (VR, page 26)
_________ Fine Art: Pompeii Statue (PE, page 163; Art Smart, PE and ATE, page 163)
_________ Reading Strategy: Picture Pompeii (RSR)

During Reading
_________ Dramatic Recording (AL, 31:20)
_________ Guided Reading Questions (PE, page 166; UR 3, page 14)
_________ Reading Strategy: Continue Reading and Picturing Pompeii (RSR)
_________ Fix-Up Idea: Refocus and Put Things in Chronological Order (RSR)

After Reading
_________ Reading Strategy: Discuss Pompeii Then and Pompeii Now (RSR)
_________ Standardized Test Practice: Understand Sequence of Events (RSR)
_________ Respond to the Selection (PE, page 174; UR 3, page 16)
_________ Investigate, Inquire, and Imagine (PE, page 176; UR 3, page 17)
_________ Understanding Literature: Essay and Chronological Order (PE, page 176; UR 3, page 18)
_________ Writer’s Journal: News Article, Street Sign, or Shopping List (PE, page 177; UR 3, page 19)
_________ Language, Grammar, and Style: Functions of Sentences (UR 3, page 21)
_________ Related Reading: “Fire and Ice” (PE, page 175)
_________ Related Reading Questions (ATE, page 175; UR 3, page 17)
_________ Fine Art: Clyfford Still (PE, page 175; VLR II, page 7; Art Smart, ATE, page 175)
_________ Selection Check Test 4.3.3 (ATE, page 174; UR 3, page 22; TG)
_________ Selection Test 4.3.4 (UR 3, page 24; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Pompeii,” page 163

Teacher's Name _______________________________ Class _______________ Date _______________

Teaching Options

Individual Learning Strategies

- Motivation: Research Ghost Towns (ATE, page 164)
- Reading Proficiency: Visualize Pompeii (ATE, page 164)
- English Language Learning: Collaborative Learning (ATE, page 164)
- Special Needs: Chronological Order (ATE, page 164)
- Enrichment: Researching and Writing about a Natural Disaster (ATE, page 164)

Additional Questions and Activities

- Pompeii Facts (ATE, pages 165, 167)
- Reading Comprehension (ATE, pages 169 and 173)
- Leaving Home Suddenly (ATE, page 170)
- Mapping Pompeii (ATE, page 171)
- Related Reading Questions (ATE, pages 175, UR 3, page 17)

Cross-Curricular Connections

- Mt. Vesuvius (ATE, page 166)
- Geography of Pompeii (ATE, page 167)
- Mount St. Helens (ATE, page 171)

Biographical Note

- Pliny the Younger (ATE, page 168)

Literary Note

- Mythology (ATE, page 172)

Art Smart

- Clyfford Still (ATE, page 175; VLR II, page 7)

Flexible Grouping Suggestions

- Motivation: Research Ghost Towns (ATE, page 164)
- Reading Proficiency: Visualize Pompeii (ATE, page 164)
- English Language Learning: Collaborative Learning (ATE, page 164)
- Special Needs: Chronological Order (ATE, page 164)
- Investigate, Inquire, and Imagine (PE, page 176; UR 3, page 17)

Homework Suggestions

- Understanding Literature: Essay and Chronological Order (PE, pages 176; UR 3, page 18)
- Writer’s Journal: News Article, Street Sign, or Shopping List (PE, pages 177; UR 3, page 19)
- Language, Grammar, and Style: Functions of Sentences (UR 3, page 21)

Strategies for Developing Readers

Tackle Unfamiliar Technical Terms

- Read Reader's Resource aloud (PE, page 163).
- Bring in pictures of active volcanoes.
- Conduct Internet research on Mount St. Helens (Cross-Curricular Connections, ATE, page 171).
- Use both vocabulary exercises before reading: Matching (PE, pages 177; UR 3, page 20) and Contraction Action (UR, page 26).

Tackle Selection Length

- Read the story over two class periods.
- Have pairs use the Guided Reading Questions.

Additional Strategies for English Language Learners

- Use activities for Spanish speakers (SR, page 35).
- Before reading text, read the Cross-Curricular Connections (ATE, pages 166 and 167).
- From pages 167–171, use sticky notes to create a time line of important events during the eruption.
- Use the completed time line to write a news article and to further explain chronological order.
- Explain: held the hidden forces in check.
- Discuss: fanfare, scrawling, quick-witted, notices, vats, and immortality.
Lesson Plan

“The Springhill Disaster,” page 178

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Considerations: Song lyric format; subject matter

Ease Factors: Vocabulary; selection length

Synopsis: Song lyrics chronicle the events of a 1958 mining disaster.

Goals/Objectives:
• to respond to song lyrics that describe a coal-mining accident
• to understand and summarize events depicted in song lyrics
• to identify the use of rhyme and repetition in song lyrics
• to define mood and describe the mood of a literary work
• to build vocabulary skills
• to demonstrate an understanding of mood by writing a paragraph

Before Reading
_________ Daily Oral Language (VLR I, page 27; UR 3, page 28)
_________ Reader’s Journal (PE, page 178; UR 3, page 28)
_________ Reader’s Toolbox: Rhyme, Repetition, and Mood (PE, page 178)
_________ Reader’s Resource: Geography, History, and Science Connections (PE, page 178)
_________ About the Author: Peggy Seegar (PE, page 182)
_________ Vocabulary: Rhyme Time (VR, page 28)
_________ Fine Art: Ben Shahn (PE, page 179; VLR II, page 10; Art Smart, PE and ATE, page 178; UR 3, page 29)
_________ Reading Strategy: Make a Prediction (RSR)

During Reading
_________ Dramatic Recording (AL, 5:13)
_________ Guided Reading Questions (PE, page 180; UR 3, page 28)
_________ Reading Strategy: Continue Making Predictions (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Analyze Your Predictions (RSR)
_________ Standardized Test Practice: Recognize Mood and Tone (RSR)
_________ Respond to the Selection (PE, page 182; UR 3, page 29)
_________ Investigate, Inquire, and Imagine (PE, page 183; UR 3, page 30)
_________ Understanding Literature: Rhyme, Repetition, and Mood (PE, page 183; UR 3, page 31)
_________ Writer’s Journal: Compact Disc Packaging Label, Stanza, or Plaque (PE, page 184; UR 3, page 31)
_________ Critical Thinking: Creating Mood (PE, page 184; UR 3, page 32)
_________ Speaking and Listening: Recording a Song (PE, page 184)
_________ Language, Grammar, and Style: Adjectives and Adverbs (PE, page 184; UR 3, page 33)
_________ Selection Check Test 4.3.5 (ATE, page 182; UR 3, page 34; TG)
_________ Selection Test 4.3.6 (UR 3, page 35, TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“The Springhill Disaster,” page 178

Teacher’s Name __________________________ Class __________________________ Date ________________

M T W TH F

Teaching Options

Individual Learning Strategies

_________ Motivation: Songs and Poems about a Place (ATE, page 179)
_________ Reading Proficiency: Listening to Words Being Sung (ATE, page 179)
_________ English Language Learning: Rhyme and Translation (ATE, page 179)
_________ Special Needs: Writing Rhyming Pairs (ATE, page 179)
_________ Enrichment: Researching and Writing a Song about a Place (ATE, page 179)

Cross-Curricular Activities

_________ Researching Coal Mining (ATE, page 180)
_________ Songs about Issues (ATE, page 181)

Art Smart

_________ Ben Shahn (PE and ATE, page 178; VLR II, page 10; UR 3, page 29)

Flexible Grouping Suggestions

_________ Special Needs: Writing Rhyming Pairs (ATE, page 179)
_________ Enrichment: Researching and Writing a Song about a Place (ATE, page 179)
_________ Cross-Curricular Activities: Researching Coal Mining (ATE, page 180)
_________ Cross-Curricular Activities: Songs about Issues (ATE, page 181)
_________ Investigate, Inquire, and Imagine (PE, page 183; UR 3, page 30)
_________ Speaking and Listening: Recording a Song (PE, page 184)

Strategies for Developing Readers

Tackle Song Lyric Format

_________ Play the audiotape.
_________ Have students find other songs that tell stories about geographical places (Motivation, ATE, page 179; Cross-Curricular Activities, ATE, page 181).

Tackle Subject Matter

_________ Read Reader’s Resource aloud.
_________ Read Art Smart: Ben Shahn (PE and ATE, page 178; VLR II, page 10; UR 3, page 29)

Additional Strategies for English Language Learners

_________ Explain: fuels the disaster and slag.
_________ Ask ELL students if there are any coal mines or dangerous places to work in their native countries.
_________ Have students share a poem from their native languages. Have non-ELL students listen to the rhythm and sounds of the languages. Be cautious when asking students to translate and rhyme poems; some students may find such a task to be disrespectful of their cultural backgrounds or difficult to tackle alone.
_________ Have ELL students bring in poems and teach them to the class. You might try having students read the poems with appropriate background music and record it (Speaking and Listening: Recording a Song, PE, page 184).

Homework Suggestions

_________ Language, Grammar, and Style (PE, page 184; UR 3, page 33)
_________ Understanding Literature (PE, page 183; UR 3, page 31)
_________ Writer’s Journal: Compact Disc Packaging Label, Stanza in a Poem, or Plaque (PE, page 184; UR 3, page 31)
_________ Critical Thinking: Creating Mood (PE, page 184; UR 3, page 32)
Lesson Plan


Teacher’s Name ____________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Subject matter; selection length

**Ease Factor:** Real-life adventure

**Synopsis:** This nonfiction account tells of the unlucky Donner party that attempted to travel over land to Oregon and California in the 1840s.

**Goals/Objectives:**
- to empathize with the struggles of pioneer families as they tried to cross the frontier
- to describe some of the hardships that pioneer families faced on their journeys
- to define *historical fiction* and decipher factual events from fictional events in a literary work
- to define *dialogue* and note its use in historical fiction
- to demonstrate speaking and listening skills in a debate about story events

**Before Reading**
- Daily Oral Language (VLR I, page 28; UR 3, page 38)
- Reader's Journal (PE, page 198; UR 3, page 39)
- Reader's Toolbox: Historical Fiction and Dialogue (PE, page 185)
- Reader's Resource: History and Geography Connections (PE, page 185)
- About the Author: Catherine Gourley (PE, page 198)
- Vocabulary from the Selection (ATE, page 187)
- Vocabulary: Solving the *ie/ei* Puzzle (VR, page 29)
- Reading Strategy: Set a Purpose (RSR)

**During Reading**
- Graphic Organizer (PE, page 185; VLR I, page 28; UR 3, page 38)
- Guided Reading Questions (PE, page 186; UR 3, page 39)
- Reading Strategy: Jot Down Things that Stood in the Way (RSR)
- Fix-Up Idea: Read Shorter Sections (RSR)

**After Reading**
- Reading Strategy: Discuss What Doomed the Donner Party (RSR)
- Standardized Test Practice: Distinguish Fact from Opinion (RSR)
- Respond to the Selection (PE, page 198; UR 3, page 43)
- Investigate, Inquire, and Imagine (PE, page 199; UR 3, page 43)
- Understanding Literature: Historical Fiction and Dialogue (PE, page 199; UR 3, page 45)
- Writer's Journal: Journal Entry, Letter, or Editorial (PE, page 200; UR 3, page 45)
- Speaking and Listening: Legal Arguments (PE, page 200)
- Media Literacy: Further Study (PE, page 200; UR 3, page 48)
- Applied English: Offering Critique (PE, page 200)
- Vocabulary: Writing Definitions (UR 3, page 46)
- Language, Grammar, and Style: Direct Objects (PE, page 200; UR 3, page 48)
- Selection Check Test 4.3.7 (ATE, page 198; UR 3, page 50; TG)
- Selection Test 4.3.8 (UR 3, page 52; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

Print Resources ☑️ Transparency ☑️ Audio Library ☑️ Test Generator CD-ROM ☑️ Internet


Teacher's Name __________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Planning a Road Trip (ATE, page 186)
- Reading Proficiency: Collaborative Learning (ATE, page 186)
- English Language Learning: Definitions Game (ATE, page 186)
- Special Needs: Dialogue (ATE, page 186)
- Enrichment: Researching a Historical Event (ATE, page 186)

**Additional Questions and Activities**
- Analyzing Character (ATE, page 188)
- Describing Characters (ATE, page 190)

**Bibliographic Note**
- Laura Ingalls Wilder (ATE, page 189)

**Literary Technique**
- Dialogue (ATE, page 191)
- Chronological Order (ATE, page 193)

**Cross-Curricular Connections**
- Geography of the Donner Party's Travel (ATE, page 192)
- Geysers (ATE, page 194)
- Snow in 1846 (ATE, page 196)

**Internet Resources**
- Photographs of the Route (ATE, page 195)
- Donner Memorial (ATE, page 197)

**Flexible Grouping Suggestions**
- Motivation: Planning for a Road Trip (ATE, page 186)
- Reading Proficiency: Collaborative Learning (ATE, page 186)
- English Language Learning: Definitions Game (ATE, page 186)
- Special Needs: Dialogue (ATE, page 186)
- Investigate, Inquire, and Imagine (PE, page 199; UR 3, page 43)
- Speaking and Listening: Legal Arguments (PE, page 200)

**Homework Suggestions**
- Vocabulary: Writing Definitions (UR 3, page 46)
- Vocabulary: Solving the ie/ei Puzzle (VR, page 29)
- Language, Grammar, and Style: Direct Objects (PE, page 200; UR 3, page 48)

**Strategies for Developing Readers**

**Tackle Subject Matter**
- Read Reader’s Resource aloud.
- Have students find out more about the Donner’s trip (Internet Resources, ATE, pages 195 and 197).
- Share information included in the Cross-Curricular Connections (ATE, pages 192, 194, and 196).

**Tackle Selection Length**
- Read the story over two class periods.
- Conduct Internet research or work on vocabulary and grammar between sessions.
- Have students read to each other in pairs or have students form groups to read the dialogue aloud.
- Discuss dialogue between Bridger and others (Literacy Technique, ATE, page 191).

**Additional Strategies for English Language Learners**
- Fully establish background information with Prereading page.
- Look at photographs of the route before students read to get a sense of the historical setting (Internet Resources, ATE, page 195).
- Discuss: guidebooks, well-thumbed, aristocrat, restrained, bellyful, logic, provisions, lording it over, and entrails.
- Have ELL and non-ELL pairs take turns reading and filling in Graphic Organizers (ATE, page 185).
Lesson Plan

“The Wreck of the Hesperus,” page 201

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Poetic sentence structure; vocabulary

Ease Factor: Subject matter


Goals/Objectives:
• to respond to a narrative poem about a shipwreck
• to identify and summarize the events described in a narrative poem
• to define ballad and recognize the general features of ballads
• to define stanza and analyze stanza in a poem
• to demonstrate an ability to locate and correct capitalization errors in sentences

Related Reading: “The Wreck of the Edmund Fitzgerald” (page 206)

Before Reading

_______ Daily Oral Language (VLR I, page 29; UR 3, 56)
_______ Reader’s Journal (PE, page 201; UR 3, page 56)
_______ Reader’s Toolbox: Narrative Poem, Ballad, and Stanza (PE, page 201)
_______ Reader’s Resource: American History, Math, and Science Connections (PE, page 201)
_______ About the Author: Henry Wadsworth Longfellow (PE, page 205)
_______ Vocabulary from the Selection (ATE, page 202)
_______ Vocabulary: Stormy Weather (VR, page 31)
_______ Reading Strategy: Build Background Knowledge (RSR)

During Reading

_______ Graphic Organizer (PE, page 201; VLR I, page 29; UR 3, page 56)
_______ Dramatic Recording (AL, 4:36)
_______ Guided Reading Questions (PE, page 203; UR 3, page 56)
_______ Reading Strategy: Make Connections As You Read (RSR)
_______ Fix-Up Idea: Refocus (RSR)

After Reading

_______ Reading Strategy: Discuss the Story (RSR)
_______ Standardized Test Practice: Understand an Author’s Point of View (RSR)
_______ Respond to the Selection (PE, page 205; UR 3, page 57)
_______ Investigate, Inquire, and Imagine (PE, page 208; UR 3, page 58)
_______ Understanding Literature: Narrative Poem, Ballad, and Stanza (PE, page 208; UR 3, page 59)
_______ Writer’s Journal: Interview Questions, Official Report, or Ballad (PE, page 209; UR 3, page 60)
_______ Collaborative Learning: Developing a Board Game (PE, page 209)
_______ Vocabulary: Synonyms (UR 3, page 61)
_______ Language, Grammar, and Style: Capitalization (PE, page 209; UR 3, page 61)
_______ Related Reading: “The Wreck of the Edmund Fitzgerald” (PE, page 206)
_______ Related Reading Questions (ATE, page 206; UR 3, page 57)
_______ Selection Check Test 4.3.9 (ATE, page 205; UR 3, page 62; TG)
_______ Selection Test 4.3.10 (UR 3, page 63; TG)
_______ Internet activities at http://www.emcp.com

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Lesson Plan

“The Wreck of the Hesperus,” page 201

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Sharing Storm Stories (ATE, page 202)
- Reading Proficiency: Detecting Rhyme (ATE, page 202)
- English Language Learning: Vocabulary (ATE, page 202)
- Special Needs: Article about a Storm (ATE, page 202)
- Enrichment: Writing a Ballad (ATE, page 202)

Additional Questions and Activities

- Reading Comprehension (ATE, pages 203 and 204)
- Related Reading Questions (ATE, page 206; UR 3, page 57)

Cross-Curricular Connections

- Nor’easter (ATE, page 204)

Literary Note

- Metaphor (ATE, page 206)

Internet Resources

- The Great Lakes Shipwreck Museum (ATE, page 207)

Flexible Grouping Suggestions

- Motivation: Sharing Storm Stories (ATE, page 202)
- Reading Proficiency: Detecting Rhyme (ATE, page 202)
- Investigate, Inquire, and Imagine (PE, page 208; UR 3, page 58).
- Collaborative Learning: Developing a Board Game (PE, page 209)

Homework Suggestions

- Vocabulary: Synonyms (UR 3, page 61)
- Vocabulary: Stormy Weather (VR, page 31)
- Language, Grammar, and Style (PE, page 209; UR 3, page 61)
- Understanding Literature: Narrative Poem, Ballad, and Stanza (PE, page 208; UR 3, page 59)
- Writer’s Journal: Interview Questions, Official Report, or Ballad (PE, page 209; UR 3, page 60)

Strategies for Developing Readers

Tackle Poetic Sentence Structure

- Use the Graphic Organizer to identify rhyme scheme.
- Read Reader’s Toolbox aloud (PE, page 201).
- Remind students to read to the end of a thought, not just to the end of a line.

Tackle Vocabulary

- Read Words for Everyday Use and footnotes before reading.
- Use vocabulary exercises before reading: Stormy Weather (VR, page 31) and Synonyms (UR 3, page 61).

Additional Strategies for English Language Learners for “The Wreck of the Hesperus”

- Divide students into small groups that each include an ELL student. Take turns reading the stanzas, with the ELL student recording any vocabulary that the group cannot figure out in the context of the poem. After reading, bring groups together and discuss vocabulary.

for “The Wreck of the Edmund Fitzgerald”

- Find out more about The Great Lakes Shipwreck Museum (Internet Resources, ATE, page 207).
- Discuss: well seasoned and hatchway.
- Use Dramatic Recording (AL, 4:36).

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Lesson Plan

“Big Wind” and “Child on Top of a Greenhouse,” page 210

Teacher’s Name ___________________________ Class __________________ Date ___________________

Reading Level: Moderate

Difficulty Considerations: Figurative language; unfamiliar content

Ease Factor: Vivid images

Synopsis: A tornado, personified as a ship, invades a greenhouse in “Big Wind.” A child stands atop a greenhouse in “Child on Top of a Greenhouse.”

Goals/Objectives:
• to interpret two poems about greenhouses and appreciate the poet’s use of descriptive language
• to briefly explain how greenhouses work and describe three types of greenhouses
• to define figure of speech and identify figures of speech in poetry
• to build vocabulary skill by brainstorming a list of vivid verbs

Before Reading
_________ Daily Oral Language (VLR I, page 30; UR 3, page 66)
_________ Reader’s Journal (PE, page 210; UR 3, page 67)
_________ Reader’s Toolbox: Figures of Speech and Personification (PE, page 210)
_________ Reader’s Resource: Science Connection (PE, page 210)
_________ About the Author: Theodore Roethke (PE, page 214)
_________ Vocabulary from the Selection (ATE, page 211)
_________ Vocabulary: Possessives (VR, page 33)
_________ Reading Strategy: Understand What the Poems Are About (RSR)

During Reading
_________ Graphic Organizer (PE, page 210; VLR I, page 30; UR 3, page 66)
_________ Dramatic Recording: “Big Wind” (AL, 1:12)
_________ Dramatic Recording: “Child on Top of a Greenhouse” (AL, 0:35)
_________ Guided Reading Questions (PE, page 212; UR 3, page 67)
_________ Reading Strategy: Read the Poems (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Share How You Read the Poem (RSR)
_________ Standardized Test Practice: Compare and Contrast (RSR)
_________ Respond to the Selection (PE, page 214; UR 3, page 67)
_________ Investigate, Inquire, and Imagine (PE, page 215; UR 3, page 68)
_________ Understanding Literature: Figure of Speech and Personification (PE, page 215; UR 3, page 69)
_________ Writer’s Journal: Metaphor, Play, or Invitation (PE, page 216; UR 3, page 69)
_________ Cooperative Learning: Growing Plants (PE, page 216)
_________ Vocabulary: Using Vivid, Concrete Verbs (UR 3, page 70)
_________ Language, Grammar, and Style: Prepositions, Conjunctions, and Interjections (PE, page 216; UR 3, page 70)
_________ Selection Check Test 4.3.11 (PE, page 214; UR 3, page 72; TG)
_________ Selection Test 4.3.12 (UR 3, page 73; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Reading Strategies Resource, Page 67

Reading Strategy: Use Text Organization
Fix-Up Idea: Read Aloud
Standardized Test Practice:
Compare and Contrast

South Carolina State Standards

Click this box for details

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### “Big Wind” and “Child on Top of a Greenhouse,” page 210

- **Strategies for Developing Readers**
  - **Tackle Figurative Language**
    - Have students practice writing similes and metaphors.
    - Have students create a graphic organizer for figures of speech.
    - Provide additional information about Literary Techniques (ATE, pages 212 and 213).
  - **Tackle Unfamiliar Content**
    - Read the Reader's Resource aloud (ATE, page 210).
    - Use the alternative Reader's Journal suggestion (ATE, page 210).
    - Have students answer Guided Reading Questions as they read.
    - Ask students additional questions about the poems (Additional Questions and Activities, ATE, page 213).
  - **Additional Strategies for English Language Learners**
    - for “Big Wind”
      - Discuss: manure-machine, pressure gauge, and ploughing.
    - for “Child on Top of a Greenhouse”
      - Explain: staring up like accusers.

### Teaching Options

#### Individual Learning Strategies

- Motivation: Greenhouse Speaker (ATE, page 211)
- Reading Proficiency: Read Aloud (ATE, page 211)
- English Language Learning: Vocabulary (ATE, page 211)
- Special Needs: Visualizing Greenhouse Plants (ATE, page 211)
- Enrichment: Visiting a Greenhouse (ATE, page 211)

#### Literary Technique

- Image and Imagery (ATE, page 212)
- Simile (ATE, page 213)

#### Additional Questions and Activities

- Reading Comprehension (ATE, page 213)

#### Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 215; UR 3, page 68)
- Reading Proficiency: Read Aloud (ATE, page 211)
- Literary Technique: Simile (ATE, page 213)

### Homework Suggestions

- Vocabulary: Possessives (VR, page 33)
- Language, Grammar, and Style (PE, page 216; UR 3, page 70)
- Understanding Literature: Figure of Speech and Personification (PE, page 215; UR 3, page 69)
- Writer’s Journal: Metaphor, Play, or Invitation (PE, page 216; UR 3, page 69)
- Cooperative Learning: Growing Plants (PE, page 216)
Unit Three
Adventures and Disasters
Closing the Unit, pages 217–225

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity

_________ Interview an Antarctic Explorer (PE, page 217; UR 3, page 76)

Other Books Students May Want to Read

_________ Black Whiteness: Admiral Byrd Alone in the Antarctic by Robert Burleigh (PE, page 217)

Guided Writing

Narrative Writing: Describing a Disaster

Assignment: Students narrate and describe their experience with a natural disaster (PE, pages 218–223).

Before Writing

_________ Narrative Writing: Describing a Disaster (PE, page 218)
_________ Professional Model (PE, page 218)
_________ Rubric for Assignment (VLR I, page 127; WR, page 56)
_________ Prewriting (PE, page 218; WR, page 39)
_________ Student Model—Graphic Organizer (PE, page 219; WR, page 42)
_________ Graphic Organizer (VLR I, page 124; WR, page 41)
_________ Student Model—Draft (PE, page 220; VLR I, page 125; WR, page 44)

During Writing

_________ Drafting (PE, page 219; WR, page 43)
_________ Self- and Peer Evaluation (PE, page 220; WR, page 50)
_________ Language, Grammar, and Style: Forming Plurals Correctly (PE, page 221; WR, page 45)
_________ Revising and Proofreading (PE, page 221)
_________ Student Model—Revised (PE, page 222; WR, page 54)

After Writing

_________ Publishing and Presenting (PE, page 223)
_________ Reflecting (PE, page 218)
Lesson Plan

Unit Three
Adventures and Disasters
Closing the Unit, pages 217–225

Teacher’s Name ___________________________ Class __________________ Date __________________

Individual Learning Strategies

□ Motivation: Disaster Movie (ATE, page 220)
□ Reading Proficiency: Organization of Textbook (ATE, page 220)
□ English Language Learning: Choosing a Cultural Natural Disaster (ATE, page 220)
□ Special Needs: Discussing Disasters (ATE, page 220)
□ Enrichment: Rewriting in a Different Form (ATE, page 220)

Flexible Grouping Suggestions

□ Revising and Proofreading (PE, page 221)
□ Publishing and Presenting (PE, page 223)

Homework Suggestions

□ Have students think about disaster stories (Reflecting, Prewriting: Writing with a Plan, PE, page 218).
□ Graphic Organizer (PE, page 219; VLR I, page 124; WR, page 41)
□ Language, Grammar, and Style: Forming Plurals Correctly (PE, page 221; WR, page 45)
□ Self-Evaluation (PE, page 220; WR, page 50)
□ Rubric for Assignment (VLR I, page 127; WR, page 56)

Unit Three Review

Review and Assessment

□ Words for Everyday Use (PE, page 224; UR 3, page 78)
□ Vocabulary Development (ATE, page 224)
□ Literary Tools (PE, page 224; UR 3, page 79)
□ Unit 3 Review (UR 3, page 78)
□ Unit 3 Study Guide (UR 3, page 82)
□ Unit 3 Test (UR 3, page 86; TG)

Reflecting on Your Reading

□ Theme (PE, page 225)
□ Genre (PE, page 225)
□ Group Project (PE, page 225)
□ Critical Thinking (PE, page 225; UR 3, page 80)
Unit Four
Insights from Animals
Opening the Unit, pages 226–228

Teacher’s Name ____________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit ______________________________

Unit 4 Goals/Objectives:
• to experience fiction, nonfiction, and poems exploring insights from animals
• to define and identify examples of aim, anecdote, character, climax, conflict, description, personal essay, personification, plot, sensory details, suspense, theme, and tone
• to read independently and engage in a meaningful book club experience
• to write informatively by relating a how-to process
• to demonstrate an ability to use commas correctly

Lessons I Plan to Teach
_________ “My Friend Flicka,” page 229
_________ Related Reading: “The Gentle Hoss,” page 246
_________ “Rikki-tikki-tavi,” page 249
_________ “Zlateh the Goat,” page 263
_________ “Shelter Shock,” page 271
_________ Insights: “Understanding the Process of Choosing a Dog,” page 271
_________ “Cat on the Go,” page 291
_________ Related Reading: “Cat & the Weather,” page 304 from Ranch of Dreams, page 307
_________ For Your Reading List, page 319
_________ Guided Writing—Informative Writing: Relating a Process, page 320
_________ Unit Four Review, page 327

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 226–228).

Getting Started in the Classroom
_________ Fine Art: Franz Marc. Have students discuss how the artwork relates to the title of this unit (PE, page 226).
_________ Echoes (PE, page 228)
_________ Additional Questions and Activities: Discussing Feelings about Animals (ATE, page 228)
**“My Friend Flicka,” page 229**

Teacher’s Name ________________________  Class ________________________  Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Vocabulary; selection length

**Ease Factors:** Subject matter; author’s style

**Synopsis:** A young boy’s best friend is his horse, Flicka.

**Goals/Objectives:**
- to enjoy a short story about a boy and his horse
- to discuss how affection between an animal and a human is a healing power
- to define suspense and identity examples
- to learn about cowboy poetry

**Related Reading:** “The Gentle Hoss” (page 246)

**Before Reading**
- Daily Oral Language (VLR I, page 31; UR 4, page 1)
- Reader’s Journal (PE, page 229; UR 4, page 1)
- Reader’s Toolbox: Character and Suspense (PE, page 229)
- Reader’s Resource: Science and History Connections (PE, page 229)
- About the Author: Mary O’Hara (PE, page 245)
- Vocabulary from the Selection (ATE, page 229)
- Vocabulary: Honing Your Study Skills (VR, page 34)

**During Reading**
- Dramatic Recording (AL, 40:00)
- Guided Reading Questions (PE, page 232; UR 4, page 1)
- Fine Art: Thomas Eakins (PE, page 235; Art Smart, ATE, page 235)
- Reading Strategy: Make Connections (RSR)
- Fix-Up Idea: Read Short Sections (RSR)

**After Reading**
- Reading Strategy: Share Your Reactions (RSR)
- Standardized Test Practice: Draw Conclusions (RSR)
- Respond to the Selection (PE, page 245; UR 4, page 4)
- Investigate, Inquire, and Imagine (PE, page 247; UR 4, page 4)
- Understanding Literature: Character (PE, page 247; UR 4, page 6)
- Graphic Organizer (PE, page 248; VLR I, page 31; UR 4, page 6)
- Writer’s Journal: List, Names, or True or False Quiz (PE, page 248; UR 4, page 6)
- Vocabulary: Forming Adverbs (UR 4, page 8)
- Language, Grammar, and Style: Correcting Sentence Fragments (UR 4, page 8)
- Critical Thinking: Decision Making (PE, page 248; UR 4, page 9)
- Study and Research: Learning About Cowboy Poetry (PE, page 248)
- Related Reading: “A Gentle Hoss” (PE, page 246)
- Related Reading Questions (ATE, page 246; UR 4, page 4)
- Selection Check Test 4.4.1 (ATE, page 245; UR 4, page 10; TG)
- Selection Test 4.4.2 (UR 4, page 12; TG)
- Internet activities at http://www.emcp.com

**Reading Strategies Resource, Page 71**

**Reading Strategy:** Connect to Prior Knowledge

**Fix-Up Idea:** Read Short Sections

**Standardized Test Practice:**
- Draw Conclusions

**South Carolina State Standards**

**Click this box for details**
Lesson Plan

“My Friend Flicka,” page 229

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>——— George Eliot (ATE, page 240)</td>
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<td>——— Study and Research: Learning about Cowboy Poetry (PE, page 248)</td>
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(Strategies for Developing Readers are on page 46.)
“My Friend Flicka,” page 229

Teacher’s Name ___________________________ Class __________________ Date ____________

Strategies for Developing Readers

**Tackle Vocabulary**
- Use vocabulary exercises before reading: Forming Adverbs (UR 4, page 8) and Honing Your Study Skills (VR, page 34).
- Have students write contextual sentences.
- Remind students of the contextual sentences in the Words for Everyday Use.

**Tackle Selection Length**
- Read the story over two class periods.
- Use the dramatic recording at the beginning of the story (AL, 40:00).
- Have partners read and discuss the story together.

**Additional Strategies for English Language Learners**
- Read the Reader’s Resource aloud (ATE, page 229).
- Have ELL students draw pictures of animals from their native countries (Motivation, ATE, page 230).
- Use activities for Spanish speakers (SR, page 45).

**for “The Gentle Hoss”**
- Pair ELL student with an advanced reader. Have non-ELL student read “The Gentle Hoss” so ELL student can hear the rhythm and mood of the poem.
Lesson Plan

“Rikki-tikki-tavi,” page 249

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Many different characters; selection length; subject matter

Ease Factor: Vocabulary

Synopsis: A young house mongoose rescues a human family.

Goals/Objectives:
• to appreciate a story about an animal that risks everything to protect his loved ones
• to discuss different perspectives of animal emotions
• to define personification and identify the technique in a selection
• to define external conflict and identify the conflict in a short story
• to demonstrate an ability to combine sentences

Before Reading
_________ Daily Oral Language (VLR I, page 33; UR 4, page 16)
_________ Reader’s Journal (PE, page 249; UR 4, page 17)
_________ Reader’s Toolbox: Personification and Conflict (PE, page 249)
_________ Reader’s Resource: Science and History Connections (PE, page 249)
_________ About the Author: Rudyard Kipling (PE, page 260)
_________ Vocabulary from the Selection (ATE, page 251)
_________ Vocabulary: Word Study Skills—Picture This (VR, page 36)
_________ Reading Strategy: Create a Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 249; VLR I, page 33; UR 4, page 16)
_________ Dramatic Recording (AL, 36:24)
_________ Guided Reading Questions (PE, page 250; UR 4, page 17)
_________ Reading Strategy: Keep Track of Information (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Discuss the Animals (RSR)
_________ Standardized Test Practice: Understand Sequence (RSR)
_________ Respond to the Selection (PE, page 260; UR 4, page 20)
_________ Investigate, Inquire, and Imagine (PE, page 261; UR 4, page 20)
_________ Understanding Literature: Personification and Conflict (PE, page 261; UR 4, page 22)
_________ Writer’s Journal: Dialogue, Postcard, or Titles (PE, page 262; UR 4, page 22)
_________ Vocabulary: Writing a Paragraph (UR 4, page 23)
_________ Language, Grammar, and Style: Combining Sentences (PE, page 262; UR 4, page 23)
_________ Study and Research & Media Literacy: Researching Animals (PE, page 262; UR 4, page 25)
_________ Selection Check Test 4.4.3 (ATE, page 260; UR 4, page 26; TG)
_________ Selection Test 4.4.4 (UR 4, page 28; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 75

Reading Strategy: Write Things Down
Fix-Up Idea: Read Aloud
Standardized Test Practice:
Understand Sequence

SOUTH CAROLINA STATE STANDARDS

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“Rikki-tikki-tavi,” page 249

Teaching Options

Individual Learning Strategies

- Motivation: Stories about Animals (ATE, page 250)
- Reading Proficiency: Character Chart (ATE, page 250)
- English Language Learning: Pictures of Animals (ATE, page 250)
- Special Needs: External Conflict (ATE, page 250)
- Enrichment: Story with an External Conflict (ATE, page 250)

Additional Questions and Activities

- Reading Comprehension (ATE, pages 252 and 256)
- Describing Character (ATE, page 253)
- Mapping and Setting (ATE, page 257)
- Dramatic Interpretations (ATE, page 257)
- Illustrating Scenes (ATE, page 259)
- Writing an Animal Tale (ATE, page 259)

Bibliographic Note

- Rudyard Kipling Books (ATE, page 254)

Literary Technique

- Dialogue (ATE, page 255)

Cross-Curricular Activities

- Researching Poisonous Snakes (ATE, page 258)

Flexible Grouping Suggestions

- Additional Questions and Activities: Mapping and Setting (ATE, page 257)
- Additional Questions and Activities: Dramatic Interpretations (ATE, page 257)

Homework Suggestions

- Vocabulary: Writing a Paragraph (ATE, page 251; UR 4, page 23)
- Vocabulary: Word Study Skills—Picture This (VR, page 36)

Strategies for Developing Readers

Tackle Many Different Characters

- Have students write down the name and a brief description of each character as they go (Reading Proficiency, ATE, page 250).
- Have students draw pictures of each character.

Tackle Selection Length

- Read the story over two class periods.
- Have partners read and answer Guided Reading Questions.

Tackle Subject Matter

- Read the About the Author before reading the selection.
- Read Reader’s Resource aloud (PE, page 249).
- Find out more about India and poisonous snakes before reading.

Additional Strategies for English Language Learners

- Before reading, research each animal from the story, and print out pictures of each (Study and Research & Media Literacy, ATE, page 262).
- Discuss additional vocabulary: predator, bungalow, verandah, fledglings, gait, and sluice.
- Explain: eaten up from nose to tail with curiosity.
Lesson Plan

“Zlateh the Goat,” page 263

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Background knowledge; sentence length

Ease Factor: Vocabulary

Synopsis: A family comes close to sacrificing its goat.

Goals/Objectives:
• to appreciate a story about a relationship between a boy and his goat
• to discuss how an animal can play the part of a hero and friend
• to define sensory details and recognize their use in writing
• to work collaboratively to find and follow a recipe

Before Reading

_________ Daily Oral Language (VLR I, page 34; UR 4, page 31)
_________ Reader's Journal (PE, page 263; UR 4, page 32)
_________ Reader's Toolbox: Sensory Details, Plot, and Climax (PE, page 263)
_________ Reader's Resource: Cultural and Science Connections (PE, page 263)
_________ About the Author: Isaac Bashevis Singer (PE, page 268)
_________ Vocabulary from the Selection (ATE, page 264)
_________ Vocabulary: The / sound (VR, page 38)
_________ Reading Strategy: Create a Prediction Chart (RSR)

During Reading

_________ Graphic Organizer (PE, page 263; VLR I, page 34; UR 4, page 31)
_________ Dramatic Recording (AL, 16:12)
_________ Guided Reading Questions (PE, page 265; UR 4, page 32)
_________ Reading Strategy: Make More Predictions (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading

_________ Reading Strategy: Share Your Reactions (RSR)
_________ Standardized Test Practice: Find Main Ideas (RSR)
_________ Respond to the Selection (PE, page 268; UR 4, page 33)
_________ Investigate, Inquire, and Imagine (PE, page 269; UR 4, page 33)
_________ Understanding Literature: Sensory Details, Plot, and Climax (PE, page 269; UR 4, page 34)
_________ Writer's Journal: Advertisement, Magazine Article, or Response (PE, page 270; UR 4, page 35)
_________ Vocabulary: Synonyms (UR 4, page 36)
_________ Language, Grammar, and Style: Irregular Verbs (UR 4, page 36)
_________ Collaborative Learning: Finding and Following a Recipe (PE, page 270)
_________ Speaking and Listening: Role-Playing a Scene (PE, page 270)
_________ Selection Check Test 4.4.5 (ATE, page 268; UR 4, page 37; TG)
_________ Selection Test 4.4.6 (UR 4, page 38; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Zlateh the Goat,” page 263

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Teaching Options

Individual Learning Strategies

— Motivation: Tasting Goat’s Milk (ATE, page 264)
— Reading Proficiency: Collaborative Learning (ATE, page 264)
— English Language Learning: Using Context Clues (ATE, page 264)
— Special Needs: Sensory Details (ATE, page 264)
— Enrichment: Researching Goat’s Milk and Cow’s Milk (ATE, page 264)

Additional Questions and Activities

— Reading Comprehension (ATE, page 265)
— Debate (ATE, page 267)

Literary Technique

— Personification (ATE, page 265)

Cross-Curricular Activities

— Researching Frostbite (ATE, page 266)

Flexible Grouping Suggestions

— Investigate, Inquire, and Imagine (PE, page 269; UR 4, page 33)
— Reading Proficiency: Collaborative Learning (ATE, page 264)
— English Language Learning: Using Context Clues (ATE, page 264)
— Special Needs: Sensory Details (ATE, page 264)
— Enrichment: Researching Goat’s Milk and Cow’s Milk (ATE, page 264)
— Cross-Curricular Activities: Researching Frostbite (ATE, page 266)
— Additional Questions and Activities: Debate (ATE, page 267)
— Collaborative Learning: Finding and Following a Recipe (PE, page 270)
— Speaking and Listening: Role-Playing a Scene (PE, page 270)

Homework Suggestions

— Vocabulary: The / sound (VR, page 38)
— Vocabulary: Synonyms (UR 4, page 36)
— Language, Grammar, and Style: Irregular Verbs (UR 4, page 36)
— Understanding Literature: Sensory Details, Plot, and Climax (PE, page 269; UR 4, page 34)

Strategies for Developing Readers

Tackle Background Knowledge

— Read the Reader’s Resource aloud.
— Have students find out more about frostbite before reading (Cross-Curricular Activities, ATE, page 266).

Tackle Sentence Length

— Advise students to reread difficult sections silently.

Additional Strategies for English Language Learners

— Encourage ELL students to write an advertisement in their Writer’s Journal that reflects part of their culture. (Writer’s Journal, PE, page 270; UR 4, page 35).
— Compare how Rikki-tikki-tavi and Zlateh protect the people in their lives.

Homework Suggestions

— Vocabulary: The / sound (VR, page 38)
— Vocabulary: Synonyms (UR 4, page 36)
— Language, Grammar, and Style: Irregular Verbs (UR 4, page 36)
— Understanding Literature: Sensory Details, Plot, and Climax (PE, page 269; UR 4, page 34)
Lesson Plan

“Shelter Shock,” page 271

Teacher’s Name __________________________ Class __________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Vocabulary; selection length; descriptive style

**Ease Factor:** Subject matter

**Synopsis:** The author provides a nonfiction account of how an animal shelter operates.

**Goals/Objectives:**
- to understand the role of pet shelters and respond to some surprising facts about the treatment of animals
- to recognize the author’s use of description to help readers visualize the environment of a pet shelter
- to recognize nouns in sentences and identify the type of each noun
- to research the legal aspects of pet welfare

**Insights:** “Understanding the Process of Choosing a Dog” (page 286)

**Before Reading**
- Daily Oral Language (VLR I, page 35; UR 4, page 42)
- Reader’s Journal (PE, page 271; UR 4, page 43)
- Reader’s Toolbox: Description and Tone (PE, page 271)
- Reader’s Resource: Humane Society (PE, page 271)
- About the Author: Elizabeth Hess (PE, page 285)
- Vocabulary from the Selection (ATE, page 272)
- Vocabulary: Uh…Spelling the Schwa Sound (VR, page 39)
- Reading Strategy: Find a Purpose (RSR)

**During Reading**
- Graphic Organizer (PE, page 271; VLR I, page 35; UR 4, page 42)
- Guided Reading Questions (PE, page 273; UR 4, page 43)
- Reading Strategy: Mark the Text (RSR)
- Fix-Up Idea: Visualize (RSR)

**After Reading**
- Reading Strategy: Share Information about Animal Shelters (RSR)
- Standardized Test Practice: Analyze the Author’s Purpose (RSR)
- Respond to the Selection (PE, page 285; UR 4, page 46)
- Investigate, Inquire, and Imagine (PE, page 288; UR 4, page 48)
- Understanding Literature: Description, Sensory Details, and Tone (PE, page 288; UR 4, page 49)
- Writer’s Journal: Slogan, “Lost Cat” Sign, or Newspaper Editorial (PE, page 289; UR 4, page 49)
- Collaborative Learning & Speaking and Listening: Debate on Puppy Mills (PE, page 289)
- Study and Research: Legal Research (PE, page 289)
- Vocabulary: Forming New Words (UR 4, page 50)
- Language, Grammar, and Style: Types of Nouns (PE, page 290; UR 4, page 51)
- Insights: “Choosing a Dog” (PE, page 286)
- Insights Questions (ATE, page 287; UR 4, page 47)
- Selection Check Test 4.4.7 (ATE, page 285; UR 4, page 54; TG)
- Selection Test 4.4.8 (UR 4, page 56; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Shelter Shock,” page 271

Teacher’s Name ___________________________ Class _____________ Date __________

Teaching Options

Individual Learning Strategies
- Motivation: Speaker from a Shelter (ATE, page 272)
- Reading Proficiency: Collaborative Learning (ATE, page 272)
- English Language Learning: Writing Contextual Sentences (ATE, page 272)
- Special Needs: Animal Collage (ATE, page 272)
- Enrichment: Accuracy (ATE, page 272)

Literary Note
- Point of View (ATE, page 273)

Additional Questions and Activities
- Weekenders (ATE, page 274)
- Shelter Policies (ATE, page 275)
- Researching a Dog or Cat Breed (ATE, page 279)
- Animal Collectors (ATE, page 281)
- Reading Comprehension (ATE, pages 282 and 284)
- Researching a Shelter (ATE, page 283)
- Insights Questions (ATE, page 287; UR 4, page 47)

Cross-Curricular Note
- Area Code (ATE, page 274)

Quotables
- Madame Roland and Lord Byron (ATE, page 276)

Internet Resources
- Caring Pet Organizations (ATE, page 277)

Cross-Curricular Connections
- Distemper (ATE, page 278)

Bibliographic Note
- Elizabeth Hess (ATE, page 280)

Flexible Grouping Suggestions
- Reading Proficiency: Collaborative Learning (ATE, page 272)
- Special Needs: Animal Collage (ATE, page 272)
- Investigate, Inquire, and Imagine (PE, page 288; UR 4, page 48)
- Collaborative Learning & Speaking and Listening: Puppy Mills (PE, page 289)

Homework Suggestions
- Language, Grammar, and Style: Types of Nouns (PE, page 290; UR 4, page 51)
- Understanding Literature: Description and Tone (PE, page 288; UR 4, page 49)
- Writer’s Journal: Slogan, Sign, or Newspaper Editorial (PE, page 289; UR 4, page 49)
- Study and Research: Law (PE, page 289)

Strategies for Developing Readers

Tackle Vocabulary
- Use both vocabulary exercises before reading: Forming New Words (UR 4, page 50) and Uh...Spelling the Schwa Sound (VR, page 39).
- Conduct research on pets and pet organizations before reading (Internet Resources, ATE, page 277; Additional Questions and Activities, ATE, pages 279 and 283; and Bibliographic Note, ATE, page 280).
- Share information about distemper (Cross-Curricular Connection, ATE, page 278).

Tackle Selection Length
- Read the selection over two class periods.
- Have partners read and answer the Guided Reading Questions together.

Tackle Descriptive Style
- Read the Reader’s Toolbox aloud (PE, page 271).
- Help students create and fill in the Graphic Organizer (PE, page 271).
- Help students understand the author’s point of view (Literary Note, ATE, page 273).

Additional Strategies for English Language Learners
- Have pairs read text together, choose a word from each page, and write contextual sentences for the words.
- Have pairs complete the graphic organizer.
Lesson Plan

“Cat on the Go,” page 291

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; dialect; selection length

Ease Factor: Subject matter

Synopsis: This James Herriot story tells about a lost cat that is reunited with its original owner.

Goals/Objectives:
• to enjoy a story about an unusual cat and the relationships that he forms with human beings
• to describe how animals, as well as human beings, have individual personalities
• to define personal essay and identify the theme of a personal essay
• to research local events

Related Reading: “Cat & the Weather” (page 304)

Before Reading
_________ Daily Oral Language (VLR I, page 11; UR 4, page 60)☐
_________ Reader’s Journal (PE, page 291; UR 4, page 60)☐
_________ Reader’s Toolbox: Personal Essay and Theme (PE, page 291)
_________ Reader’s Resource: Science Connection (PE, page 291)
_________ About the Author: James Herriot (PE, page 303)
_________ Fine Art: Pierre-Auguste Renoir (PE, page 292; Art Smart, ATE, page 293)
_________ Vocabulary from the Selection (ATE, page 292)
_________ Vocabulary: Plural Noun Endings (VR, page 41)☐
_________ Reading Strategy: Create Word Maps (RSR)☐

During Reading
_________ Graphic Organizer (PE, page 291; VLR I, page 36; UR 4, page 60)☐
_________ Guided Reading Questions (PE, page 293; UR 4, page 61)☐
_________ Reading Strategy: Read with a Friend (RSR)☐
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)☐

After Reading
_________ Reading Strategy: Use the Words You Learned (RSR)☐
_________ Standardized Test Practice: Use Context Clues (RSR)☐
_________ Respond to the Selection (PE, page 302; UR 4, page 63)☐
_________ Investigate, Inquire, and Imagine (PE, page 305; UR 4, page 64)☐
_________ Understanding Literature: Personal Essay and Theme (PE, page 305; UR 4, page 65)☐
_________ Writer’s Journal: Public Notice, Poem, or Thank-You Note (PE, page 306; UR 4, page 65)☐
_________ Vocabulary: Antonyms (PE, page 306; UR 4, page 66)☐
_________ Language, Grammar, and Style: Common Spelling Errors (UR 4, page 67)☐
_________ Collaborative Learning & Study and Research: Researching Local Events (PE, page 306; UR 4, page 68)☐
_________ Related Reading: “Cat & the Weather” (PE, page 304)
_________ Related Reading Questions (ATE, page 304; UR 4, page 63)☐
_________ Fine Art: John Sloan (PE, page 304; VLR II, page 13)☐
_________ Selection Check Test 4.4.9 (ATE, page 303; UR 4, page 70; TG)☐
_________ Selection Test 4.4.10 (UR 4, page 72; TG)☐
_________ Internet activities at http://www.emcp.com☐

Free reading time

Print Resources ☐ Transparency ☐ Audio Library ☐ Test Generator CD-ROM ☐ Internet

ATE—Annotated Teacher’s Edition PE—Pupil’s Edition RSR—Reading Strategies Resource
SR—Spanish Resource TG—Test Generator
UR—Unit Resource VLR—Visual Literacy Resource VR—Vocabulary Resource
WR—Writing Resource AL—Audio Library

UNIT 4 DISCOVERING LITERATURE LESSON PLANS 53

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click this box for details
“Cat on the Go,” page 291

Teacher’s Name ________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Veterinarian Visit (ATE, page 292)
- Reading Proficiency: Collaborative Learning (ATE, page 292)
- English Language Learning: Reading Aloud (ATE, page 292)
- Special Needs: Chronological Order (ATE, page 292)
- Enrichment: Comparing Another Story by Herriot (ATE, page 292)

Additional Questions and Activities
- Reading Comprehension (ATE, pages 293 and 299)
- Causes of a Purr (ATE, page 294)
- Lost Pet Discussion (ATE, page 297)
- Acting out a Scene (ATE, page 298)
- Analyzing Decisions Made (ATE, pages 300 and 302)
- Related Reading Questions (ATE, page 304; UR 4, page 63)

Art Smart
- Pierre-Auguste Renoir (ATE, page 293)

Cross-Curricular Activities
- Researching Stray Cats (ATE, page 294)
- Researching Veterinary Medicine (ATE, page 295)
- Locating Places on a Map (ATE, page 301)

Quotables
- T. S. Eliot (ATE, page 296)
- Don Marquis (ATE, page 298)

Literary Technique
- Dialogue (ATE, page 297)
- Dialect (ATE, page 301)
- Alliteration (ATE, page 304)

Flexible Grouping Suggestions
- Investigate, Inquire, and Imagine (PE, page 305; UR 4, page 64)
- Reading Proficiency: Collaborative Learning (ATE, page 292)
- Special Needs: Chronological Order (ATE, page 292)
- Additional Questions and Activities: Lost Pet Discussion (ATE, page 297)

Additional Questions and Activities: Acting Out a Scene (ATE, page 298)
- Collaborative Learning & Study and Research: Researching Local Events (PE, page 306; UR 4, page 68)

Homework Suggestions
- Vocabulary: Antonyms (PE, page 306; UR 4, page 66)
- Vocabulary: Plural Noun Endings, (VR, page 41)
- Understanding Literature: Personal Essay and Theme (PE, page 305; UR 4, page 65)
- Writer’s Journal: Public Notice, Poem, or Thank-You Note (PE, page 306; UR 4, page 65)
- Language, Grammar, and Style: Common Spelling Errors (UR 4, page 67)

Strategies for Developing Readers

Tackle Vocabulary
- Have students find out more about Yorkshire, Wederly, and Brawton (Cross-Curricular Activities, ATE, page 301).

Tackle Dialect
- Have pairs read sections of the dialogue aloud (ATE, pages 292 and 298).
- Have students find examples of dialect (ATE, page 301).

Tackle Selection Length
- Read story over two class periods.
- Have students use Guided Reading Questions.

Additional Strategies for English Language Learners
- Read Reader’s Resource aloud (ATE, page 291).
- Use Geography activity before reading (Cross-Curricular Activities, ATE, page 301).
- Discuss: consulting room, tabby, abdomen, hard-boiled attitude, put that lot back, saline, sutured, red beacon, disconsolately, and tableau.
- Have students read the story aloud.

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Lesson Plan

from Ranch of Dreams, page 307

Teacher’s Name __________________________ Class ______________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; selection length

Ease Factor: Subject matter

Synopsis: The author recounts the establishment of the Black Beauty Ranch.

Goals/Objectives:
- to appreciate an essay about the rescue of burros
- to briefly describe the place of wild burros in the Grand Canyon ecosystem
- to identify and define anecdote, as well as a writer’s aim
- to conduct research on the Black Beauty Ranch

Before Reading
- Daily Oral Language (VLR I, page 37; UR 4, page 75)
- Reader’s Journal (PE, page 307; UR 4, page 75)
- Reader’s Toolbox: Anecdote and Aim (PE, page 307)
- Reader’s Resource: Background Information (PE, page 307)
- About the Author: Cleveland Amory (PE, page 316)
- Vocabulary from the Selection (ATE, page 308)
- Vocabulary: Morpheme Review (VR, page 44)
- Reading Strategy: Build Background Information (RSR)

During Reading
- Graphic Organizer (PE, page 307; VLR I, page 37; UR 4, page 75)
- Dramatic Recording (AL, 23:34)
- Guided Reading Questions (PE, page 308; UR 4, page 76)
- Reading Strategy: Visualize (RSR)
- Fix-Up Idea: Write Things Down (RSR)

After Reading
- Reading Strategy: Draw Pictures of the Rescue (RSR)
- Standardized Test Practice: Analyze Cause and Effect (RSR)
- Respond to the Selection (PE, page 316; UR 4, page 78)
- Investigate, Inquire, and Imagine (PE, page 317; UR 4, page 79)
- Understanding Literature: Anecdote and Aim (PE, page 317; UR 4, page 80)
- Writer’s Journal: Postcard, Notice, or Descriptive Paragraph (PE, page 318; UR 4, page 80)
- Vocabulary: Antonyms (UR 4, page 81)
- Language, Grammar, and Style: Contractions (UR 4, page 82)
- Study and Research & Collaborative Learning: Group Research Project (PE, page 318; UR 4, page 83)
- Media Literacy: Looking at Slogans (PE, page 318; UR 4, page 84)
- Selection Check Test 4.4.11 (ATE, page 316; UR 4, page 85; TG)
- Selection Test 4.4.12 (UR 4, page 87; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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Individual Learning Strategies

- Motivation: Visit Black Beauty Ranch Internet Site (ATE, page 308)
- Reading Proficiency: Pictures of the Grand Canyon (ATE, page 308)
- English Language Learning: Vocabulary (ATE, page 308)
- Special Needs: Read Aloud (ATE, page 308)
- Enrichment: Comparing and Contrasting Stories (ATE, page 308)

Cross-Curricular Activities

- Researching the Bureau of Land Management (ATE, page 309)
- Wild Burro Rescue and Preservation Project (ATE, page 315)

Quotables

- Diana Chontos (ATE, page 309)

Cross-Curricular Notes

- National Park Service (ATE, page 309)

Internet Resources

- The Life Foundation (ATE, page 310)
- The Wild Horse and Burro Freedom Alliance (ATE, page 314)

Additional Questions and Activities

- Reading Comprehension (ATE, pages 311 and 313)
- International Society for the Protection of Mustangs and Burros (ATE, page 312)
- Debate Topic (ATE, page 314)

Literary Technique

- Bias (ATE, page 311)

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 317; UR 4, page 79)
- Understanding Literature: Anecdote and Aim (PE, page 317; UR 4, page 80)
- Study and Research & Collaborative Learning: Group Research Project (PE, page 318; UR 4, page 83)

Homework Suggestions:

- Vocabulary: Antonyms (UR 4, page 81)
- Vocabulary: Morpheme Review (VR, page 44)
- Writer’s Journal: Postcard, Notice, or Descriptive Paragraph (PE, page 318; UR 4, page 80)
- Language, Grammar, and Style: Contractions (UR 4, page 82)
- Media Literacy: Looking at Slogans (PE, page 318; UR 4, page 84)

Strategies for Developing Readers

Tackle Vocabulary

- Use vocabulary exercises before reading: Antonyms (UR 4, page 81) and Morpheme Review (VR, page 44).
- Remind students to use the Words for Everyday Use at the bottom of each page, paying attention to the contextual sentences included in the definitions.

Tackle Selection Length

- Read the selection over two class periods.
- Have partners read and answer the Guided Reading Questions together.
- Use the audio version or read portions of the text aloud.

Additional Strategies for English Language Learners

- Tell students about the Wild Free-Roaming Horse and Burro Act (Cross-Curricular Activities, ATE, page 309).
- Explain: “If the Grand Canyon National Park was going to declare war on their burros, then we were going to declare war on the Grand Canyon National Park” (PE, page 308).
- Use activities for Spanish speakers (SR, page 56).
Unit Four
Insights from Animals
Closing the Unit, pages 319–329

Teacher’s Name __________________________ Class __________________ Date ____________

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity

Tracker by Gary Paulsen (PE, page 319)

Other Books Students May Want to Read

Shiloh by Phyllis Reynolds Naylor (PE, page 319)
The Incredible Journey by Sheila Burnford (PE, page 319)
Animal Stories and Dog Stories by James Herriot (PE, page 319)

Guided Writing
Informative Writing: Relating a Process

Assignment: Students write a process piece (PE, pages 320–326).

Before Writing

Relating a Process (PE, page 320)
Professional Model (PE, page 320)
Rubric for Assignment (VLR I, page 131; WR, page 68)
Prewriting (PE, page 321; WR, page 57)
Student Model—Graphic Organizer (PE, page 321; WR, page 59)
Student Model—Draft (PE, page 323; VLR I, page 129; WR, page 60)
Graphic Organizer (VLR I, page 128; WR, page 58)

During Writing

Drafting (PE, page 321)
Self- and Peer Evaluation (PE, page 322; WR, page 63)
Revising and Proofreading (PE, page 324)
Student Model—Revised (PE, page 324; WR, page 65)

After Writing

Publishing and Presenting (PE, page 326)
Reflecting (PE, page 326)
Unit Four
Insights from Animals
Closing the Unit, pages 319–329

Flexible Grouping Suggestions
_________ Revising and Proofreading (PE, page 324)
_________ Publishing and Presenting (PE, page 326)

Homework Suggestions
_________ Have students think about a process they would like to relate (Prewriting: Writing with a Plan, PE, page 321)
_________ Graphic Organizer (VLR I, page 128; WR, page 58)
_________ Language, Grammar, and Style: Using Commas Correctly (PE, page 324; WR, page 61)
_________ Self-Evaluation (PE, page 322; WR, page 63)
_________ Rubric for Assignment (VLR I, page 131; WR, page 68)

Individual Learning Strategies
_________ Motivation: Identifying Possible Topics (ATE, page 321)
_________ Reading Proficiency: Understanding an Essay (ATE, page 321)
_________ English Language Learning: Choosing a Cultural Activity (ATE, page 321)
_________ Special Needs: Brainstorming Topics and Practicing Speaking (ATE, page 321)
_________ Enrichment: Multimedia Presentation (ATE, page 321)

Unit Four Review
Review and Assessment
_________ Words for Everyday Use (PE, page 327; UR 4, page 93)
_________ Vocabulary Exercises (ATE, page 327)
_________ Literary Tools (PE, page 328; UR 4, page 94)
_________ Unit 4 Review (UR 4, page 93)
_________ Unit 4 Study Guide (UR 4, page 96)
_________ Unit 4 Test (UR 4, page 100; TG)

Reflecting on Your Reading
_________ Theme (PE, page 328)
_________ Group Project (PE, page 328)
_________ Critical Thinking (PE, page 328)
_________ Graphic Organizer (PE, page 329; UR 4, page 95)
_________ Art Smart: Franz Marc (PE, page 329)
Unit Five
Do You Hear the Music?
Opening the Unit, pages 330–332

Teacher’s Name ___________________________ Class ______________ Date __________________

Dates I Plan to Teach This Unit ________________________________

Unit 5 Goals/Objectives:
• to enjoy folk song lyrics
• to enjoy mythology, poetry, and nonfiction exploring the theme of music
• to define and identify examples of ballad, folk song, lyrics, memoir, metaphor, myth, onomatopoeia, repetition, rhythm, and setting
• to give a presentation on the life of a noted composer
• to write expressively to describe a favorite piece of music
• to identify and correct for pronoun/antecedent agreement and demonstrate an ability to make pronouns and antecedents agree

Lessons I Plan to Teach
_________ “The Creation of Music,” page 333
_________ Related Reading: “Whale Breathing: Barlett Cove, Alaska,” page 338
_________ “Forever Young,” page 343
_________ Related Reading: “Developing Your Chops” from Rock, Rap, and Rad: How to Be a Rock or Rap Star, page 343
_________ “Scarborough Fair,” page 350
_________ Insights: Parsley, Sage, Rosemary, and Thyme, page 352
_________ “Nothing But Drums” and “Three/Quarters Time,” page 356
_________ Related Reading: “Jazz Fantasia,” page 130
_________ For Your Reading List, page 370
_________ Guided Writing—Expressive Writing: Describing Your Favorite Music, page 371
_________ Unit Five Review, page 378

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 330–331).

Getting Started in the Classroom
_________ Fine Art: Wassily Kandinsky. Have students discuss how the artwork relates to the title of this unit (PE, page 330).
_________ Echoes (PE, page 332)
_________ Additional Questions and Activities: Favorite Bands or Musicians (ATE, page 332)
"The Creation of Music," page 333

Teacher's Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Aztec names

Ease Factor: Subject matter

Synopsis: Quetzalcoatl asks the sun to give the world music.

Goals/Objectives:
• to enjoy and respond to a Toltec myth that explains how music was created
• to discuss different perspectives on the role of myth played in early civilizations' understanding of the world
• to define setting and identify details that create the setting in a literary work
• to define figure of speech and identify four common figures of speech in sentences
• to conduct research on excavation findings at sites associated with the Aztec civilization

Related Reading: "Whale Breathing: Bartlett Cove, Alaska" (page 338)

Before Reading
_________ Daily Oral Language (VLR I, page 40; UR 5, page 1)
_________ Reader's Journal (PE, page 333; UR 5, page 2)
_________ Reader's Toolbox: Myth and Setting (PE, page 333)
_________ Reader's Resource: History Connection (PE, page 333)
_________ About the Author: Donna Rosenberg (PE, page 337)
_________ Vocabulary from the Selection (ATE, page 335)
_________ Vocabulary: Synonyms (VR, page 47)
_________ Reading Strategy: Define Unfamiliar Words (RSR)

During Reading
_________ Graphic Organizer (PE, page 333; VLR I, page 40; UR 5, page 1)
_________ Dramatic Recording (AL, 8:35)
_________ Guided Reading Questions (PE, page 334; UR 5, page 2)
_________ Reading Strategy: Use Your Word List (RSR)
_________ Fix-Up Idea: Speak Like the Characters (RSR)

After Reading
_________ Reading Strategy: Use the New Words in New Sentences (RSR)
_________ Standardized Test Practice: Use Context Clues
_________ Respond to the Selection (PE, page 337; UR 5, page 3)
_________ Investigate, Inquire, and Imagine (PE, page 339; UR 5, page 4)
_________ Understanding Literature: Myth and Setting (PE, page 339; UR 5, page 5)
_________ Writer's Journal: Fortune Cookie Insert, Descriptive Paragraph, or Myth (PE, page 339; UR 5, page 5)
_________ Vocabulary: Writing Sentences Using Context Clues (UR 5, page 6)
_________ Language, Grammar, and Style: Figures of Speech (PE, page 340; UR 5, page 7)
_________ Speaking and Listening & Collaborative Learning: Listening to the World Around You (PE, page 341; UR 5, page 9)
_________ Applied English & Study and Research: Summary Report (PE, page 341; UR 5, page 9)
_________ Related Reading: "Whale Breathing: Bartlett Cove, Alaska" (PE, page 338)
_________ Related Reading Questions (ATE, page 338; UR 5, page 3)
_________ Selection Check Test 4.5.1 (ATE, page 337; UR 5, page 11; TG)
_________ Selection Test 4.5.2 (UR 5, page 13; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan

“The Creation of Music,” page 333

Teacher’s Name __________________________ Class __________________ Date __________________

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<td>______ Have students use their Graphic Organizer to draw pictures of the earth.</td>
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<td>______ Display a picture of a whale breaking through the water.</td>
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<td>______ Reading Proficiency: Summarizing (ATE, page 334)</td>
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<td>______ Investigate, Inquire, and Imagine (PE, page 339; UR 5, page 4)</td>
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<tr>
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<tr>
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<tr>
<td>______ Vocabulary: Writing Sentences Using Context Clues (UR 5, page 6)</td>
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<tr>
<td>______ Language, Grammar, and Style: Figures of Speech (PE, page 340; UR 5, page 7)</td>
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<tr>
<td>______ Applied English &amp; Study and Research: Summary Report (PE, page 341; UR 5, page 9)</td>
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“Forever Young,” page 343

Teacher's Name ____________________________ Class ____________________________ Date ________________

**Reading Level:** Moderate

**Difficulty Consideration:** Lyric poetry style

**Ease Factors:** Vocabulary; length; subject matter

**Synopsis:** Song lyrics celebrate a youthful spirit.

**Goals/Objectives:**
- to enjoy and appreciate folk lyrics that deal with preserving a youthful spirit
- to discuss the way song lyrics carry meaning and messages
- to define metaphor and identify metaphors in literature
- to work collaboratively to conduct research on a favorite musician

**Related Reading:** "Developing Your Chops" (page 345)

---

**Before Reading**
- Daily Oral Language (VLR I, page 42; UR 5, page 17)
- Reader's Journal (PE, page 342; UR 5, page 17)
- Reader's Toolbox: Lyrics and Metaphor (PE, page 342)
- Reader's Resource: Music Connection (PE, page 342)
- About the Author: Bob Dylan (PE, page 344)
- Vocabulary: Antonyms (VR, page 48)
- Reading Strategy: Preview (RSR)

**During Reading**
- Graphic Organizer (PE, page 342; VLR I, page 42; UR 5, page 17)
- Guided Reading Questions (PE, page 343; UR 5, page 18)
- Reading Strategy: Write Things Down (RSR)
- Fix-Up Idea: Use the Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Summarize (RSR)
- Standardized Test Practice: Find the Author's Point of View (RSR)
- Respond to the Selection (PE, page 344; UR 5, page 18)
- Investigate, Inquire, and Imagine (PE, page 348; UR 5, page 20)
- Understanding Literature: Lyrics (PE, page 348; UR 5, page 21)
- Writer's Journal: Paragraph, Dedication, or Metaphor (PE, page 349; UR 5, page 21)
- Language, Grammar, and Style: Personal Pronouns and Antecedents (UR 5, page 23)
- Vocabulary: Brainstorming (UR 5, page 22)
- Speaking and Listening: Interviewing (PE, page 349; UR 5, page 24)
- Study and Research & Collaborative Learning: Researching People (PE, page 349; UR 5, page 25)
- Media Literacy: Radio Programming (PE, page 349)
- Related Reading: “Developing Your Chops” (PE, page 345)
- Related Reading Questions (ATE, page 345; UR 5, page 18)
- Selection Check Test 4.5.3 (ATE, page 344; UR 5, page 26; TG)
- Selection Test 4.5.4 (UR 5, page 27; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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"Forever Young," page 343

Teacher's Name ____________________________ Class __________________ Date __________________

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<td>——— Additional Questions and Activities: Scheduling (ATE, page 347)</td>
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<td>——— Have students look for songs by Bob Dylan; Peter, Paul, and Mary; The Byrds; The Rolling Stones; Eric Clapton; Joan Baez; and Bob Marley.</td>
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<td>——— Cross-Curricular Connection: Finding Lyrics (ATE, page 346)</td>
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<td>——— Read the Reader's Toolbox and Reader's Resource aloud (PE, page 342).</td>
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<td>——— Have a volunteer read the poem aloud.</td>
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<td>——— Read aloud Reader's Resource (ATE, page 342) and About the Author (ATE, page 344).</td>
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for “Developing Your Chops”

——— Explain: I used to put that needle back again and again in the fourth paragraph in the “Show Me How You Do That” section (PE, page 345).

——— Define: *pop, riff, emulate, and Carnegie Hall.*
**Lesson Plan**

**“Scarborough Fair,” page 350**

**Teacher’s Name ____________________________ Class ____________________________ Date ____________________________**

| **Reading Level:** Moderate |
| **Difficulty Consideration:** Archaic language |
| **Ease Factor:** Author’s style |
| **Synopsis:** A love ballad describes a series of love-earning tasks. |

**Goals/Objectives:**
- to learn an English folk ballad
- to define *folk song* and *ballad* and identify examples of each
- to research world folk music
- to learn more about herbs

**Insights:** Parsley, Sage, Rosemary, and Thyme (page 352)

**Before Reading**
- Daily Oral Language (VLR I, page 43; UR 5, page 30)
- Reader’s Journal (PE, page 350; UR 5, page 30)
- Reader’s Toolbox: Folk Song and Ballad (PE, page 350)
- Reader’s Resource: Background Information (PE, page 350)
- Vocabulary: Capitalization (VR, page 49)
- Reading Strategy: Preview (RSR)

**During Reading**
- Graphic Organizer (PE, page 350; VLR I, page 43; UR 5, page 30)
- Dramatic Recording (AL, 3:47)
- Guided Reading Questions (PE, page 351; UR 5, page 31)
- Reading Strategy: Gather Information (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Sketch the Images (RSR)
- Standardized Test Practice: Find the Main Idea (RSR)
- Respond to the Selection (PE, page 352; UR 5, page 31)
- Investigate, Inquire, and Imagine (PE, page 353; UR 5, page 31)
- Understanding Literature: Folk Song and Ballad (PE, page 353; UR 5, page 32)
- Writer’s Journal: Stanza, Inventory, or Short Story (PE, page 354; UR 5, page 33)
- Vocabulary: Rhyming Words (UR 5, page 34)
- Language, Grammar, and Style: Types of Sentences (PE, page 354; UR 5, page 34)
- Study and Research & Media Literacy: Researching World Folk Music (PE, page 355; UR 5, page 35)
- Collaborative Learning: Learning More About Herbs (PE, page 355)
- Insights: Parsley, Sage, Rosemary, and Thyme (PE, page 352)
- Selection Check Test 4.5.5 (ATE, page 352; UR 5, page 37; TG)
- Selection Test 4.5.6 (UR 5, page 39; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
Lesson Plan

“Scarborough Fair,” page 350

Teacher’s Name ___________________________ Class ___________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Simon and Garfunkel’s Recording of Song (ATE, page 351)
- Reading Proficiency: Several Readings (ATE, page 351)
- English Language Learning: Vocabulary (ATE, page 351)
- Special Needs: Acting out the Selection (ATE, page 351)
- Enrichment: Modern Version or Response (ATE, page 351)

**Cross-Curricular Activities**
- Performing the Song (ATE, page 352)

**Flexible Grouping Suggestions**
- Cross-Curricular Activities: Performing the Song (ATE, page 352)
- Investigate, Inquire, and Imagine (PE, page 353; UR 5, page 31)
- Collaborative Learning: Learning More about Herbs (PE, page 355)

**Homework Suggestions**
- Vocabulary: Rhyming Words (UR 5, page 34)
- Vocabulary: Capitalization (VR, page 49)
- Understanding Literature: Folk Song and Ballad (PE, page 353; UR 5, page 32)
- Writer’s Journal: Stanza, Inventory, or Short Story (PE, page 354; UR 5, page 33)
- Language, Grammar, and Style: Types of Sentences (PE, page 354; UR 5, page 34)
- Study and Research & Media Literacy: Researching World Folk Music (PE, page 355; UR 5, page 35)

**Strategies for Developing Readers**

**Tackle Archaic Language**
- Discuss the footnotes before reading.
- Help students answer the Guided Reading Questions.

**Additional Strategies for English Language Learners**
- Use the folk music of the culture of ELL students (Study and Research & Media Literacy: Researching World Folk Music ATE, page 355).
- Use activities for Spanish speakers (SR, page 72).

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UNIT 5 DISCOVERING LITERATURE LESSON PLANS 65
“Nothing But Drums” and “Three/Quarters Time,” page 356

Reading Level: Challenging, Moderate

Difficulty Considerations: Inventive language; footnotes

Ease Factor: Interesting rhythm

Synopsis: The poems use rhythm and repetition to describe music and dance.

Goals/Objectives:
- to interpret and appreciate poems about music and dance
- to discuss how different kinds of music and dance influence people
- to define repetition and identify its use in poetry
- to define rhythm and recognize the rhythm of stressed and unstressed syllables in poetry
- to work collaboratively to perform a choral reading of a poem

Before Reading
- Daily Oral Language (VLR I, page 44; UR 5, page 42)
- Reader’s Journal (PE, page 356; UR 5, page 42)
- Reader’s Toolbox: Repetition and Rhythm (PE, page 356)
- Reader’s Resource: Cultural and Music Connections (PE, page 356)
- About the Authors: Oscar Hijuelos and Nikki Giovanni (PE, page 359)
- Vocabulary from the Selection (ATE, page 357)
- Vocabulary: Easily Confused Pairs (VR, page 50)
- Fine Art: Charles Searles (PE, page 357; VLR II, page 16)
- Reading Strategy: Preview the Organization (RSR)

During Reading
- Graphic Organizer (PE, page 356; VLR I, page 44; UR 5, page 42)
- Guided Reading Questions (PE, page 357; UR 5, page 43)
- Fine Art: Paula Rego (PE, page 358; Art Smart, PE and ATE, page 359; UR 5, page 43)
- Reading Strategy: Experiment with Reading the Lines (RSR)
- Fix-Up Idea: Tackle Vocabulary and Footnotes (RSR)

After Reading
- Reading Strategy: Have a Choral Reading (RSR)
- Standardized Test Practice: Compare and Contrast Poems (RSR)
- Respond to the Selection (PE, page 359; UR 5, page 43)
- Investigate, Inquire, and Imagine (PE, page 360; UR 5, page 44)
- Understanding Literature: Repetition and Rhythm (PE, page 360; UR 5, page 45)
- Speaking and Listening & Collaborative Learning: Choral Reading (PE, page 361)
- Vocabulary: Connotation and Denotation (UR 5, page 47)
- Language, Grammar, and Style: Correlative Conjunctions (UR 5, page 48)
- Study and Research: Studying Poems (PE, page 361; UR 5, page 49)
- Selection Check Test 4.5.7 (ATE, page 359; UR 5, page 51; TG)
- Selection Test 4.5.8 (UR 5, page 52; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Nothing But Drums” and “Three/Quarters Time,” page 356

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Drum Performance (ATE, page 357)
- Reading Proficiency: Drawing Drums (ATE, page 357)
- English Language Learning: Types of Drums (ATE, page 357)
- Special Needs: Rhythm (ATE, page 357)
- Enrichment: Researching Drums (ATE, page 357)

Additional Questions and Activities
- Researching Dance (ATE, page 358)

Literary Technique
- Alliteration (ATE, page 358)

Art Smart
- Paula Rego (PE and ATE, page 359; UR 5, page 43)

Flexible Grouping Suggestions
- Investigate, Inquire, and Imagine (PE, page 360; UR 5, page 44)
- Additional Questions and Activities: Researching Dance (ATE, page 358)

Homework Suggestions
- Vocabulary: Connotation and Denotation (UR 5, page 47)
- Vocabulary: Easily Confused Pairs (VR, page 50)
- Language, Grammar, and Style: Correlative Conjunctions (UR 5, page 48)
- Study and Research: Studying Poems (PE, page 361; UR 5, page 49)

Strategies for Developing Readers

Tackle Inventive Language
- Read the Reader’s Toolbox and Reader’s Resource aloud.
- Help students construct the Graphic Organizer.
- Read the footnotes and Words for Everyday Use before reading the poems.

Tackle Footnotes
- Preview the footnotes before reading (PE, page 358).
- Have students find out more about dancing styles (Additional Questions and Activities: Researching Dance ATE, page 358).

Additional Strategies for English Language Learners

for “Nothing But Drums”
- Discuss: membrane.
- Read this poem aloud twice; on the second reading, have students visualize the drums and the sounds they would make.

for “Three/Quarters Time”
- Read the footnotes that describe the various dances aloud (PE, page 358).
- Have students use Graphic Organizer to clap out the beat (ATE, page 356).
from To Be or Not to Bop, page 362

Teacher’s Name ___________________________ Class ___________________________ Date ___________________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Memoir format

Synopsis: Musicians describe Dizzy Gillespie’s music.

Goals/Objectives:
• to enjoy a brief nonfiction work about jazz musician Dizzy Gillespie
• to describe Dizzy Gillespie’s musical accomplishments
• to define onomatopoeia and identify examples in writing
• to define memoir and explain how this genre applies to the selection from “To Be or Not to Bop”
• to conduct research on the life and career of a jazz musician

Related Reading: “Jazz Fantasia” (page 367)

Before Reading
_________ Daily Oral Language (VLR I, page 45; UR 5, page 55)
_________ Reader’s Journal (PE, page 362; UR 5, page 56)
_________ Reader’s Toolbox: Onomatopoeia and Memoirs (PE, page 362)
_________ Reader’s Resource: History and Music Connections (PE, page 362)
_________ About the Author: Dizzy Gillespie (PE, page 366)
_________ Vocabulary from the Selection (ATE, page 363)
_________ Vocabulary: Syllabication Nation (VR, page 53)
_________ Reading Strategy: Build Background Knowledge (RSR)

During Reading
_________ Graphic Organizer (PE, page 362; VLR I, page 45; UR 5, page 55)
_________ Guided Reading Questions (PE, page 363; UR 5, page 56)
_________ Reading Strategy: Gather Information (RSR)
_________ Fix-Up Idea: Read Short Sections (RSR)

After Reading
_________ Reading Strategy: Organize Your Information (RSR)
_________ Standardized Test Practice: Analyze the Author’s Purpose (RSR)
_________ Respond to the Selection (PE, page 366; UR 5, page 57)
_________ Art Smart: Romare Bearden (PE and ATE, page 366; UR 5, page 58)
_________ Investigate, Inquire, and Imagine (PE, page 368; UR 5, page 59)
_________ Understanding Literature: Onomatopoeia and Memoirs (PE, page 368; UR 5, page 59)
_________ Writer’s Journal: Short Note, Onomatopoeia, or Paragraph or Poem (PE, page 369; UR 5, page 59)
_________ Speaking and Listening & Collaborative Learning: Discussing Memoirs (PE, page 369)
_________ Vocabulary: Prefixes (UR 5, page 60)
_________ Language, Grammar, and Style: Adding Colorful Language to Sentences (UR 5, page 61)
_________ Study and Research: Researching a Person (PE, page 369; UR 5, page 62)
_________ Applied English: Fundraising (PE, page 369)
_________ Related Reading: “Jazz Fantasia” (PE, page 367)
_________ Dramatic Recording: “Jazz Fantasia” (AL, 1:47)
_________ Related Reading Questions (ATE, page 367; UR 5, page 57)
_________ Selection Check Test 4.5.9 (ATE, page 366; UR 5, page 64; TG)
_________ Selection Test 4.5.10 (UR 5, page 66; TG)
_________ Internet activities at http://www.emcp.com

Free reading time

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from To Be or Not to Bop, page 362

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td>——— Motivation: Bebop Music (ATE, page 363)</td>
<td>——— Use the vocabulary exercises before reading: Prefixes (UR 5, page 60) and Syllabication Nation (VR, page 53).</td>
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<td>——— Reading Proficiency: Summarizing (ATE, page 363)</td>
<td>——— Read the footnotes and the Words for Everyday Use before reading.</td>
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<td>——— English Language Learning: Band Instruments Dictionary (ATE, page 363)</td>
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<td><strong>for “Jazz Fantasia”</strong></td>
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<td>——— Related Reading Questions (ATE, page 367, UR 5, page 57)</td>
<td>——— Discuss: traps.</td>
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<td>——— Reading Proficiency: Summarizing (ATE, page 363)</td>
<td>——— To get into the mood of the poem, read Art Smart aloud. Have students discuss what colors might describe the third stanza of the poem and what colors might describe the last stanza.</td>
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<td>——— Investigate, Inquire, and Imagine (PE, page 368; UR 5, page 58)</td>
<td>——— Use sticky notes to mark alliteration (Literary Technique, ATE, page 367).</td>
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UNIT 5 DISCOVERING LITERATURE LESSON PLANS

Do You Hear the Music?
Closing the Unit, pages 370–379

Teacher’s Name ___________________________ Class __________________ Date __________________

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity

Lives of the Musicians: Good Times, Bad Times (and What the Neighbors Thought) by Kathleen Krull
Introduce a Composer (PE, page 370; UR 5, page 70)

Other Books Students May Want to Read

What I Had Was Singing: The Story of Marian Anderson by Jeri Ferris (PE, page 370)

Expressive Writing: Describing your Favorite Music

Assignment: Students write an expressive piece about their favorite musical selection (PE, pages 371–377).

Before Writing

Describing Your Favorite Music (PE, page 371)
Professional Model (PE, page 371)
Rubric for Assignment (VLR I, page 135; WR, page 80)
Prewriting (PE, page 372; WR, page 69)
Student Model—Graphic Organizer (PE, page 373; WR, page 71)
Graphic Organizer (VLR I, page 132; WR, page 70)

During Writing

Drafting (PE, page 374)
Student Model—Draft (PE, page 374; VLR I, page 133; WR, page 72)
Self- and Peer Evaluation (PE, page 375; WR, page 76)
Language, Grammar, and Style: Identifying Pronoun/Antecedent Agreement (PE, page 373; WR, page 74)
Revising and Proofreading (PE, page 375)
Student Model—Revised (PE, page 376; WR, page 78)

After Writing

Publishing and Presenting (PE, page 376)
Reflecting (PE, page 376)

Individual Learning Strategies

Motivation: Listening to and Describing Music (ATE, page 372)
Reading Proficiency: Using Subheads to Predict (ATE, page 372)
English Language Learning: Celebrating Musical Diversity (ATE, page 372)
Special Needs: Collaborative Learning (ATE, page 372)
Enrichment: Researching Music (ATE, page 372)

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GUIDED WRITING Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Unit Five
Do You Hear the Music?
Closing the Unit, pages 370–379

Teacher’s Name _____________________________ Class __________________ Date ____________

Flexible Grouping Suggestions

- Revising and Proofreading (PE, page 375)
- Publishing and Presenting (PE, page 376)

Homework Suggestions

- Have students look for a favorite musical piece (Describing Your Favorite Music, PE, page 371).
- Graphic Organizer (VLR I, page 132; WR, page 70)
- Self-Evaluation (PE, page 375; WR, page 76)
- Rubric for Assignment (VLR I, page 135; WR, page 80)

Unit Five Review

Review and Assessment

- Words for Everyday Use (PE, page 378; UR 5, page 71)
- Vocabulary Development (ATE, page 378)
- Literary Tools (PE, page 378; UR 5, page 72)
- Unit 5 Review (UR 5, page 71)
- Unit 5 Study Guide (UR 5, page 74)
- Unit 5 Test (UR 5, page 78; TG)

Reflecting on Your Reading

- Theme (PE, page 378)
- Genre (PE, page 379; UR 5, page 73)
- Media Literacy (PE, page 379)
- On Your Own (PE, page 379)
Unit Six
Fantastic Places
Opening the Unit, pages 380–382

Unit 6 Goals/Objectives:
• to enjoy fiction and poetry exploring the theme of fantastic places
• to define and identify examples of character, characterization, conflict, fairy tale, flashback, narrator, parable, and plot
• to engage in a meaningful independent reading experience by reading a fantasy story with a book club
• to develop ideas about fantasy characters
• to demonstrate an ability to identify and fix wordy sentences

Lessons I Plan to Teach
_________ from The Hobbit, page 383
_________ “The Tunnel,” page 400
_________ Related Reading: “The Stolen Child,” page 407
_________ “Dragon, Dragon,” page 411
_________ “The Rebellion of the Magical Rabbits,” page 423
_________ For Your Reading List, page 437
_________ Guided Writing—Expressive Writing: Developing a Character, page 438
_________ Unit Six Review, page 445

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 380–381).

Getting Started in the Classroom
_________ Fine Art: Indian Artist. Have students discuss how the artwork relates to the title of this unit (PE, page 380).
_________ Echoes (PE, page 382)
_________ Additional Questions and Activities: Role of Imagination (ATE, page 382)
from *The Hobbit*, page 383

Teacher’s Name ______________________ Class __________________ Date __________________

**Reading Level:** Moderate  
**Difficulty Considerations:** Unusual events and terms  
**Ease Factor:** Suspenseful plot  
**Synopsis:** The protagonist, Bilbo Baggins, meets the cave creature Gollum.

**Goals/Objectives:**  
- to enjoy an excerpt from a classic fantasy novel about a hobbit encountering a creature called Gollum  
- to describe the characteristics of hobbits and goblins  
- to define *narrator* and *character* and identify the antagonist and protagonist in this excerpt  
- to conduct research on goblins, fairies, and dragons

**Before Reading**  
- Daily Oral Language (VLR I, page 46; UR 6, page 1)  
- Reader’s Journal (PE, page 383; UR 6, page 2)  
- Reader’s Toolbox: Narrator and Character (PE, page 383)  
- Reader’s Resource: History Connection (PE, page 383)  
- About the Author: J. R. R. Tolkien (PE, page 397)  
- Vocabulary from the Selection (ATE, page 384)  
- Vocabulary: More Syllabication (VR, page 55)  
- Reading Strategy: Preview (RSR)

**During Reading**  
- Graphic Organizer (PE, page 383; VLR I, page 46; UR 6, page 1)  
- Guided Reading Questions (PE, page 385; UR 6, page 2)  
- Reading Strategy: Make a Mind Movie (RSR)  
- Fix-Up Idea: Tackle Difficult Vocabulary and Use Guided Reading Questions (RSR)

**After Reading**  
- Reading Strategy: Share the Story (RSR)  
- Standardized Test Practice: Draw Conclusions (RSR)  
- Respond to the Selection (PE, page 397; UR 6, page 5)  
- Investigate, Inquire, and Imagine (PE, page 398; UR 6, page 5)  
- Understanding Literature: Narrator and Character (PE, page 398; UR 6, page 6)  
- Writer’s Journal: Postcard, Journal Entry, or Directions (PE, page 399; UR 6, page 7)  
- Language, Grammar, and Style: Using Commas and Quotation Marks (PE, page 399; UR 6, page 8)  
- Speaking and Listening: Debating (PE, page 399)  
- Study and Research: Researching Creatures (PE, page 399; UR 6, page 9)  
- Collaborative Learning: Developing a Setting (PE, page 399)  
- Vocabulary: Working with Verbs (UR 6, page 8)  
- Selection Check Test 4.6.1 (ATE, page 397; UR 6, page 11; TG)  
- Selection Test 4.6.2 (UR 6, page 13; TG)  
- Internet activities at [http://www.emcp.com](http://www.emcp.com)  
- Free reading time
from *The Hobbit*, page 383

Teacher's Name ___________________________ Class ___________________________ Date ___________________________

### Teaching Options

#### Individual Learning Strategies

- Motivation: Riddles (ATE, page 384)
- Reading Proficiency: Read Aloud (ATE, page 384)
- English Language Learning: Vocabulary (ATE, page 384)
- Special Needs: Drawing a Hobbit (ATE, page 384)
- Enrichment: Rewriting as a Children's Book (ATE, page 384)

### Additional Questions and Activities

- Living Underground (ATE, page 385)
- Riddle Competition (ATE, page 388)
- Analyzing Riddles (ATE, page 390)
- Writing Riddles (ATE, page 391)
- Short Story (ATE, page 394)
- Using the Senses (ATE, page 395)

### Literary Technique

- Narrator (ATE, page 386)
- Rhyme (ATE, page 389)
- Onomatopoeia (ATE, page 391)
- Dialogue (ATE, page 393)

### Cross-Curricular Activities

- Researching Creatures of the Ocean Depths (ATE, page 387)
- Enacting the Excerpt (ATE, page 393)
- Illustration (ATE, page 396)

### Literary Note

- Gollum (ATE, page 387)
- *The Lord of the Rings* (ATE, page 392)
- Song (ATE, page 395)

### Flexible Grouping Suggestions

- Cross-Curricular Activities: Enacting the Excerpt (ATE, page 393)
- Speaking and Listening: Debating (PE, page 399)
- Collaborative Learning: Developing a Setting (PE, page 399)

### Homework Suggestions

- Have students bring unusual objects to class for the blindfold game (Additional Questions and Activities: Using the Senses ATE, page 395).

### Strategies for Developing Readers

#### Tackle Unusual Events and Terms

- Discuss students’ answers to the Reader’s Journal aloud.
- Read the Reader’s Resource aloud.
- Use the Additional Questions and Activities (ATE, pages 385, 388, 390, 391, 394, and 395).

### Additional Strategies for English Language Learners

- Include ELL students in Reading Proficiency activity (ATE, page 384).
- Before reading text, read Literary Note aloud (ATE, page 387).
- Point out that Gollum often adds an extra *s* in words (*yess*) or adds *ses* to the ends of words to make them plural (*hanses*).
- Discuss: *passages, pulled him up sharp and short, splayed,* and *blind-man’s bluff*.
- Use student’s cultural folklore for Study and Research: Researching Creatures (PE, page 399; UR 6, page 9).
**Lesson Plan**

“The Tunnel,” page 400

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** English setting; wording and syntax

**Ease Factor:** Scary plot development

**Synopsis:** Ken and his friend Ib have a supernatural adventure in a tunnel.

**Goals/Objectives:**
- to appreciate a story with a supernatural element
- to identify the various elements of plot in a short story
- to define conflict and flashback and identify each in the selection
- to conduct research on claustrophobia
- to participate in a role-play
- to practice using commas correctly
- to investigate summer jobs in their community

**Related Reading:** “The Stolen Child” (page 407)

**Before Reading**
- Daily Oral Language (VLR I, page 47; UR 6, page 17)
- Reader’s Journal (PE, page 406; UR 6, page 17)
- Reader’s ToolBox: Plot, Conflict, and Flashback (PE, page 400)
- Reader’s Resource: Cultural Connection (PE, page 400)
- About the Author: Sarah Ellis (PE, page 406)
- Vocabulary from the Selection (ATE, page 401)
- Vocabulary: Spelling by Syllables (VR, page 56)
- Reading Strategy: Connect to Prior Knowledge

**During Reading**
- Graphic Organizer (PE, page 400; VLR I, page 47; UR 6, page 17)
- Guided Reading Questions (PE, page 402; UR 6, page 18)
- Reading Strategy: React to the Story (RSR)
- Fix-Up Idea: Visualize (RSR)

**After Reading**
- Reading Strategy: Reflect (RSR)
- Standardized Test Practice: Make Inferences (RSR)
- Respond to the Selection (PE, page 406; UR 6, page 19)
- Investigate, Inquire, and Imagine (PE, page 409; UR 6, page 20)
- Understanding Literature: Plot, Conflict, and Flashback (PE, page 409; UR 6, page 21)
- Writer’s Journal: Letter, Paragraph, or Journal Entry (PE, page 410; UR 6, page 22)
- Speaking and Listening: Role Play (PE, page 410)
- Study and Research & Media Literacy: Researching (PE, page 410)
- Applied English: Looking at Jobs (PE, page 410)
- Vocabulary: Writing a Paragraph (UR 6, page 23)
- Related Reading: “The Stolen Child” (PE, page 407)
- Dramatic Recording: “The Stolen Child” (AL, 2:21)
- Related Reading Questions (ATE, page 407; UR 6, page 20)
- Selection Check Test 4.6.3 (ATE, page 406; UR 6, page 25; TG)
- Selection Test 4.6.4 (UR 6, page 27; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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Lesson Plan

“The Tunnel,” page 400

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

—— Motivation: Brainstorming Emotions (ATE, page 401)
—— Reading Proficiency: Collaborative Learning (ATE, page 401)
—— English Language Learning: Vocabulary Flashcards (ATE, page 401)
—— Special Needs: Pictures of Tunnels (ATE, page 401)
—— Enrichment: Story about Tunnels (ATE, page 401)

Literary Technique

—— Narrator (ATE, page 402)
—— Inciting Incident (ATE, page 403)
—— Stanza (ATE, page 408)
—— Speaker (ATE, page 408)
—— Refrain (ATE, page 408)

Additional Questions and Activities

—— Reading Comprehension (ATE, pages 403 and 404)
—— Illustrating and Discussing the Tunnel (ATE, page 405)
—— Related Reading Questions (ATE, page 407; UR 6, page 20)
—— Describing Faeries (ATE, page 408)

Literary Note

—— Faeries (ATE, page 407)

Flexible Grouping Suggestions

—— Reading Proficiency: Collaborative Learning (ATE, page 401)
—— English Language Learning: Vocabulary Flashcards (ATE, page 401)
—— Investigate, Inquire, and Imagine (PE, page 409; UR 6, page 20)
—— Understanding Literature: Plot, Conflict, and Flashback (PE, page 409; UR 6, page 21)
—— Speaking and Listening: Role-Play (PE, page 410)

Homework Suggestions

—— Vocabulary: Writing a Paragraph (UR 6, page 23)
—— Vocabulary: Spelling by Syllables (VR, page 56)
—— Language, Grammar, and Style: Using Commas (PE, page 410; UR 6, page 24)

Strategies for Developing Readers

Tackle English Setting

—— Read the Reader’s Resource aloud (PE, page 400).
—— Have students find out more about tunnels.

Tackle Wording and Syntax

—— Read the Reader’s Toolbox aloud (PE, page 400).
—— Help students follow the plot by asking additional questions as they read (Additional Questions and Activities, ATE, pages 403 and 404).
—— Share information about the narrator and the plot (Literary Technique, ATE, pages 402 and 403).
—— Help students complete their Graphic Organizers (PE, page 400).

Additional Strategies for English Language Learners

—— Discuss: zinc ointment, workplace-appropriate hair, skip to my Lou, laff, and last one there’s a rotten egg.
—— Have students mark the beginning and the end of the flashbacks with sticky notes.
—— To connect to the previous reading, ask students to tell what feelings Bilbo and Ken share about being in a tunnel.

for “The Stolen Child”

—— Read the poem aloud twice. On the second reading, have students join in the refrain.
—— Discuss: lowing, kettle on the hob, and bob.
“Dragon, Dragon,” page 411

Reading Level: Moderate

Difficulty Consideration: Subject matter

Ease Factor: Vocabulary

Synopsis: A cobbler’s son saves a kingdom, earns a princess’s hand in marriage, finds a wizard’s book, and restores a queen to her true self.

Goals/Objectives:
• to enjoy a fairy tale about a kingdom struggling with a destructive dragon
• to briefly describe the origin of fairy tales
• to identify elements of the fairy tale genre
• to define characterization and identify ways an author uses characterization within the fairy tale
• to use vivid verbs to make writing more interesting
• to write a help-wanted advertisement

Before Reading
_________ Daily Oral Language (VLR I, page 48; UR 6, page 30)
_________ Reader’s Journal (PE, page 411; UR 6, page 30)
_________ Reader’s Toolbox: Fairy Tale and Characterization (PE, page 411)
_________ Reader’s Resource: Background Information (PE, page 411)
_________ About the Author: John Gardner (PE, page 420)
_________ Vocabulary from the Selection (ATE, page 412)
_________ Vocabulary: Word Roots (VR, page 58)
_________ Reading Strategy: Create a T-Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 411; VLR I, page 48; UR 6, page 30)
_________ Dramatic Recording (AL, 16:29)
_________ Guided Reading Questions (PE, page 413; UR 6, page 31)
_________ Reading Strategy: Complete Your T-Chart (RSR)
_________ Fix-Up Idea: Use the Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Evaluate Your Predictions (RSR)
_________ Standardized Test Practice: Make Comparisons and Contrasts (RSR)
_________ Respond to the Selection (PE, page 420; UR 6, page 32)
_________ Investigate, Inquire, and Imagine (PE, page 421; UR 6, page 32)
_________ Understanding Literature: Fairy Tale and Characterization (PE, page 421; UR 6, page 33)
_________ Writer’s Journal: Paragraph, Advertisement, or Dialogue (PE, page 422; UR 6, page 33)
_________ Vocabulary: Writing Sentences (UR 6, page 34)
_________ Language, Grammar, and Style: Using Vivid Verbs (PE, page 422; UR 6, page 35)
_________ Speaking and Listening: Interviewing (PE, page 422; UR 6, page 35)
_________ Applied English: Making an Advertisement (PE, page 422)
_________ Selection Check Test 4.6.5 (ATE, page 420; UR 6, page 37; TG)
_________ Selection Test 4.6.6 (UR 6, page 39; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Dragon, Dragon,” page 411

Teaching Options

Individual Learning Strategies
- Motivation: Discussing Fairy Tales (ATE, page 412)
- Reading Proficiency: Read Aloud (ATE, page 412)
- English Language Learning: Invented Words (ATE, page 412)
- Special Needs: Imaginary Characters (ATE, page 412)
- Enrichment: Writing a Fairy Tale (ATE, page 412)

Additional Questions and Activities
- Reading Comprehension (ATE, pages 413 and 418)
- Analyzing Character (ATE, page 416)
- Discussing Dragons (ATE, page 417)
- Dramatizing a Fairy Tale (ATE, page 419)

Literary Technique
- Anachronism (ATE, page 414)

Cross-Curricular Activities
- Fairy Tales in Art (ATE, page 415)

Flexible Grouping Suggestions
- Additional Questions and Activities: Dramatizing a Fairy Tale (ATE, page 419)

Homework Suggestions
- Vocabulary: Writing Sentences (UR 6, page 34)
- Vocabulary: Word Roots (VR, page 58)
- Writer’s Journal: Paragraph, Advertisement, or Dialogue (PE, page 422; UR 6, page 33)
- Applied English: Making an Advertisement (PE, page 422)

Strategies for Developing Readers

Tackle Subject Matter
- Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 411).
- Have pairs answer the Guided Reading Questions.
- Have students search for stories on knights and dragons: Cross-Curricular Activities: Fairy Tales in Art (ATE, page 415) and Additional Questions and Activities: Discussing Dragons (ATE, page 417).

Additional Strategies for English Language Learners
- Discuss additional words: cobbler and humpback.
- Use activities for Spanish speakers (SR, page 76).
### Lesson Plan

#### “The Rebellion of the Magical Rabbits,” page 423

**Teacher’s Name __________________________ Class __________________ Date __________________**

<table>
<thead>
<tr>
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#### Reading Level: Moderate

**Difficulty Considerations:** Vocabulary; selection length

**Ease Factor:** Subject matter

**Synopsis:** Ruling wolves unsuccessfully try to deny the existence of rabbits.

**Goals/Objectives:**
- to appreciate a story that uses animals to portray a message about dictatorship
- to describe the downfalls of a dictatorship
- to define *parable* and identify an author's means of characterization
- to conduct a journalistic interview
- to practice combining sentences using transition words

### Before Reading

- Daily Oral Language (VLR I, page 49; UR 6, page 42)
- Reader’s Journal (PE, page 423; UR 6, page 42)
- Reader’s Toolbox: Parable and Characterization (PE, page 423)
- Reader’s Resource: History Connection (PE, page 423)
- About the Author: Ariel Dorfman (PE, page 433)
- Vocabulary from the Selection (ATE, page 425)
- Vocabulary: Accented Syllables (VR, page 60)
- Fine Art: Luis Jimenez (PE, page 424; VLR II, page 22)
- Reading Strategy: Discover the Author’s Purpose (RSR)

### During Reading

- Graphic Organizer (PE, page 423; VLR I, page 49; UR 6, page 42)
- Dramatic Recording (AL, 25:39)
- Guided Reading Questions (PE, page 425; UR 6, page 43)
- Reading Strategy: Collect Information Related to the Author’s Purpose (RSR)
- Fix-Up Idea: Refocus and Use Guided Reading Questions (RSR)

### After Reading

- Reading Strategy: Discuss the Author’s Purpose (RSR)
- Standardized Test Practice: Analyze an Author’s Point of View (RSR)
- Respond to the Selection (PE, page 433; UR 6, page 45)
- Investigate, Inquire, and Imagine (PE, page 434; UR 6, page 45)
- Understanding Literature: Parable and Characterization (PE, page 434; UR 6, page 46)
- Language, Grammar, and Style: Combining Sentences (PE, page 435; UR 6, page 49)
- Speaking and Listening: Speech (PE, page 436)
- Critical Thinking: Thinking about the Author’s Ideas (PE, page 436)
- Collaborative Learning & Vocabulary: Using Vocabulary in a Story (PE, page 436; UR 6, page 48)
- Selection Check Test 4.6.7 (ATE, page 433; UR 6, page 51; TG)
- Selection Test 4.6.8 (UR 6, page 53; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**READING STRATEGIES RESOURCE, PAGE 127**

| Reading Strategy: Find a Purpose for Reading
| Fix-Up Idea: Refocus and Use Guided Reading Questions
| Standardized Test Practice: Analyze an Author’s Point of View

**SOUTH CAROLINA STATE STANDARDS**

- click this box for details
“The Rebellion of the Magical Rabbits,” page 423

Teacher’s Name ___________________________________________ Class ___________________________ Date __________________

### Teaching Options

**Individual Learning Strategies**
- Motivation: Parables and Fables (ATE, page 424)
- Reading Proficiency: Using Context Clues (ATE, page 424)
- English Language Learning: Invented Words (ATE, page 424)
- Special Needs: Drawing Animals (ATE, page 424)
- Enrichment: Researching Dictatorships (ATE, page 424)

**Additional Questions and Activities**
- Describing Chronologically (ATE, page 425)
- Reading Comprehension (ATE, pages 426, 431, and 432)
- Understanding Plot (ATE, page 427)
- Discussing Theme (ATE, page 429)
- Foreshadowing (ATE, page 430)

**Literary Technique**
- Irony (ATE, page 427)
- Symbol (ATE, page 428)
- Foreshadowing (ATE, page 432)

**Cross-Curricular Activities**
- Researching Pinochet’s Rule of Chile (ATE, page 428)

**Literary Note**
- Jean de La Fontaine (ATE, page 429)

**Flexible Grouping Suggestions**
- Reading Proficiency: Using Context Clues (ATE, page 424)
- Investigate, Inquire, and Imagine (PE, page 434; UR 6, page 45)
- Understanding Literature: Parables and Characterization (PE, page 434; UR 6, page 46)
- Collaborative Learning & Vocabulary: Using Vocabulary in a Story (PE, page 436; UR 6, page 48)

**Homework Suggestions**
- Vocabulary (VR, page 60)
- Language, Grammar, and Style: Combining Sentences (PE, page 435; UR 6, page 49)

**Strategies for Developing Readers**

**Tackle Vocabulary**
- Use vocabulary activities before reading: Using Vocabulary (UR 6, page 48) and Accented Syllables (VR, page 60).
- Remind students to use the Words for Everyday Use.

**Tackle Selection Length**
- Read the story over two class periods.
- Help students create the Graphic Organizer.
- Use the Additional Questions and Activities exercises (ATE, pages 425, 426, 427, 429, 430, 431, and 432).

**Additional Strategies for English Language Learners**
- Explain: the green rain of their voices, insolently, and realm.
- This selection may remind students of political unrest they have witnessed or heard of. If students are willing, have them share their feelings about strife in their countries of origin.
- After reading, ask students to work together to complete the Graphic Organizer (PE, page 423).
- Use activities for Spanish speakers (SR, page 82).

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Unit Six
Fantastic Places
Closing the Unit, pages 437–447

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

**Featured Book and Activity**

- **A Wizard of Earthsea** by Ursula K. LeGuin
- Hosting a Book Club (PE, page 437; UR 6, page 57)

**Other Books Students May Want to Read**

- **The Tombs of Atuan, The Farthest Shore, Tehanu** by Ursula K. LeGuin (PE, page 437)
- **The Hobbit** by J. R. R. Tolkien (PE, page 437)
- **The Chronicles of Narnia** series by C. S. Lewis (PE, page 437)

**Expressive Writing: Developing Character**

**Assignment:** Students develop a fantasy character and write a character sketch (PE, pages 438–444).

**Before Writing**

- Developing a Character (PE, page 438)
- Professional Model (PE, page 438)
- Previewing Models and Rubric for Assignment (VLR I, page 139; WR, page 92)
- Prewriting (PE, page 439; WR, page 81)
- Student Model—Graphic Organizer (PE, page 441; WR, page 84)
- Graphic Organizer (VLR I, page 136; WR, page 83)
- Student Model—Draft (PE, page 442; VLR I, page 137; WR, page 85)
- Rubric for Expressive Writing: Developing a Character (VLR I, page 139; WR, page 92)

**During Writing**

- Drafting (PE, page 441)
- Self- and Peer Evaluation (PE, page 442; WR, page 88)
- Language, Grammar, and Style: Clear and Unclear Sentences (PE, page 440; WR, page 86)
- Revising and Proofreading (PE, page 443)
- Student Model—Revised (PE, page 443; WR, page 90)

**After Writing**

- Publishing and Presenting (PE, page 444)
- Reflecting (PE, page 441)
Lesson Plan

Unit Six
Fantastic Places
Closing the Unit, pages 437–447

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<td>English Language Learning: Developing a Cultural Character (ATE, page 439)</td>
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<td>Special Needs: Additional Help in Creating a Character (ATE, page 440)</td>
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<td>Enrichment: Writing a Short Story (ATE, page 440)</td>
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<td>Have students think of an imaginary character they would like to describe (Writing with a Plan, PE, page 439).</td>
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<tr>
<td>Graphic Organizer (VLR I, page 132; WR, page 83)</td>
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<td>Language, Grammar, and Style: Clear and Unclear Sentences (PE, page 440; WR, page 86)</td>
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<td>Self-Evaluation (PE, page 442; WR, page 88)</td>
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<td>Rubric for Expressive Writing: Developing a Character (VLR I, page 139; WR, page 92)</td>
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<td>On Your Own (PE, page 447)</td>
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Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet
Unit Seven
Pass It On: The Oral Tradition
Opening the Unit, page 450–452

Unit 7 Goals/Objectives:
• to enjoy reading works from the oral tradition and nonfiction relating to the oral tradition
• to define and identify examples of aim, chronological order, fairy tales, folk tales, moral, myth, oral traditions, personification, point of view, and suspense
• to perform a play based on a folk tale
• to create a fable
• to punctuate dialogue correctly

Lessons I Plan to Teach
_________ The Creation,” page 453
_________ “The Twelve Labors of Hercules,” page 459
_________ Insights: “Getting into Storytelling,” page 466
_________ “The Singing, Springing Lark,” page 470
_________ The Magic Mortar,” page 479
_________ “The Cow of No Color,” page 488
_________ “Don’t Step on a Crack,” page 493
_________ For Your Reading List, page 501
_________ Guided Writing—Narrative Writing: Creating a Fable, page 502
_________ Unit Seven Review, page 508

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 450–451).

Getting Started in the Classroom
_________ Fine Art: English Artist. Have students discuss how the artwork relates to the title of this unit (PE, page 451).
_________ Elements of the Oral Tradition (PE, page 452)
_________ Internet Resources: Oral Tradition Internet Sites (ATE, page 452)
“The Creation,” page 453

Reading Level: Easy

Difficulty Considerations: Creation myth; figurative language

Ease Factors: Vocabulary; selection length

Synopsis: After animals save her from drowning, the youthful wife of an ancient chief creates the world.

Goals/Objectives:
- to appreciate a creation myth
- to briefly describe the history of the Iroquois federation
- to define myth and identify the aspect of nature this myth explains
- to identify point of view
- to make an Earth Day poster

Before Reading
- Daily Oral Language (VLR I, page 52; UR 7, page 1)
- Reader's Journal (PE, page 453; UR 7, page 1)
- Reader's Toolbox: Myth and Point of View (PE, page 453)
- Reader's Resource: History Connection (PE, page 453)
- About the Author: Joseph Bruchac (PE, page 456)
- Vocabulary from the Selection (ATE, page 454)
- Vocabulary: Verb Tenses (VR, page 61)
- Reading Strategy: Build Background Knowledge (RSR)

During Reading
- Guided Reading Questions (PE, page 455; UR 7, page 1)
- Fine Art: Ernest Smith (PE, page 454; Art Smart, PE, page 455 and ATE, page 454)
- Reading Strategy: Visualize the Characters and Events (RSR)
- Fix-Up Idea: Write Things Down (RSR)

After Reading
- Reading Strategy: Discuss the Poem (RSR)
- Standardized Test Practice: Understand Plot Development (RSR)
- Respond to the Selection (PE, page 456; UR 7, page 2)
- Investigate, Inquire, and Imagine (PE, page 457; UR 7, page 2)
- Understanding Literature: Myth and Point of View (PE, page 457; UR 7, page 3)
- Writer's Journal: Bumper Sticker, Myth, or Names (PE, page 458; UR 7, page 4)
- Applied English: Creating a Poster (PE, page 458)
- Language, Grammar, and Style: Pronouns and Antecedents (PE, page 458; UR 7, page 5)
- Vocabulary: Synonyms (UR 7, page 5)
- Selection Check Test 4.7.1 (ATE, page 456; UR 7, page 6; TG)
- Selection Test 4.7.2 (UR 7, page 7; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“The Creation,” page 453

Teacher’s Name ____________________________ Class ____________________ Date __________________

MTWTHF

Teaching Options

Individual Learning Strategies

Motivation: Creation Stories (ATE, page 454)
Reading Proficiency: Read Aloud (ATE, page 454)
English Language Learning: Irregular Verbs (ATE, page 454)
Special Needs: Myths and the Supernatural (ATE, page 454)
Enrichment: Researching the Iroquois (ATE, page 454)

Additional Questions and Activities
Comparing and Contrasting Creation Myths (ATE, page 455)

Art Smart
Myth Illustration (ATE, page 454)

Flexible Grouping Suggestions
Reading Proficiency: Read Aloud (ATE, page 454)
Special Needs: Myths and the Supernatural (ATE, page 454)
Additional Questions and Activities: Comparing and Contrasting Creation Myths (ATE, page 455)
Investigate, Inquire, and Imagine (PE, page 457; UR 7, page 2)
Understanding Literature: Myth and Point of View (PE, page 457; UR 7, page 3)

Homework Suggestions
Vocabulary: Synonyms (UR 7, page 5)
Vocabulary: Verb Tenses (VR, page 61)
Writer’s Journal: Bumper Sticker, Myth, or Names (PE, page 458; UR 7, page 4)
Applied English: Creating a Poster (PE, page 458)
Language, Grammar, and Style: Pronouns and Antecedents (PE, page 458; UR 7, page 5)

Strategies for Developing Readers

Tackle Creation Myth
Read Reader’s Resource and Reader’s Toolbox aloud.
Have students compare and contrast creation myths (Additional Questions and Activities: Comparing and Contrasting Creation Myths, ATE, page 455).
Discuss the painting on PE, page 454.

Tackle Figurative Language
Help students answer the Guided Reading Questions (ATE, page 455).
After students read the poem silently, have a volunteer read it aloud.

Additional Strategies for English Language Learners
Have ELL students share creation myths from their cultures. Collect these myths in a class book.
Have students jot down the name of any animals that they have not heard of. Have them find a picture of that animal.
Lesson Plan

“The Twelve Labors of Hercules,” page 459

Teacher's Name ___________________________ Class ___________________________ Date ____________

Reading Level: Challenging

Difficulty Considerations: Vocabulary and syntax

Ease Factor: Retelling of a famous myth

Synopsis: Hercules performs twelve tasks as penance for murders committed in a fit of madness.

Goals/Objectives:
• to appreciate a story about the adventures of Hercules
• to briefly describe the geography of Greece and some elements of Greek mythology
• to define myth and identify chronological order
• to conduct research on a Greek god or goddess

Insights: “Getting into Storytelling” (page 466)

Before Reading
— Daily Oral Language (VLR I, page 53; UR 7, page 10)
— Reader's Journal (PE, page 459; UR 7, page 10)
— Reader's Toolbox: Myth and Chronological Order (PE, page 459)
— Reader's Resource: History Connection (PE, page 459)
— About the Author: Walker Brents (PE, page 465)
— Vocabulary from the Selection (ATE, page 460)
— Vocabulary: More Accented Syllables (VR, page 63)
— Reading Strategy: Preview the Vocabulary Words (RSR)

During Reading
— Dramatic Recording (AL, 15:45)
— Guided Reading Questions (PE, page 461; UR 7, page 10)
— Reading Strategy: Tackle Words As You Read (RSR)
— Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
— Reading Strategy: Use New Words (RSR)
— Standardized Test Practice: Analyze Words (RSR)
— Respond to the Selection (PE, page 465; UR 7, page 12)
— Investigate, Inquire, and Imagine (PE, page 468; UR 7, page 13)
— Understanding Literature: Myth and Chronological Order (PE, page 468; UR 7, page 14)
— Writer's Journal: Character Description, List of Twelve Labors, or Speech (PE, page 469; UR 7, page 15)
— Vocabulary: Antonyms (PE, page 469; UR 7, page 16)
— Language, Grammar, and Style: Possessive Nouns and Pronouns (UR 7, page 16)
— Study and Research: Investigating Greek Gods (PE, page 469; UR 7, page 17)
— Insights: “Getting into Storytelling” (PE, page 466)
— Insights Questions (ATE, page 466; UR 7, page 12)
— Selection Check Test 4.7.3 (ATE, page 465; UR 7, page 19; TG)
— Selection Test 4.7.4 (UR 7, page 21; TG)
— Internet activities at http://www.emcp.com
— Free reading time

REVIEW RESOURCES

Reading Strategies Resource, Page 135
Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice:
Analyze Words

SOUTH CAROLINA STATE STANDARDS

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“The Twelve Labors of Hercules,” page 459

Teacher’s Name __________________________________Class __________________Date __________________

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<td>Have groups complete the vocabulary exercises before reading: Antonym (UR 7, page 16) and More Accented Syllables (VR, page 63).</td>
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<td>Reading Proficiency: Read Aloud (ATE, page 460)</td>
<td>Pronounce the names of main characters and read the footnotes aloud before students begin reading.</td>
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<td>Enrichment: Comic Strip (ATE, page 460)</td>
<td>Have ELL and non-ELL pairs read and answer Guided Reading Questions. Have pairs place sticky notes under any Greek words they cannot pronounce (PE, page 461).</td>
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<td>Explain: <em>the tide of battle turned</em>. Have students write down any other words or phrases they do not understand.</td>
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<td>Edith Hamilton’s <em>Mythology</em> (ATE, page 459)</td>
<td>During reading, have students use a Graphic Organizer to list Hercules’ tasks and how he finished them. (This will help students answer question 6a, PE, page 468.)</td>
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“The Singing, Springing Lark,” page 470

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Plot twists; vocabulary

Ease Factor: Fairy tale format

Synopsis: A daughter, promised in marriage to a lion who is actually a prince, travels for seven years and faces challenges in order to be reunited with her husband-prince.

Goals/Objectives
• to appreciate a fairy tale about a young girl’s magical encounter with a prince
• to briefly describe the history of the Brothers Grimm
• to define personification and identify examples of it
• to conduct research on traditional fairy tales of different countries
• to describe the characteristics of folk tales and fairy tales

Before Reading
—— Daily Oral Language (VLR I, page 54; UR 7, page 25)
—— Reader’s Journal (PE, page 470; UR 7, page 26)
—— Reader’s Toolbox: Personification, Folk Tale, and Fairy Tale (PE, page 470)
—— Reader’s Resource: Cultural Connection (PE, page 470)
—— About the Authors: Jacob and Wilhelm Grimm (PE, page 476)
—— Vocabulary from the Selection (ATE, page 471)
—— Vocabulary: Spelling: Self-Correction (VR, page 66)
—— Reading Strategy: Create a Knowledge Chart (RSR)

During Reading
—— Graphic Organizer (PE, page 470; VLR I, page 54; UR 7, page 25)
—— Dramatic Recording (AL, 14:20)
—— Guided Reading Questions (PE, page 472; UR 7, page 26)
—— Reading Strategy: Fill in Your Knowledge Chart (RSR)
—— Fix-Up Idea: Reread Sections (RSR)

After Reading
—— Reading Strategy: Reflect (RSR)
—— Standardized Test Practice: Make Comparisons and Contrasts (RSR)
—— Respond to the Selection (PE, page 476; UR 7, page 27)
—— Investigate, Inquire, and Imagine (PE, page 477; UR 7, page 28)
—— Understanding Literature: Personification, Folk Tale, and Fairy Tale (PE, page 477; UR 7, page 29)
—— Writer’s Journal: Song, Recipe, or Letter (PE, page 478; UR 7, page 29)
—— Language, Grammar, and Style: Adding Suffixes (UR 7, page 32)
—— Vocabulary: Writing Sentences (UR 7, page 31)
—— Study and Research & Collaborative Learning: Studying Traditional Tales (PE, page 478; UR 7, page 32)
—— Applied English: Script Writing (PE, page 478)
—— Selection Check Test 4.7.5 (ATE, page 476; UR 7, page 34; TG)
—— Selection Test 4.7.6 (UR 7, page 36; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time

READING STRATEGIES RESOURCE, PAGE 139

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Reread Sections
Standardized Test Practice: Compare and Contrast

SOUTH CAROLINA STATE STANDARDS

click this box for details
“The Singing, Springing Lark,” page 470

Teacher’s Name ___________________________ Class __________________ Date __________________

**Teaching Options**

### Individual Learning Strategies

- **Motivation:** Similarities between Fairy Tales (ATE, page 471)
- **Reading Proficiency:** Collaborative Learning (ATE, page 471)
- **English Language Learning:** Vocabulary Quizzes (ATE, page 471)
- **Special Needs:** Elements of a Fairy Tale (ATE, page 471)
- **Enrichment:** Writing a Fairy Tale (ATE, page 471)

### Additional Questions and Activities

- **Reading Comprehension** (ATE, page 472)
- **Understanding Plot** (ATE, page 473)
- **Dramatizing Scenes** (ATE, page 474)

### Literary Technique

- **Personification** (ATE, page 472)
- **Repetition** (ATE, page 475)

### Flexible Grouping Suggestions

- **Motivation:** Similarities between Fairy Tales (ATE, page 471)
- **Reading Proficiency:** Collaborative Learning (ATE, page 471)
- **English Language Learning:** Vocabulary Quizzes (ATE, page 471)
- **Additional Questions and Activities:** Dramatizing Scenes (ATE, page 474)
- **Investigate, Inquire, and Imagine** (PE, page 477; UR 7, page 28)
- **Understanding Literature:** Personification and Folk Tale (PE, page 477; UR 7, page 29)
- **Study and Research & Collaborative Learning:** Studying Traditional Tales (PE, page 478; UR 7, page 32)

### Homework Suggestions

- **Vocabulary:** Writing Sentences (UR 7, page 31)
- **Vocabulary:** Spelling: Self-Correction (VR, page 66)
- **Writer’s Journal:** Song, Recipe, or Letter (PE, page 478; UR 7, page 29)
- **Language, Grammar, and Style:** Adding Suffixes (UR 7, page 32)
- **Applied English:** Script Writing (PE, page 478)

**Strategies for Developing Readers**

### Tackle Plot Twists

- Have students use the Graphic Organizer to help them keep track of magical elements (PE, page 470).
- Have partners read and answer the Guided Reading Questions.
- Use additional questions to help students follow the plot (Additional Questions and Activities: Questions about the Selection, ATE, pages 472 and 473).
- Have groups practice reading a scene out aloud (Additional Questions and Activities: Dramatizing Scenes, ATE, page 474).

### Tackle Vocabulary

- Use vocabulary exercises before reading: Writing Sentences (UR 7, page 31) and Spelling: Self-Correction (VR, page 66).
- Read the footnotes on ATE page 474 before reading the story.

### Additional Strategies for English Language Learners

- Include ELL students in Reading Proficiency activity (ATE, page 471).
- Discuss: *springing, trespassing, transformed, casket,* and *she took heart.*
- Research folk/fairy tales from ELL student’s native culture (Study and Research and Collaborative Learning PE, page 478; UR 7, page 32).
“The Magic Mortar,” page 479

Teacher's Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Japanese setting and terms

Ease Factor: Vocabulary

Synopsis: A greedy brother meets his end when he steals a magic mortar from his poor but generous brother.

Goals/Objectives:
• to enjoy a Japanese folk tale
• to briefly describe the Japanese New Year celebration
• to define moral and point of view and identify these elements in their reading
• to conduct research on the origin of salt water in oceans and seas

Before Reading
_______ Daily Oral Language (VLR I, page 55; UR 7, page 40)
_______ Reader’s Journal (PE, page 479; UR 7, page 40)
_______ Reader’s Toolbox: Moral and Point of View (PE, page 479)
_______ Reader’s Resource: Cultural Connection (PE, page 479)
_______ About the Author: Yoshiko Uchida (PE, page 485)
_______ Fine Art: Katsushika Hokusai (PE, page 480; VLR II, page 25)
_______ Vocabulary from the Selection (ATE, page 480)
_______ Vocabulary: Borrowing Foreign Words (VR, page 67)
_______ Reading Strategy: Make Predictions (RSR)

During Reading
_______ Guided Reading Questions (PE, page 481; UR 7, page 40)
_______ Reading Strategy: Continue Your Predictions (RSR)
_______ Fix-Up Idea: Visualize (RSR)

After Reading
_______ Reading Strategy: Evaluate Your Predictions (RSR)
_______ Standardized Test Practice: Understand Sequence (RSR)
_______ Respond to the Selection (PE, page 485; UR 7, page 41)
_______ Investigate, Inquire, and Imagine (PE, page 486; UR 7, page 42)
_______ Understanding Literature: Moral and Point of View (PE, page 486; UR 7, page 43)
_______ Writer’s Journal: Character Sketch, Stage Directions, or Step-by-Step Instructions (PE, page 487; UR 7, page 43)
_______ Study and Research: Examining the Oceans (PE, page 487; UR 7, page 46)
_______ Vocabulary: Skill Builders (UR 7, page 44)
_______ Language, Grammar, and Style: Common Spelling Errors (PE, page 487; UR 7, page 45)
_______ Selection Check Test 4.7.7 (PE, page 485; UR 7, page 47; TG)
_______ Selection Test 4.7.8 (UR 7, page 48; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time
Lesson Plan

“The Magic Mortar,” page 479

Teacher’s Name ___________________________ Class __________________ Date __________________

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“The Cow of No Color,” page 488

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Unfamiliar setting

Ease Factor: Selection length

Synopsis: Nunyala, the wise woman of the Ewe people, teaches the village chief a lesson.

Goals/Objectives:
• to appreciate a Ghanaian folk tale about an injustice
• to briefly describe the history of African folk tales
• to define aim and suspense and identify examples of each
• to conduct research on justice and fairness

Before Reading
_________ Daily Oral Language (VLR I, page 56; UR 7, page 51)
_________ Reader’s Journal (PE, page 488; UR 7, page 51)
_________ Reader’s Toolbox: Aim and Suspense (PE, page 488)
_________ Reader’s Resource: History Connection (PE, page 488)
_________ About the Authors: Nina Jaffe and Steve Zeitlin (PE, page 490)
_________ Fine Art: Cyprien Tokoudagba (PE, page 489; VLR II, page 28)
_________ Vocabulary from the Selection (ATE, page 488)
_________ Vocabulary: PAVE (VR, page 68)
_________ Reading Strategy: Preview (RSR)

During Reading
_________ Guided Reading Questions (PE, page 489; UR 7, page 51)
_________ Dramatic Recording (AL, 3:09)
_________ Reading Strategy: Find the Authors’ Purpose (RSR)
_________ Fix-Up Idea: Write Things Down (RSR)

After Reading
_________ Reading Strategy: Discuss the Authors’ Purpose (RSR)
_________ Standardized Test Practice: Analyze the Authors’ Purpose (RSR)
_________ Respond to the Selection (PE, page 490; UR 7, page 52)
_________ Investigate, Inquire, and Imagine (PE, page 491; UR 7, page 52)
_________ Understanding Literature: Aim and Suspense (PE, page 491; UR 7, page 53)
_________ Writer’s Journal: Thank-You Note, Paragraph, or Description (PE, page 492; UR 7, page 54)
_________ Vocabulary: Synonyms (UR 7, page 55)
_________ Language, Grammar, and Style: Compound Sentences (UR 7, page 55)
_________ Media Literacy & Study and Research: Analyzing Media (PE, page 492; UR 7, page 56)
_________ Speaking and Listening & Collaborative Learning: Putting on a Play (PE, page 492)
_________ Selection Check Test 4.7.9 (ATE, page 490; UR 7, page 57; TG)
_________ Selection Test 4.7.10 (UR 7, page 58; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
**Lesson Plan**

“The Cow of No Color,” page 488

Teacher’s Name ____________________________________________ Class __________________________ Date __________________

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<td>Pronounce the names of people and places in the story before students begin reading.</td>
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Tackle Unfamiliar Setting

- Read the Reader’s Resource aloud (PE, page 488).
- Pronounce the names of people and places in the story before students begin reading.

Additional Strategy for English Language Learners

- Discuss: spokesperson.
“Don’t Step on a Crack,” page 493

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Moderate
Difficulty Consideration: Long sentences
Ease Factors: Familiar subject matter; vocabulary
Synopsis: This nonfiction selection discusses and explains many common superstitions.
Goals/Objectives:
• to enjoy an essay about superstitions
• to briefly describe superstitions and omens
• to identify elements of the oral tradition
• to write and act out a play based on a superstition

Before Reading
_________ Daily Oral Language (VLR I, page 57; UR 7, page 61)☐☐
_________ Reader’s Journal (PE, page 493; UR 7, page 61)☐
_________ Reader’s Toolbox: Oral Tradition (PE, page 493)
_________ Reader’s Resource: Background Knowledge (PE, page 493)
_________ About the Author: Lila Perl (PE, page 498)
_________ Vocabulary: More PAVE (VR, page 72)☐
_________ Reading Strategy: Preview (RSR)

During Reading
_________ Graphic Organizer (PE, page 493; VLR I, page 57; UR 7, page 61)☐☐
_________ Guided Reading Questions (PE, page 495; UR 7, page 62)☐
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Summarize (RSR)☐
_________ Standardized Practice: Determine Cause and Effect (RSR)☐
_________ Respond to the Selection (PE, page 498; UR 7, page 63)☐
_________ Investigate, Inquire, and Imagine (PE, page 499; UR 7, page 63)☐
_________ Understanding Literature: Oral Tradition (PE, page 499; UR 7, page 64)☐
_________ Writer’s Journal: Superstition, List of Questions, or Epitaph (PE, page 500; UR 7, page 65)☐
_________ Vocabulary: Building Vocabulary (UR 7, page 66)☐
_________ Language, Grammar, and Style: Prepositions (UR 7, page 66)☐
_________ Collaborative Learning & Speaking and Listening: Creating and Acting Out a Play (PE, page 500)
_________ Applied English: Creating a Children’s Comic Book (PE, page 500)
_________ Selection Check Test 4.7.11 (ATE, page 498; UR 7, page 67; TG)☐☐
_________ Selection Test 4.7.12 (UR 7, page 68; TG)☐☐
_________ Internet activities at http://www.emcp.com ☐
_________ Free reading time

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“Don’t Step on a Crack,” page 493

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

**Individual Learning Strategies**

- Motivation: Storyteller (ATE, page 494)
- Reading Proficiency: Read Aloud (ATE, page 494)
- English Language Learning: Writing Contextual Sentences (ATE, page 494)
- Special Needs: Telling Stories (ATE, page 494)
- Enrichment: Superstition Poll (ATE, page 494)

**Additional Questions and Activities**

- Origins of Superstitions (ATE, page 495)
- Types of Superstitions (ATE, page 496)
- Reasoning Behind Superstitions (ATE, page 497)

**Flexible Grouping Suggestions**

- Enrichment: Superstition Poll (ATE, page 494)
- Additional Questions and Activities: Origins of Superstitions (ATE, page 495)
- Investigate, Inquire, and Imagine (PE, page 499; UR 7, page 63)
- Understanding Literature: Oral Tradition (PE, page 499; UR 7, page 64)
- Collaborative Learning & Speaking and Listening: Creating and Acting Out a Play (PE, page 500)

**Homework Suggestions**

- Vocabulary: More PAVE (VR, page 72)
- Writer's Journal: Superstition, List of Questions, or Epitaph (PE, page 500; UR 7, page 65)
- Language, Grammar, and Style: Prepositions (UR 7, page 66)
- Applied English: Creating a Children's Comic Book (PE, page 500)

Strategies for Developing Readers

**Tackle Long Sentences**

- Have partners read the story aloud to each other.

**Additional Strategies for English Language Learners**

- Ask ELL student if there are any superstitions in their native countries (Reader's Resource, PE, page 493).
- Have ELL students ask their parents to share a story from their native country (Motivation, ATE, page 494).
- Simplify the Graphic Organizer. Make 2 columns: Superstition–Column 1, Meaning–Column 2.
- Divide the class into small groups with an ELL student in each group. ELL students can fill in Graphic Organizers as the story is read aloud by other students.
- Discuss: articles of crockery, venture forth, and rout.
- Use Graphic Organizers to answer Investigate, Inquire, and Imagine questions (PE, page 499).
Unit Seven
Pass It On: The Oral Tradition
Closing the Unit, pages 501-509

Teacher's Name __________________________________ Class __________________ Date __________________

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity
_________ The Cow of No Color: Riddle Stories and Justice Tales from Around the World by Nina Jaffe and Steve Zeitlin (PE, page 501)
_________ Independent Reading Activity: Perform Justice Plays (PE, page 501; UR 7, page 71)

Other Books Students May Want to Read
_________ Parzival: The Quest of the Grail Knight by Katherine Paterson (PE, page 501)
_________ Gray Heroes: Elder Tales from Around the World by Jane Yolen (PE, page 501)
_________ Fearless Girls, Wise Women, and Beloved Sisters: Heroines in Folktales from Around the World by Katherine Ragan and Jane Yolen (PE, page 501)

Guided Writing
Narrative Writing: Creating a Fable

Assignment: Students write an original fable (PE, pages 502-507).

Before Writing
_________ Creating a Fable (PE, page 502)
_________ Professional Model (PE, page 502)
_________ Rubric for Assignment (VLR I, page 142; WR, page 105)
_________ Prewriting (PE, page 503; WR, page 93)
_________ Student Model—Graphic Organizer (PE, page 504; WR, page 95)
_________ Graphic Organizer (VLR I, page 140; WR, page 94)
_________ Student Model—Draft (PE, page 505; VLR I, page 141; WR, page 96)

During Writing
_________ Drafting (PE, page 505)
_________ Self- and Peer Evaluation (PE, page 506; WR, page 101)
_________ Language, Grammar, and Style (PE, page 503; WR, page 97)
_________ Revising and Proofreading (PE, page 506)
_________ Student Model—Revised (PE, page 507; WR, page 103)

After Writing
_________ Publishing and Presenting (PE, page 507)
_________ Reflecting (PE, page 507)
Lesson Plan

Unit Seven
Pass It On: The Oral Tradition
Closing the Unit, pages 501-509

Teacher’s Name ____________________________ Class __________________ Date ____________________

Individual Learning Strategies

Motivation: Tales of Wonder Websites (ATE, page 503)
Reading Proficiency: Previewing Sections (ATE, page 503)
English Language Learning: Sharing a Cultural Fable (ATE, page 503)
Special Needs: Oral Narration vs. Written Narration (ATE, page 503)
Enrichment: Oral Interpretation (ATE, page 503)

Flexible Grouping Suggestions

Revising and Proofreading (PE, page 506)
Publishing and Presenting (PE, page 507)

Homework Suggestions

Have students think of an idea for writing a fable (Creating a Fable, PE, page 502).
Language, Grammar, and Style: Using Quotation Marks Correctly (PE, page 503; WR, page 97)
Self-Evaluation (PE, page 506; WR, page 101)
Rubric for Assignment (VLR I, page 142; WR, page 105)

Unit Seven Review

Review and Assessment

Words for Everyday Use (PE, page 508; UR 7, page 72)
Vocabulary Development (ATE, page 508)
Literary Terms and Techniques (PE, page 508; UR 7, page 73)
Unit 7 Review (UR 7, page 72)
Unit 7 Study Guide (UR 7, page 75)
Unit 7 Test (UR 7, page 80; TG)

Reflecting on Your Reading

Theme (PE, page 508)
Genre (PE, page 508)
Critical Thinking (PE, page 508; UR 7, page 74)
Group Project (PE, page 509)
On Your Own (PE, page 509)

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Unit Eight
Stories to Tell: Fiction
Opening the Unit, pages 510–513

Unit 8 Goals/Objectives:
• to enjoy reading short stories
• to define and identify concepts and techniques such as character, characterization, theme, setting, plot, conflict, point of view, and foreshadowing
• to engage in a meaningful independent reading experience by reading a novel and participating in a book club
• to compare and contrast author websites in an essay
• to identify, correct, and use appropriate comparative and superlative modifiers

Lessons I Plan to Teach
_________ “All Summer in a Day,” page 514
_________ “The Woman and the Wolf,” page 523
_________ “I, Hungry Hannah Cassandra Glen…,” page 537
_________ “Raymond’s Run,” page 549
_________ “The Boy Who Talked with Animals,” page 561
_________ Related Reading: “Turtles Taken off the Menu in Brazil,” page 578
_________ “Potter’s Gray,” page 582
_________ For Your Reading List, page 597
_________ Guided Writing—Informative Writing: Comparing and Contrasting Author Websites, page 598
_________ Unit Eight Review, page 605

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 510–511).

Getting Started in the Classroom
_________ Fine Art: Giorgio de Chirico. Have students discuss how the artwork relates to the title of this unit (PE, page 510).
_________ Elements of Fiction (PE, page 512)
_________ Additional Questions and Activities: Plot Development in Short Stories and Novels (ATE, page 512)
_________ Internet Resources: KidPub (ATE, page 513)
Lesson Plan

“All Summer in a Day,” page 514

Teacher’s Name ____________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Unfamiliar characters and setting; abrupt introduction

Ease Factor: Intriguing subject matter

Synopsis: When a young girl is locked away by the other children, she misses the chance to see the sun because it only shines once every seven years.

Goals/Objectives:
• to enjoy a science fiction story about children’s lives on Venus
• to briefly describe the characteristics of Venus and Seasonal Affective Disorder
• to define science fiction and recognize elements of this genre
• to discuss the issues of adapting to a new school

Before Reading
_________ Daily Oral Language (VLR I, page 59; UR 8, page 1)[•]
_________ Reader’s Journal (PE, page 514; UR 8, page 2)[•]
_________ Reader’s Toolbox: Plot and Science Fiction (PE, page 514)
_________ Reader’s Resource: Science and Biology Connections (PE, page 514)
_________ About the Author: Ray Bradbury (PE, page 520)
_________ Vocabulary from the Selection (ATE, page 515)
_________ Vocabulary: Context Clues—Introduction (VR, page 78)[•]
_________ Reading Strategy: Preview (RSR)[•]

During Reading
_________ Graphic Organizer (PE, page 514; VLR I, page 59; UR 8, page 1)[•]
_________ Dramatic Recording (AL, 14:00)[•]
_________ Guided Reading Questions (PE, page 516; UR 8, page 2)[•]
_________ Reading Strategy: Use Guided Reading Questions (RSR)[•]
_________ Fix-Up Idea: Reread (RSR)[•]

After Reading
_________ Reading Strategy: Create a Plot Diagram (RSR)[•]
_________ Standardized Test Practice: Determine Cause and Effect (RSR)[•]
_________ Respond to the Selection (PE, page 520; UR 8, page 3)[•]
_________ Investigate, Inquire, and Imagine (PE, page 521; UR 8, page 3)[•]
_________ Understanding Literature: Plot, Science Fiction, Similes, and Metaphors (PE, page 521; UR 8, page 4)[•]
_________ Writer’s Journal: Simile and Metaphor, Short Poem, or Science Fiction Scene (PE, page 522; UR 8, page 5)[•]
_________ Collaborative Learning: Class Discussion (PE, page 522)
_________ Vocabulary: Writing Sentences (UR 8, page 6)[•]
_________ Language, Grammar, and Style: Helping Verbs (UR 8, page 7)[•]
_________ Study and Research: Planet Report (PE, page 522; UR 8, page 8)[•]
_________ Selection Check Test 4.8.1 (PE, page 520; UR 8, page 9)[•]
_________ Selection Test 4.8.2 (UR 8, page 11)[•]
_________ Internet activities at http://www.emcp.com[•]
_________ Free reading time

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UNIT 8
DISCOVERING LITERATURE
LESSON PLANS
**Lesson Plan**

**“All Summer in a Day,” page 514**

**Teacher’s Name ________________________________ Class ______________________ Date __________________**

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Researching the Sun (ATE, page 515)
- Reading Proficiency: Predicting (ATE, page 515)
- English Language Learning: Writing Contextual Sentences (ATE, page 515)
- Special Needs: Greenhouse Visit (ATE, page 515)
- Enrichment: Researching a Planet and Writing a Science Fiction Story (ATE, page 515)

**Literary Technique**
- Metaphor and Simile (ATE, page 516)
- Simile (ATE, pages 516 and 518)

**Additional Questions and Activities**
- Adjusting to New Surroundings (ATE, page 517)
- Analyzing Character (ATE, page 518)
- Reading Comprehension (ATE, page 519)

**Flexible Grouping Suggestions**
- Investigate, Inquire, and Imagine (PE, page 521; UR 8, page 3)
- Understanding Literature: Plot, Science Fiction, Similes, and Metaphors (PE, page 521; UR 8, page 4)
- Collaborative Learning: Class Discussion (PE, page 522)

**Homework Suggestions**
- Vocabulary: Writing Sentences (UR 8, page 6)
- Vocabulary: Context Clues—Introduction (VR, page 78)
- Writer’s Journal: Simile and Metaphor, Short Poem, or Science Fiction Scene (PE, page 522; UR 8, page 5)
- Language, Grammar, and Style: Helping Verbs (UR 8, page 7)
- Study and Research: Planet Report (PE, page 522; UR 8, page 8)

**Strategies for Developing Readers**

**Tackle Unfamiliar Characters and Setting**
- Read the Reader’s Toolbox and Reader’s Resource aloud.
- Explain Margot’s feelings (Additional Questions and Activities: Adjusting to New Surroundings, ATE, page 517).

**Tackle Abrupt Introduction**
- Read the first two pages aloud and answer Guided Reading Questions.

**Additional Strategies for English Language Learners**
- Explain: controlled exposure to bright light.
- Include ELL students in Reading Proficiency activity (ATE, page 515).
- Pair ELL students with advanced readers. ELL students can find the similes and metaphors in the story for the Graphic Organizer and discuss its meaning with advanced readers (PE, page 514).
Lesson Plan

“The Woman and the Wolf,” page 523

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Inuit terms; Arctic setting

Ease Factor: Exciting external conflicts

Synopsis: During a time of famine, a grandfather’s dog survives and finds his family.

Goals/Objectives:
• to appreciate a story that explains the respect the Inuits had for wolves
• to briefly describe the lifestyle of the Inuit people
• to identify setting and conflict and explain how they contribute to the plot of a story
• to conduct research on two different groups of Native Americans

Before Reading
_________ Daily Oral Language (VLR I, page 60; UR 8, page 15)
_________ Reader’s Journal (PE, page 523; UR 8, page 16)
_________ Reader’s Toolbox: Setting and Conflict (PE, page 523)
_________ Reader’s Resource: Cultural Connection (PE, page 523)
_________ About the Author: Farley Mowat (PE, page 534)
_________ Vocabulary from the Selection (ATE, page 524)
_________ Vocabulary: Context Clues: Definitions and Restatements (VR, page 79)
_________ Reading Strategy: Preview the Vocabulary Words (RSR)

During Reading
_________ Graphic Organizer (PE, page 523; VLR I, page 60; UR 8, page 15)
_________ Dramatic Recording (AL, 29:29)
_________ Guided Reading Questions (PE, page 525; UR 8, page 16)
_________ Reading Strategy: Use What You Know about the Words (RSR)
_________ Fix-Up Idea: Visualize (RSR)

After Reading
_________ Reading Strategy: Illustrate Story Events (RSR)
_________ Standardized Test Practice: Use Context Clues and Analyze Words (RSR)
_________ Investigate, Inquire, and Imagine (PE, page 535; UR 8, page 23)
_________ Writer’s Journal: Paragraph, E-mail Message, or Paraphrase (PE, page 536; UR 8, page 20)
_________ Vocabulary: Creating New Words (UR 8, page 21)
_________ Language, Grammar, and Style: Using I and Me (UR 8, page 22)
_________ Critical Thinking: Describing Setting (PE, page 536; UR 8, page 23)
_________ Study and Research: Researching Native Americans (PE, page 536; UR 8, page 23)
_________ Collaborative Learning: Recreating a Setting (PE, page 536)
_________ Selection Check Test 4.8.3 (ATE, page 534; UR 8, page 25; TG)
_________ Selection Test 4.8.4 (UR 8, page 27; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 159

Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Visualize
Standardized Test Practice:
Use Context Clues and Analyze Words

SOUTH CAROLINA STATE STANDARDS

click this box for details
“The Woman and the Wolf,” page 523

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Sled Dogs (ATE, page 524)
- Reading Proficiency: Collaborative Learning (ATE, page 524)
- English Language Learning: Charades (ATE, page 524)
- Special Needs: External Conflict (ATE, page 524)
- Enrichment: Researching the Inuit People (ATE, page 524)

Additional Questions and Activities

- Setting up the Story (ATE, page 525)
- Reading Comprehension (ATE, page 529)
- Analyzing Character (ATE, page 531)
- Effects of Statements (ATE, page 532)

Cross-Curricular Activities

- Research Inuit Dogs (ATE, page 526)
- Researching Death Rituals of the Inuit (ATE, page 527)
- Researching Huskies and Wolves (ATE, page 528)
- Geography of the Tundra (ATE, page 530)

Literary Technique

- Symbol (ATE, page 526)
- Personification (ATE, page 533)

Bibliographic Note

- Farley Mowat (ATE, page 533)

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 535; UR 8, page 18)
- Understanding Literature: Setting and Conflict (PE, page 535; UR 8, page 20)
- Critical Thinking: Describing Setting (PE, page 536; UR 8, page 23)
- Collaborative Learning: Recreating a Setting (PE, page 536)
- Cross-Curricular Activities: Researching Huskies and Wolves (ATE, page 528)

Homework Suggestions

- Vocabulary: Creating New Words (ATE, page 524; UR 8, page 21)
- Vocabulary: Context Clues: Definitions and Restatements (VR, page 79)

Strategies for Developing Readers

Tackle Inuit Terms

- Discuss footnotes aloud before students begin reading.
- Have students answer the Guided Reading Questions.

Tackle Arctic Setting

- Read the Reader’s Toolbox and Reader’s Resource aloud.
- Help students fill in their Graphic Organizers.

Additional Strategies for English Language Learners

- Before reading, share the following information and complete the following Cross-Curricular Activities: Research Inuit Dogs (ATE, page 526), Researching Death Rituals of the Inuit (ATE, page 527), and Researching Huskies and Wolves (ATE, page 528).
- Find pictures of weasels, lemmings, ptarmigans, and caribou.
- Discuss additional words and phrases: laments, folly, tether, honed, lemming, flanks, tabu, outcrop, motes, entails, in the heart of the great plains, give her heart, and made surrender to her hour.
- Have ELL students and non-ELL students work on Guided Reading Questions together (PE, page 528; UR 8, page 16).
- Have students stop and predict who the “Snow Walker” is on page 526 in the third paragraph in column 2. Have students answer the Guided Reading Questions on the same page.
- For additional understanding of the story, create a collage that shows the story’s setting (Collaborative Learning: Recreating a Setting, PE, page 536).
Lesson Plan

“I, Hungry Hannah Cassandra Glen...,” page 537

Teacher’s Name ___________________ Class ___________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Heavy dialogue; selection length

Ease Factor: Strong main character

Synopsis: The first-person narrator, Cassandra, talks her friend Crow into going to a funeral so that they can eat the food served afterward.

Goals/Objectives:
• to appreciate a story about two children who attend a funeral for the purpose of eating well
• to describe common grieving rituals
• to define point of view and characterization and identify these techniques
• to work collaboratively to help needy people

Before Reading

_________ Daily Oral Language (VLR I, page 62; UR 8, page 31)
_________ Reader’s Journal (PE, page 537; UR 8, page 31)
_________ Reader’s Toolbox: Point of View and Characterization (PE, page 537)
_________ Reader’s Resource: Background Information (PE, page 537)
_________ About the Author: Norma Fox Mazer (PE, page 546)
_________ Vocabulary from the Selection (ATE, page 538)
_________ Vocabulary: Abbreviations and Acronyms (VR, page 81)
_________ Reading Strategy: Find a Purpose (RSR)

During Reading

_________ Graphic Organizer (PE, page 537; VLR I, page 62; UR 8, page 31)
_________ Dramatic Recording (AL, 28:07)
_________ Guided Reading Questions (PE, page 538; UR 8, page 32)
_________ Art Smart: Wayne Thiebaud (PE and ATE, page 540; VLR II, page 31)
_________ Reading Strategy: Learn More about Hannah and Crow (RSR)
_________ Fix-Up Idea: Visualize (RSR)

After Reading

_________ Reading Strategy: Reflect on the Characters (RSR)
_________ Standardized Test Practice: Analyze Character Development (RSR)
_________ Respond to the Selection (PE, page 546; UR 8, page 34)
_________ Investigate, Inquire, and Imagine (PE, page 547; UR 8, page 34)
_________ Understanding Literature: Point of View and Characterization (PE, page 547; UR 8, page 35)
_________ Writer’s Journal: List, Will, or Essay (PE, page 548; UR 8, page 36)
_________ Vocabulary: Matching (UR 8, page 37)
_________ Language, Grammar, and Style: Working with Negatives (PE, page 548; UR 8, page 38)
_________ Selection Check Test 4.8.5 (ATE, page 546; UR 8, page 39; TG)
_________ Selection Test 4.8.6 (UR 8, page 40; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“I, Hungry Hannah Cassandra Glen...,” page 537

Teacher’s Name __________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Mourning (ATE, page 538)
- Reading Proficiency: Read Aloud (ATE, page 538)
- English Language Learning: American Funeral Traditions (ATE, page 538)
- Special Needs: Imagery and Motivation (ATE, page 538)
- Enrichment: Interview (ATE, page 538)

**Literary Technique**
- Simile (ATE, page 539)

**Art Smart**
- Wayne Thiebaud (PE and ATE, page 540)

**Additional Questions and Activities**
- Describing Characters (ATE, page 541)
- Greed (ATE, page 543)
- Writing a Will (ATE, page 544)
- Reading Comprehension (ATE, page 545)

**Cross-Curricular Activities**
- Making a Will (ATE, page 542)
- Illustrating the Table (ATE, page 545)

**Flexible Grouping Suggestions**
- Investigate, Inquire, and Imagine (PE, page 547; UR 8, page 34)
- Understanding Literature: Point of View and Characterization (PE, page 547; UR 8, page 35)
- Additional Questions and Activities: Greed (ATE, page 543)

**Homework Suggestions**
- Writer’s Journal: List, Will, or Essay (PE, page 548; UR 8, page 36)
- Language, Grammar, and Style: Working with Negatives (PE, page 548; UR 8, page 38)

**Strategies for Developing Readers**

**Tackle Heavy Dialogue**
- Have groups practice reading sections out loud.
- Play the audio version after students have finished reading.

**Tackle Selection Length**
- Read the story over two class periods.
- Have pairs read and answer Guided Reading Questions.

**Additional Strategies for English Language Learners**
- Read Reader’s Resource aloud (PE, page 537).
- Have ELL students share funeral traditions from their native cultures.
- Because of the amount of dialogue and unfamiliar subject matter, ELL students may need to read this story in small groups. Students may never have been to an American funeral and even with explaining, some American cultural traditions may be unclear until students talk about them.
- Have small groups complete Language, Grammar, and Style: Working with Negatives (PE, page 548).
“Raymond’s Run,” page 549

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Heavy dialogue; vocabulary

Ease Factor: Strong main character

Synopsis: The first-person narrator, Squeaky, wins a race and notices the potential in her brother Raymond.

Goals/Objectives:
• to enjoy a short story about a confident girl who loves to race
• to briefly explain where and in what contexts the metric system is used
• to identify the point of view from which a story is told
• to define hyperbole and identify examples
• to conduct research on a famous runner

Before Reading
_________ Daily Oral Language (VLR I, page 63; UR 8, page 44)
_________ Reader’s Journal (PE, page 549; UR 8, page 44)
_________ Reader’s Toolbox: Point of View, Hyperbole, and Character (PE, page 549)
_________ Reader’s Resource: Science Connection (PE, page 549)
_________ About the Author: Toni Cade Bambara (PE, page 557)
_________ Vocabulary from the Selection (ATE, page 550)
_________ Vocabulary: Context Clues (VR, page 82)
_________ Reading Strategy: Preview (RSR)

During Reading
_________ Graphic Organizer (PE, page 549; VLR I, page 63; UR 8, page 44)
_________ Dramatic Recording (AL, 21:46)
_________ Guided Reading Questions (PE, page 550; UR 8, page 45)
_________ Reading Strategy: Add Information to Your Prediction Chart (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Share Your Prediction Chart (RSR)
_________ Standardized Test Practice: Understand Sequence (RSR)
_________ Investigate, Inquire, and Imagine (PE, page 558; UR 8, page 47)
_________ Understanding Literature: Point of View, Hyperbole, and Character (PE, page 559; UR 8, page 49)
_________ Writer’s Journal: Description, Hyperbole, Speech, or Personal Memoir (PE, page 549; UR 8, page 49)
_________ Vocabulary: Writing a Paragraph (UR 8, page 51)
_________ Language, Grammar, and Style: Verbs (PE, page 560; UR 8, page 51)
_________ Speaking and Listening & Collaborative Learning: Role-Play (PE, page 560)
_________ Applied English: Thank-You Note (PE, page 560)
_________ Study and Research: Famous Runner Biography (PE, page 560; UR 8, page 52)
_________ Selection Check Test 4.8.7 (ATE, page 557; UR 8, page 54; TG)
_________ Selection Test 4.8.8 (UR 8, page 56; TG)
_________ Internet activities at http://www.emcp.com

Reading Strategy: Make Predictions
Fix-Up Idea: Read Aloud
Standardized Test Practice: Understand Sequence

SOUTH CAROLINA STATE STANDARDS

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### Teaching Options

#### Individual Learning Strategies
- Motivation: Aspects of Running (ATE, page 550)
- Reading Proficiency: Collaborative Learning (ATE, page 550)
- English Language Learning: Word Map (ATE, page 550)
- Special Needs: Humor (ATE, page 550)
- Enrichment: Running Program (ATE, page 550)

#### Literary Technique
- Dialect (ATE, page 551)

#### Additional Questions and Activities
- Analyzing Character (ATE, page 552)
- Describing Character (ATE, page 553)
- Judging Runners (ATE, page 555)
- Reading Comprehension (ATE, page 556)

#### Cross-Curricular Connections
- Dodge City (ATE, page 552)
- May Day (ATE, page 553)

#### Cross-Curricular Activities
- Names (ATE, page 554)

### Flexible Grouping Strategies
- Investigate, Inquire, and Imagine (PE, page 558; UR 8, page 47)
- Understanding Literature: Point of View, Hyperbole, and Character (PE, page 559; UR 8, page 49)
- Speaking and Listening & Collaborative Learning: Role Play (PE, page 560)

### Homework Suggestions
- Vocabulary: Writing a Paragraph (ATE, page 550; UR 8, page 51)
- Vocabulary: Context Clues (VR, page 82)
- Writer’s Journal: Description, Hyperbole, Speech, or Personal Memoir (PE, page 549; UR 8, page 49)
- Language, Grammar, and Style: Verbs (PE, page 560; UR 8, page 51)
- Applied English: Thank-You Note (PE, page 560)
- Study and Research: Famous Runner Biography (PE, page 560; UR 8, page 52)

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### Strategies for Developing Readers

#### Tackle Heavy Dialogue
- Help students understand the narrator’s point of view (PE, page 549).
- Have students practice reading sections aloud.
- Play the recording after students finish reading.

#### Tackle Vocabulary
- Use vocabulary exercises before reading: Writing a Paragraph (UR 8, page 51) and Context Clues (VR, page 82).
- Remind students to use the Words for Everyday Use.

#### Additional Strategies for English Language Learner
- Explain: a two fire-hydrant headstart.
- Include ELL students in Reading Proficiency activities (ATE, page 550).
- Have students place sticky notes under any words that they cannot figure out from context clues. Discuss these words as a whole class activity.
- Use activities for Spanish speakers (SR, page 103).

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# Lesson Plan

## “The Boy Who Talked with Animals,” page 561

Teacher’s Name ___________________________ Class ___________________________ Date __________________

### Reading Level: Moderate
### Difficulty Considerations: First-person narrator is not main character; selection length
### Ease Factor: Author’s style
### Synopsis: A young Jamaican boy saves a sea turtle and saves himself, too.

### Goals/Objectives:
- to enjoy a short story about a boy with a special relationship with nature
- to briefly describe the island of Jamaica and turtles
- to define conflict and theme and identify examples of each
- to practice writing skills by writing a bumper sticker, an itinerary, and a short story sequel
- to learn to identify simple and compound sentences
- to practice writing a business memo
- to research and prepare an oral report about an endangered animal
- to support an endangered animal as a class project

### Related Reading: “Turtles Taken off the Menu in Brazil” (page 578)

#### Before Reading
- Daily Oral Language (VLR I, page 65; UR 8, page 60)
- Reader’s Toolbox: Theme and Conflict (PE, page 561)
- Reader’s Resource: Geography and Biology Connections (PE, page 561)
- About the Author: Roald Dahl (PE, page 577)
- Reader’s Journal (PE, page 561; UR 8, page 60)
- Vocabulary from the Selection (ATE, page 562)
- Vocabulary: Context Clues: Synonyms (VR, page 84)
- Reading Strategy: Preview (RSR)

#### During Reading
- Guided Reading Questions (PE, page 564; UR 8, page 60)
- Fine Art: Winslow Homer (PE, page 571; Art Smart, ATE, page 571)
- Reading Strategy: Write Down Your Reactions (RSR)
- Fix-Up Idea: Visualize (RSR)

#### After Reading
- Reading Strategy: Share Your Reactions (RSR)
- Standardized Test Practice: Classify and Reorganize Information (RSR)
- Respond to the Selection (PE, page 577; UR 8, page 64)
- Investigate, Inquire, and Imagine (PE, page 579; UR 8, page 65)
- Understanding Literature: Theme and Conflict (PE, page 579; UR 8, page 66)
- Graphic Organizer (PE, page 580; VLR I, page 66; UR 8, page 67)
- Writer’s Journal: Bumper Sticker, Itinerary, or Sequel (PE, page 580; UR 8, page 68)
- Vocabulary: Antonyms (UR 8, page 69)
- Language, Grammar, and Style: Simple and Compound Sentences (PE, page 581; UR 8, page 70)
- Applied English: Memorandum (PE, page 581)
- Study and Research & Speaking and Listening: Endangered Animals Class Project (PE, page 581; UR 8, page 71)
- Related Reading: “Turtles Taken off the Menu in Brazil” (PE, page 578)
- Related Reading Questions (ATE, page 578; UR 8, page 64)
- Selection Check Test 4.8.9 (ATE, page 577; UR 8 page 73; TG)
- Selection Test 4.8.10 (UR 8, page 75; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**SOUTH CAROLINA STATE STANDARDS**

[Click this box for details]
“The Boy Who Talked with Animals,” page 561

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_______ Motivation: Biology of Turtles (ATE, page 562)
_______ Reading Proficiency: Reading Actively Activities (ATE, page 562)
_______ English Language Learning: Writing Contextual Sentences (ATE, page 562)
_______ Special Needs: Turtle Collage (ATE, page 562)
_______ Enrichment: Researching Animal Rights Groups (ATE, page 562)

Additional Questions and Activities

_______ Reading Comprehension (ATE, pages 563 and 572)
_______ Discussion (ATE, page 566)
_______ Reacting to the Situation (ATE, page 567)
_______ Application of the Proverb (ATE, page 569)
_______ Related Reading Questions (ATE, page 578)

Cross-Curricular Activities

_______ Creating a Map of Jamaica (ATE, page 563)
_______ Researching Sea Turtles (ATE, page 565)
_______ Illustrating Scenes (ATE, page 575)
_______ Mapping a Route (ATE, page 576)

Literary Technique

_______ Background Information (ATE, page 564)
_______ Point of View (ATE, page 567)
_______ Foreshadowing (ATE, page 573)

Quotables

_______ Albert Schweitzer (ATE, page 568)
_______ German Proverb (ATE, page 569)

Bibliographic Note

_______ Hugh Lofting (ATE, page 570)
_______ Roald Dahl (ATE, page 571)

Art Smart

_______ Winslow Homer (ATE, page 571)

Internet Resources

_______ Caribbean Conservation Corporation (ATE, page 574)

Flexible Grouping Suggestions

_______ Cross-Curricular Activities: Creating a Map of Jamaica (ATE, page 563)
_______ Additional Questions and Activities: Discussion (ATE, page 566)

Homework Suggestions

_______ Vocabulary: Antonyms (UR 8, page 69)
_______ Vocabulary: Context Clues: Synonyms (VR, page 84)
_______ Writer’s Journal: Bumper Sticker, Itinerary, or Sequel (PE, page 580; UR 8, page 68)
_______ Language, Grammar, and Style: Simple and Compound Sentences (PE, page 581; UR 8, page 70)
_______ Applied English: Memorandum (PE, page 581)
_______ Study and Research & Speaking and Listening: Endangered Animals Class Project (PE, page 581; UR 8, page 71)

Strategies for Developing Readers

Tackle First-person Narrator Who Is Not the Main Character

_______ Help students answer Guided Reading Questions about the narrator (PE, pages 564 and 565).

Tackle Selection Length

_______ Read the story over two class periods.
_______ Be sure students understand what is happening at the beginning of the story (Literary Technique: Background Information, ATE, page 564).
“The Boy Who Talked with Animals,” page 561

Teacher’s Name ___________________________ Class ___________________________ Date ___________________________

Additional Strategies for English Language Learners

1. Before reading, create a map of Jamaica (Cross-Curricular Activities, ATE, page 563) and research sea turtles (Cross-Curricular Activities, ATE, page 565).

2. Have students divide into small groups with an ELL student in each group. Give all students sticky notes to place near any words or phrases they do not understand.

3. Have students read to the bottom of page 569 and retell what happened. Have students discuss any words they do not understand, and have them predict what will happen next. Then have students read to the bottom of page 573, retell the story, discuss any unknown words, and predict what will happen next. Continue in this way to the end of the story.

4. Discuss other stories that show humans respecting animals. (Example: “The Woman and the Wolf,” PE, page 523.)

5. Read the Related Reading aloud.
“Potter’s Gray,” page 582

Teacher’s Name __________________ Class __________________ Date ______________

**Reading Level:** Challenging

**Difficulty Considerations:** Setting; French phrases

**Ease Factors:** Suspenseful events; use of foreshadowing

**Synopsis:** Grig, the young son of a diplomat, picks up a pair of glasses that give him special vision to animate paintings and save his life.

**Goals/Objectives:**
- to enjoy a story about a boy’s encounter with history and life at a museum
- to describe the setting of the famous museum, the Louvre
- to define theme and foreshadowing and identify each in the story
- to study a work of art

**Before Reading**
- Daily Oral Language (VLR I, page 67; UR 8, page 79)
- Reader’s Journal (PE, page 582; UR 8, page 79)
- Reader’s Toolbox: Theme and Foreshadowing (PE, page 582)
- Reader’s Resource: Background Knowledge (PE, page 582)
- About the Author: Joan Aiken (PE, page 594)
- Vocabulary from the Selection (ATE, page 583)
- Vocabulary: Context Clues: Prediction (VR, page 86)
- Reading Strategy: Preview

**During Reading**
- Graphic Organizer (PE, page 582; VLR I, page 67; UR 8, page 79)
- Guided Reading Questions (PE, page 584; UR 8, page 80)
- Fine Art: Jean Baptiste Siméon Chardin (PE, page 588; Art Smart, ATE, page 588)
- Reading Strategy: Visualize
- Fix-Up Idea: Use Guided Reading Questions with a Partner

**After Reading**
- Reading Strategy: Summarize Your Mind Movie
- Standardized Test Practice: Distinguish Fact from Opinion
- Respond to the Selection (PE, page 594; UR 8, page 83)
- Investigate, Inquire, and Imagine (PE, page 595; UR 8, page 83)
- Understanding Literature: Theme and Foreshadowing (PE, page 595; UR 8, page 85)
- Writer’s Journal: Titles, Menu, or Diary Entry (PE, page 596; UR 8, page 85)
- Vocabulary: Synonyms (UR 8, page 86)
- Language, Grammar, and Style: Capitalization (UR 8, page 87)
- Collaborative Learning: Finding Solutions (PE, page 596; UR 8, page 87)
- Study and Research: Studying Art (PE, page 596; UR 8, page 88)
- Selection Check Test 4.8.11 (ATE, page 594; UR 8, page 89)
- Selection Test 4.8.12 (UR 8, page 91)
- Internet activities at http://www.emcp.com
- Free reading time
“Potter’s Gray,” page 582

Teacher’s Name ___________________________  Class __________________  Date __________________

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<td><strong>Individual Learning Strategies</strong></td>
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<td>□ Reading Proficiency: Mapping or Outlining the Story (ATE, page 583)</td>
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<td>□ English Language Learning: Flash Cards (ATE, page 583)</td>
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<td>□ Special Needs: Exploring Art Media (ATE, page 583)</td>
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<td>□ Enrichment: Biography of a French Artist (ATE, page 583)</td>
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<td>□ Foreshadowing (ATE, page 584)</td>
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<td>□ The Louvre (ATE, page 587)</td>
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<td>□ Researching Napoleon III (ATE, page 589)</td>
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<tr>
<td>□ Jean Baptist Siméon Chardin (ATE, page 588)</td>
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<tr>
<th>Internet Resources</th>
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<tr>
<td>□ Louvre Museum Official Website (ATE, page 590)</td>
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<tr>
<th>Bibliographic Note</th>
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<td>□ Joan Aiken (ATE, page 592)</td>
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<th>Flexible Grouping Suggestions</th>
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<tr>
<td>□ Investigate, Inquire, and Imagine (PE, page 595; UR 8, page 83)</td>
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<tr>
<td>□ Understanding Literature: Theme and Foreshadowing (PE, page 595; UR 8, page 85)</td>
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<tr>
<td>□ Collaborative Learning: Finding Solutions (PE, page 596; UR 8, page 87)</td>
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<td>□ Vocabulary: Synonyms (UR 8, page 86)</td>
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<td>□ Vocabulary: Context Clues: Prediction (VR, page 86)</td>
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<tr>
<td>□ Writer’s Journal: Titles, Menu, or Diary Entry (PE, page 596; UR 8, page 85)</td>
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| Language, Grammar, and Style: Capitalization (UR 8, page 87) |
| Study and Research: Studying Art (PE, page 596; UR 8, page 88) |

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**Strategies for Developing Readers**

<table>
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<tr>
<th>Tackle Setting</th>
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<tr>
<td>□ Read the Reader’s Resource aloud.</td>
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<tr>
<td>□ Help students complete the Graphic Organizer.</td>
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<tr>
<td>□ Discuss the painting on page 588 (Art Smart, ATE, page 588; VLR II, page 34).</td>
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<tr>
<th>Tackle French Phrases</th>
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<tr>
<td>□ Read the footnotes aloud before students begin reading.</td>
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<tr>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
<tr>
<td>□ Before Reading, have students research the Louvre (ATE, page 587).</td>
</tr>
<tr>
<td>□ Ask students who speak French to read the French phrases for the class.</td>
</tr>
<tr>
<td>□ Read this story as a whole class activity. Have students answer Guided Reading Questions in sections they find difficult. Divide class into small groups for completing Additional Questions and Activities: Predicting (ATE, page 586) and Additional Questions and Activities: Foreshadowing (ATE, page 592).</td>
</tr>
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**Additional Strategies for English Language Learners**

**Flexible Grouping Suggestions**

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Unit Eight
Stories to Tell: Fiction
Closing the Unit, pages 597–607

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity
_________ The View from Saturday by E.L. Konigsburg (PE, page 597)
_________ Book Club (PE, page 597; UR 8, page 95)

Other Books Students May Want to Read
_________ A Jar of Dreams by Yoshiko Uchida (PE, page 597)
_________ Tangerine by Edward Bloor (PE, page 597)

Informative Writing: Comparing and Contrasting Author Websites
Assignment: Students write an informative essay, comparing and contrasting author websites (PE, pages 598–604).

Before Writing
_________ Comparing and Contrasting Author Websites (PE, page 598)
_________ Student Model (PE, page 598)
_________ Previewing Models and Rubric for Assignment (VLR I, page 145; WR, page 117)
_________ Prewriting (PE, page 599; WR, page 106)
_________ Student Model—Graphic Organizer (PE, page 600; WR, page 108)
_________ Graphic Organizer (VLR I, page 143; WR, page 107)
_________ Student Model—Draft (PE, page 602; VLR I, page 144; WR, page 109)
_________ Rubric for Informative Writing (VLR I, page 145; WR, page 117)

During Writing
_________ Drafting (PE, page 601)
_________ Self- and Peer Evaluation (PE, page 603; WR, page 113)
_________ Language, Grammar, and Style: Modifiers (PE, page 599; WR, page 110)
_________ Revising and Proofreading (PE, page 604)
_________ Student Model—Revised (PE, page 602; VLR I, page 144; WR, page 115)

After Writing
_________ Publishing and Presenting (PE, page 604)
_________ Reflecting (PE, page 604)

Individual Learning Strategies
_________ Motivation: Showing Sample Sites (ATE, page 599)
_________ Reading Proficiency: Understanding Internet Sites (ATE, page 599)
_________ English Language Learning: Visiting the ESL Website (ATE, page 599)
_________ Special Needs: Collaborative Learning (ATE, page 599)
_________ Enrichment: Multimedia Presentation (ATE, page 599)
Lesson Plan

Unit Eight
Stories to Tell: Fiction
Closing the Unit, pages 597–607

Teacher’s Name ___________________________ Class __________________ Date ___________________________

Flexible Grouping Suggestions

- Revising and Proofreading (PE, page 604)
- Publishing and Presenting (PE, page 604)

Homework Suggestions

- Have students think about finding information on two of their favorite authors (Comparing and Contrasting Author Websites, PE, page 598).
- Graphic Organizer (VLR I, page 143; WR, page 107)
- Language, Grammar, and Style: Modifiers (PE, page 599; WR, page 110)
- Self-Evaluation (PE, page 603; WR, page 113)
- Rubric for Informative Writing (VLR I, page 145; WR, page 117)

Unit Eight Review

Review and Assessment

- Words for Everyday Use (PE, page 605; UR 8, page 97)
- Vocabulary Development (ATE, page 605)
- Literary Tools (PE, page 606; UR 8, page 98)
- Unit 8 Review (UR 8, page 97)
- Unit 8 Study Guide (UR 8, page 100)
- Unit 8 Test (UR 8, page 80; TG)

Reflecting on Your Reading

- Theme (PE, page 606)
- Genre (PE, page 606)
- On Your Own (PE, page 606)
- Critical Thinking (PE, page 607; UR 8, page 99)
- Group Project (PE, page 606)
Unit Nine
Words in Motion: Poetry
Opening the Unit, pages 608–612

Unit 9 Goals/Objectives:
• to appreciate and enjoy many different kinds of poetry
• to define and identify techniques in poetry such as aim, alliteration, blend, concrete language, concrete poem, description, free verse, image, imagery, lyric poem, metaphor, mood, narrative poem, onomatopoeia, repetition, rhyme, rhythm, sensory details, slant rhyme, and speaker
• to explore different ways to have fun with sound and words
• to engage in a meaningful independent reading experience by reading a poetry collection and performing a poetry reading
• to write a poem
• to demonstrate an ability to use verbs effectively

Lessons I Plan to Teach
_________ “in Just–” and “Spring is like a perhaps hand,” page 613
_________ “There Is No Word for Goodbye” and “If You Should Go,” page 618
_________ “The Sidewalk Racer, or On the Skateboard,” page 624
_________ “The Eagle: A Fragment” and “Break, Break, Break,” page 629
_________ “Jabberwocky” and “You Are Old, Father William,” page 634
_________ Insights: “The Mindworks of Lewis Carroll,” page 639
_________ “Stopping by Woods on a Snowy Evening,” page 643
_________ “Life Doesn’t Frighten Me Now,” page 647
_________ “Cynthia in the Snow,” page 651
_________ “Two Girls….,” page 656
_________ “Ox Cart Man,” page 661
_________ “One Time,” page 665
_________ “English Sparrows (Washington Square)” and “City Trees,” page 670
_________ “Good Hot Dogs” and “Buenos Hot Dogs,” page 676
_________ For Your Reading List, page 682
_________ Guided Writing—Imaginative Writing: Composing a Poem, page 683
_________ Unit Nine Review, page 689

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 608–610).

Getting Started in the Classroom
_________ Fine Art: Joseph Cornell. Have students discuss how the artwork relates to the title of this unit (PE, page 608).
_________ Elements of Poetry (PE, page 610)
_________ Internet Resources: The Academy of American Poets (ATE, page 610)
_________ Insights: “Getting into Poetry” (PE, page 611)
_________ Additional Questions and Activities: Donnie Belcher (ATE, page 72)
_________ Additional Questions and Activities: Analyzing a Poem (ATE, page 612)
Lesson Plan

“in Just-” and “Spring is like a perhaps hand,” page 613

Teacher’s Name __________________________ Class __________________ Date __________________

| M | T | W | TH | F |

Reading Level: Moderate
Difficulty Considerations: Atypical syntax and word order
Ease Factor: Subject matter
Synopsis: Two poems celebrate spring.
Goals/Objectives:
• to appreciate two poems that describe spring in unique ways
• to discuss the different representations of spring in the poems and compare them to personal opinions
• to define image and imagery and find examples in poetry
• to define description and understand how description draws on sensory details and concrete language to be effective

Before Reading

During Reading
| Graphic Organizer (PE, page 613; VLR I, page 70; UR 9, page 1) | Dramatic Recording: “in Just-” (AL, 0:38) | Dramatic Recording: “Spring is like a perhaps hand” (AL, 0:44) | Guided Reading Questions (PE, page 615; UR 9, page 2) | Reading Strategy: Hear the Organization Aloud (RSR) | Fix-Up Idea: Use the Guided Reading Questions (RSR) |

After Reading

| Print Resources | Transparency | Audio Library | Test Generator CD-ROM | Internet |
“in Just–” and “Spring is like a perhaps hand,” page 613

Teacher's Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Describing Spring (ATE, page 614)
- Reading Proficiency: Playing with Words (ATE, page 614)
- English Language Learning: Vocabulary (ATE, page 614)
- Special Needs: Drawing Images (ATE, page 614)
- Enrichment: Season Poem (ATE, page 614)

**Literary Techniques**
- Style (ATE, page 614)
- Repetition (ATE, page 615)

**Flexible Grouping Suggestions**
- Investigate, Inquire, and Imagine (PE, page 617; UR 9, page 2)
- Understanding Literature: Imagery and Description (PE, page 617; UR 9, page 3)

**Homework Suggestions**
- Vocabulary: Using a Thesaurus (UR 9, page 4)
- Vocabulary: Rhyming and Spelling (VR, page 89)
- Language, Grammar, and Style: Correcting Sentence Run-Ons (UR 9, page 5)

**Strategies for Developing Readers**

**Tackle Atypical Syntax and Word Order**
- Use the audio version after students read the poem silently.
- Help students answer the Guided Reading Questions.

**Additional Strategies for English Language Learners**

**for “in Just–”**
- Ask students to describe spring (Motivation, ATE, page 614).
- Discuss additional vocabulary: wee (as used in this poem).

**for “Spring is like a perhaps hand”**
- Have students look at the painting on page 614 as the poem is read aloud.
- Have students paint their own pictures of spring. Have them add descriptive words to their pictures that look as though the wind is blowing them around.
Lesson Plan

“There Is No Word for Goodbye” and “If You Should Go,” page 618

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate, Easy
Difficulty Consideration: Figurative language
Ease Factor: Vivid images
Synopsis: The speaker’s aunt comments on the nature of saying goodbye.
Goals/Objectives:
• to interpret and understand a poem about saying goodbye to a loved one
• to learn about Athabaskan beliefs and discuss personal opinions on parting words
• to define imagery and identify examples in poetry
• to identify the speaker in a poem and discuss the speaker’s relation to the poet

Before Reading
——— Daily Oral Language (VLR I, page 71; UR 9, page 10)
——— Reader’s Journal (PE, page 618)
——— Reader’s Toolbox: Imagery and Speaker (PE, page 618)
——— Reader’s Resource: Language Connection (PE, page 618)
——— About the Authors: Mary TallMountain and Countee Cullen (PE, page 621)
——— Vocabulary: Dictionary (VR, page 89)
——— Reading Strategy: What Will the Poems Be About? (RSR)

During Reading
——— Graphic Organizer (PE, page 618; VLR I, page 71; UR 9, page 10)
——— Dramatic Recording: “There is No Word for Goodbye,” (AL, 0:54)
——— Dramatic Recording: “If You Should Go,” (AL, 0:34)
——— Guided Reading Questions (PE, page 619; UR 9, page 11)
——— Reading Strategy: Read Each Poem Aloud (RSR)
——— Fix-Up Idea: Visualize (RSR)

After Reading
——— Reading Strategy: Summarize (RSR)
——— Standardized Test Practice: Recognize Mood (RSR)
——— Respond to the Selection (PE, page 621; UR 9, page 11)
——— Investigate, Inquire, and Imagine (PE, page 622; UR 9, page 11)
——— Understanding Literature: Imagery and Speaker (PE, page 623; UR 9, page 13)
——— Vocabulary: Learning Other Languages (UR 9, page 13)
——— Language, Grammar, and Style: Correcting Misspelled Words (UR 9, page 14)
——— Critical Thinking (PE, page 623; UR 9, page 14)
——— Selection Check Test 4.9.3 (ATE, page 621; UR 9, page 16; TG)
——— Selection Test 4.9.4 (UR 9, page 17; TG)
——— Internet activities at http://www.emcp.com
——— Free reading time
Lesson Plan

“There Is No Word for Goodbye” and “If You Should Go,” page 618

Teacher’s Name ___________________________________________ Class ___________________ Date __________________ M T W TH F

Teaching Options

Cross-Curricular Connection

——— The Athabaskan (ATE, page 618)

Cross-Curricular Activities

——— Researching Natives of Canada and Alaska (ATE, page 619)

Additional Questions and Activities

——— Writing about a Dream (ATE, page 620)

Flexible Grouping Suggestions

——— Investigate, Inquire, and Imagine (PE, page 622; UR 9, page 11)
——— Understanding Literature: Imagery and Speaker (PE, page 623; UR 9, page 13)

Homework Suggestions

——— Vocabulary: Learning Other Languages (UR 9, page 13)
——— Vocabulary: Dictionary (VR, page 89)
——— Language, Grammar, and Style: Correcting Misspelled Words (UR 9, page 14)
——— Critical Thinking (PE, page 623; UR 9, page 14)

Strategies for Developing Readers

Tackle Figurative Language

——— Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 618).
——— Help students answer the Guided Reading Questions.

Additional Strategies for English Language Learners

——— Ask students to share goodbye terms from their native language.
——— Make a connection to “The Woman and the Wolf” (PE, page 523). How did the husky say good-bye to his owner who died? If you were that dog, would you agree with the poem?
——— Discuss: bluebell and net of wrinkles.
Lesson Plan

“The Sidewalk Racer, or On the Skateboard,” page 624

Teacher’s Name ________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Figurative language

Ease Factor: Subject matter

Synopsis: A shape poem provides a lively and graphic description of a skateboarder.

Goals/Objectives:
- to enjoy a concrete poem
- to discuss how doing an activity well contributes to self-confidence
- to define concrete poem and identify how the shape of a concrete poem relates to its content
- to review media sources to find different visual representations of the four seasons
- to build vocabulary by finding synonyms for words in a thesaurus

Before Reading
- Daily Oral Language (VLR I, page 72; UR 9, page 21)
- Reader’s Journal (PE, page 624; UR 9, page 21)
- Reader’s Toolbox: Concrete Poem and Imagery (PE, page 624)
- Reader’s Resource: History Connection (PE, page 624)
- About the Author: Lillian Morrison (PE, page 626)
- Vocabulary from the Selection (ATE, page 625)
- Vocabulary: Dictionary (VR, page 89)
- Reading Strategy: Discover What a Concrete Poem Is (RSR)

During Reading
- Graphic Organizer (PE, page 624; VLR I, page 72; UR 9, page 21)
- Dramatic Recording (AL, 0:29)
- Guided Reading Question (PE, page 625; UR 9, page 22)
- Reading Strategy: Read Aloud (RSR)
- Fix-Up Idea: Tackle Difficult Vocabulary (RSR)

After Reading
- Reading Strategy: Reflect (RSR)
- Standardized Test Practice: Analyze Text Organization (RSR)
- Respond to the Selection (PE, page 626; UR 9, page 22)
- Investigate, Inquire, and Imagine (PE, page 627; UR 9, page 22)
- Understanding Literature: Concrete Poem and Imagery (PE, page 627; UR 9, page 23)
- Writer’s Journal: Shopping List, Personal Letter, or Advice Column (PE, page 628; UR 9, page 24)
- Language, Grammar, and Style: Modifiers (UR 9, page 26)
- Study and Research: Researching Greetings (PE, page 628; UR 9, page 26)
- Media Literacy: Representational Media (PE, page 628)
- Vocabulary: Thesaurus (PE, page 628; UR 9, page 25)
- Selection Check Test 4.9.5 (ATE, page 626; UR 9, page 28; TG)
- Selection Test 4.9.6 (UR 9, page 29; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Teaching Options

Individual Learning Strategies

- Motivation: Skateboarding Demonstration (ATE, page 625)
- Reading Proficiency: Punctuation in Poetry (ATE, page 625)
- English Language Learning: Acting out Synonyms and Antonyms (ATE, page 625)
- Special Needs: Listing and Shopping for Skateboarding Equipment (ATE, page 625)
- Enrichment: Creating a Skateboarding Trick (ATE, page 625)

Flexible Grouping Suggestions

- Special Needs: Listing and Shopping for Skateboarding Equipment (ATE, page 625)
- Enrichment: Creating a Skateboarding Trick (ATE, page 625)
- Investigate, Inquire, and Imagine (PE, page 627; UR 9, page 22)
- Understanding Literature: Concrete Poem and Imagery (PE, page 627; UR 9, page 23)

Homework Suggestions

- Vocabulary: Thesaurus (PE, page 628; UR 9, page 25)
- Vocabulary: Dictionary (VR, page 89)
- Writer's Journal: Shopping List, Personal Letter, or Advice Column (PE, page 628; UR 9, page 24)
- Language, Grammar, and Style: Modifiers (UR 9, page 26)
- Study and Research: Researching Greetings (PE, page 628; UR 9, page 26)
- Media Literacy: Representational Media (PE, page 628)

Strategies for Developing Readers

Tackle Figurative Language

- Read the Reader's Toolbox aloud (PE, page 624).
- Have students create their own concrete poem. (Reader's Toolbox: Concrete Poem and Imagery, PE, page 624).
- Help students answer the Guided Reading Question.

Additional Strategies for English Language Learners

- Read Reader's Resource aloud (PE, page 624).
- Read the poem aloud first. Then have the class reread it to follow the poet's thoughts.
- Discuss: asphalt sea.
- Demonstrate how to write a shape poem.
- Use the picture of the skateboarder as a visual to link to the shape of the poem (PE, page 625).
Lesson Plan

“The Eagle: A Fragment” and “Break, Break, Break,” page 629

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Moderate, Moderate

Difficulty Considerations: Figurative language; subject matter

Ease Factor: Interesting rhythm

Synopsis: “The Eagle: A Fragment” celebrates the bird’s might. “Break, Break, Break” is a tribute to Tennyson’s loss of a good friend.

Goals/Objectives:
• to interpret and appreciate two poems about nature
• to discuss Tennyson’s inspirations for these poems and appreciate the historical significance of his writing
• to define rhythm and identify the pattern of stressed syllables in poetry
• to define rhyme and track the end-rhymes in lines of poetry

Before Reading
_________ Daily Oral Language (VLR I, page 73; UR 9, page 32)
_________ Reader’s Journal (PE, page 629; UR 9, page 33)
_________ Reader’s Toolbox: Rhythm and Rhyme (PE, page 629)
_________ Reader’s Resource: Background Information (PE, page 629)
_________ About the Author: Alfred, Lord Tennyson (PE, page 632)
_________ Fine Art: Marsden Hartley (PE, page 631; VLR II, page 37)
_________ Vocabulary: More on Pronunciation (VR, page 90)
_________ Reading Strategy: Create a Sound Grid (RSR)

During Reading
_________ Graphic Organizer (PE, page 629; VLR I, page 73; UR 9, page 32)
_________ Dramatic Recording: “The Eagle: A Fragment,” (AL, 0:23)
_________ Dramatic Recording: “Break, Break, Break” (AL, 0:46)
_________ Guided Reading Questions (PE, page 630; UR 9, page 33)
_________ Reading Strategy: Fill in Your Grid (RSR)
_________ Fix-Up Idea: Regroup (RSR)

After Reading
_________ Reading Strategy: Choral Reading (RSR)
_________ Standardized Test Practice: Compare and Contrast (RSR)
_________ Respond to the Selection (PE, page 632; UR 9, page 33)
_________ Investigate, Inquire, and Imagine (PE, page 633; UR 9, page 34)
_________ Understanding Literature: Rhythm and Rhyme (PE, page 633; UR 9, page 35)
_________ Vocabulary: Using a Dictionary (UR 9, page 35)
_________ Language, Grammar, and Style: Correcting Common Usage (UR 9, page 36)
_________ Selection Check Test 4.9.7 (ATE, page 632; UR 9, page 37; TG)
_________ Selection Test 4.9.8 (UR 9, page 38; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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READING STRATEGIES RESOURCE, PAGE 192

Reading Strategy: Write Things Down
Fix-Up Idea: Regroup
Standardized Test Practice: Compare and Contrast
“The Eagle: A Fragment” and “Break, Break, Break,” page 629

Teacher's Name ___________________________ Class ___________ Date ___________

### Teaching Options

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### Additional Questions and Activities

| Reading Comprehension (ATE, page 631) |

### Flexible Grouping Suggestions

| Motivation: Rhyming (ATE, page 630) |
| Special Needs: Rhyming (ATE, page 630) |
| Enrichment: Oral Interpretation of a Poem (ATE, page 630) |
| Investigate, Inquire, and Imagine (PE, page 633; UR 9, page 34) |
| Understanding Literature: Rhythm and Rhyme (PE, page 633; UR 9, page 35) |

### Homework Suggestions

| Vocabulary: Using a Dictionary (UR 9, page 35) |
| Vocabulary: More on Pronunciation (VR, page 90) |
| Language, Grammar, and Style: Correcting Common Usage (UR 9, page 36) |

### Strategies for Developing Readers

#### Tackle Figurative Language

| Read the Reader's Toolbox aloud (PE, page 624). |
| Help students fill in the Graphic Organizer. |
| Help students answer the Guided Reading Questions. |
| Share information about Literary Technique (ATE, page 630). |
| Have students draw pictures of what is described in the poems. |

#### Tackle Subject Matter

| Read the Reader's Resource aloud. |
| Have students answer additional questions (Additional Questions and Activities: Reading Comprehension, ATE, page 631). |

### Additional Strategies for English Language Learners

#### for “The Eagle: A Fragment”

| Display a picture of an eagle and discuss how it catches its prey. |
| Discuss: azure. |
| Use activities for Spanish speakers (SR, page 120). |

#### for “Break, Break, Break”

| Discuss: thy, utter, and haven. |
| Ask students if the artwork fits the mood of the poem and why (PE, page 631). |
Lesson Plan

“Jabberwocky” and “You Are Old, Father William,” page 634

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate, Moderate
Difficulty Consideration: Figurative language
Ease Factor: Silly sentences
Synopsis: Two nonsense poems play with words and sounds.

Goals/Objectives:
• to appreciate an abstraction within a nonsense poem
• to summarize the story developed in a nonsense poem
• to recognize the rhyme scheme of a poem
• to define mood and describe the mood of a poem
• to define and recognize nonsense and blend, or portmanteau, words

Insights: The Mindworks of Lewis Carroll (page 639)

Before Reading
_________ Daily Oral Language (VLR I, page 74; UR 9, page 41)
_________ Reader’s Journal (PE, page 634)
_________ Reader’s Toolbox: Rhyme, Mood, and Blend (PE, page 634)
_________ Reader’s Resource: Background Information (PE, page 634)
_________ About the Author: Lewis Carroll (PE, page 638)
_________ Vocabulary from the Selection (ATE, page 634)
_________ Vocabulary: More on Pronunciation (VR, page 90)
_________ Reading Strategy: Identify Difficult Words (RSR)

During Reading
_________ Dramatic Recording: “Jabberwocky” (AL, 1:35)
_________ Dramatic Recording: “You Are Old, Father William” (AL, 1:51)
_________ Guided Reading Questions (PE, page 635; UR 9, page 41)
_________ Reading Strategy: Tackle the Words Aloud (RSR)
_________ Fix-Up Idea: Switch Speakers More Often (RSR)

After Reading
_________ Reading Strategy: Share Your Reactions (RSR)
_________ Standardized Test Practice: Identify Mood and Tone (RSR)
_________ Respond to the Selection (PE, page 638; UR 9, page 42)
_________ Investigate, Inquire, and Imagine (PE, page 641; UR 9, page 42)
_________ Understanding Literature: Mood, Blend, and Rhyme (PE, page 642; UR 9, page 42)
_________ Graphic Organizer (PE, page 642; VLR I, page 74; UR 9, page 44)
_________ Vocabulary: Synonyms (UR 9, page 45)
_________ Language, Grammar, and Style: How to Find the Simple Subject and Verb (UR 9, page 45)
_________ Insights: The Mindworks of Lewis Carroll (PE, page 639)
_________ Insights Questions (ATE, page 639)
_________ Dramatic Recording: The Mindworks of Lewis Carroll (AL, 5:51)
_________ Selection Check Test 4.9.9 (ATE, page 638; UR 9, page 46; TG)
_________ Selection Test 4.9.10 (UR 9, page 48; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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“Jabberwocky” and “You Are Old, Father William,” page 634

Teaching Options

Individual Learning Strategies

— Motivation: Sound in Poetry (ATE, page 635)
— Reading Proficiency: Reading Aloud (ATE, page 635)
— English Language Learning: Utilizing Vocabulary Words in Everyday Conversations (ATE, page 635)
— Special Needs: Jabberwocky (ATE, page 635)
— Enrichment: Dialogue Poem (ATE, page 635)

Additional Questions and Activities

— Reading Comprehension (ATE, pages 635 and 636)
— Rhyming Story Poem (ATE, page 637)
— Insights Questions (ATE, page 639)

Art Smart

— Woodblock Art (ATE, page 640)

Flexible Grouping Suggestions

— Reading Proficiency: Reading Aloud (ATE, page 635)
— Additional Questions and Activities: Rhyming Story Poem (ATE, page 637)
— Additional Questions and Activities: Carroll’s Games (ATE, page 639)
— Investigate, Inquire, and Imagine (PE, page 641; UR 9, page 42)
— Understanding Literature: Mood, Blend, and Rhyme (PE, page 642; UR 9, page 42)
— Graphic Organizer (PE, page 642; VLR I, page 74; UR 9, page 44)

Homework Suggestions

— Vocabulary: Synonyms (UR 9, page 45)
— Vocabulary: More on Pronunciation (VR, page 90)
— Language, Grammar, and Style: How to Find the Simple Subject and Verb (UR 9, page 45)

Strategies for Developing Readers

Tackle Figurative Language

— Read the Reader’s Toolbox aloud (PE, page 634).
— Read The Mindworks of Lewis Carroll before students read “Jabberwocky” (PE, page 639).
— Read the poems aloud or use the audio versions.
— Have students answer Reading Comprehension questions (Additional Questions and Answers, ATE, pages 635 and 636).

Additional Strategies for English Language Learners for “Jabberwocky”

— Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 634).
— Before reading, read The Mindworks of Lewis Carroll aloud (PE, page 639).
— Summarize Alice In Wonderland for those who are not familiar with it.
— Read this poem out loud. Have students enjoy the sounds of the words.

for “You Are Old, Father William”

— Discuss: shilling and eel.
— Complete Investigate, Inquire, and Imagine questions with a partner or as a class (PE, page 641; UR 9, page 42).
— Work with a partner on completing the Graphic Organizer (PE, page 642).
Lesson Plan

“Stopping by Woods on a Snowy Evening,” page 643

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Easy
Difficulty Consideration: Figurative language
Ease Factors: Subject matter; vocabulary
Synopsis: Famous poem describes snowfall and comments on life.

Goals/Objectives:
• to enjoy a poem about recognizing and appreciating nature
• to describe Robert Frost’s literary accomplishments and appreciate his place in American literary history
• to define rhyme and identify end rhyme in lines of poetry
• to recognize examples of repetition in poetry

Before Reading
—— Daily Oral Language (VLR I, page 76; UR 9, page 52)
—— Reader’s Journal (PE, page 643; UR 9, page 52)
—— Reader’s Toolbox: Rhyme and Repetition (PE, page 643)
—— Reader’s Resource: Clearcutting and Symbol (PE, page 643)
—— About the Author: Robert Frost (PE, page 645)
—— Fine Art: Ivan Shishkin (PE, page 644; Art Smart, ATE, page 644)
—— Vocabulary from the Selection (ATE, page 644)
—— Vocabulary: More on Pronunciation (VR, page 90)
—— Reading Strategy: Preview and Predict (RSR)

During Reading
—— Graphic Organizer (PE, page 643; VLR I, page 76; UR 9, page 52)
—— Guided Reading Questions (PE, page 644; UR 9, page 53)
—— Reading Strategy: Listen to the Poem (RSR)
—— Fix-Up Idea: Reread (RSR)

After Reading
—— Reading Strategy: Evaluate Your Predictions (RSR)
—— Standardized Test Practice: Understand Sequence (RSR)
—— Respond to the Selection (PE, page 645; UR 9, page 53)
—— Investigate, Inquire, and Imagine (PE, page 646; UR 9, page 53)
—— Understanding Literature: Rhyme and Repetition (PE, page 646; UR 9, page 54)
—— Vocabulary: New Adjectives (UR 9, page 55)
—— Language, Grammar, and Style: Correcting Sentence Fragments (UR 9, page 55)
—— Selection Check Test 4.9.11 (ATE, page 645; UR 9, page 57; TG)
—— Selection Test 4.9.12 (UR 9, page 58; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time

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“Stopping by Woods on a Snowy Evening,” page 643

Teacher's Name ________________________________________ Class __________________ Date __________________

**Teaching Options**

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**Art Smart**

| Ivan Shishkin (ATE, page 644) | | |

**Flexible Grouping Suggestions**

| Reading Proficiency: Reading Poems Aloud (ATE, page 644) | | |
| Special Needs: Understanding Symbols Activity (ATE, page 644) | | |
| Investigate, Inquire, and Imagine (PE, page 646; UR 9, page 53) | | |
| Understanding Literature: Rhyme and Repetition (PE, page 646; UR 9, page 54) | | |

**Homework Suggestions**

| Have students bring a meaningful item from home (Motivation, ATE, page 644). | | |
| Vocabulary: New Adjectives (UR 9, page 55) | | |
| Vocabulary: More on Pronunciation (VR, page 90) | | |
| Language, Grammar, and Style: Correcting Sentence Fragments (UR 9, page 55) | | |

**Strategies for Developing Readers**

**Tackle Figurative Language**

| Read the Reader's Toolbox and Reader's Resource aloud (PE, page 643). | | |
| Help students fill in the Graphic Organizer. | | |
| Read the poem aloud or use the audio version. | | |

**Additional Strategy for English Language Learners**

| Have pairs answer Investigate, Inquire, and Imagine questions (PE, page 646; UR 9, page 53). | | |
Lesson Plan

“Life Doesn’t Frighten Me Now,” page 647

Teacher’s Name ____________________________ Class __________________ Date __________________

| M | T | W | TH | F |

Reading Level: Easy

Difficulty Consideration: Slant rhyme

Ease Factor: Author’s style

Synopsis: Speaker chronicles the situations that commonly frighten us all.

Goals/Objectives:
• to enjoy and appreciate a poem that deals with conquering one’s fears
• to identify and summarize suggestions for conquering fears as suggested in a poem
• to discuss how the use of repetition contributes to the rhythm and mood of a poem
• to define rhyme and slant rhyme and identify rhyming words in a poem

Before Reading

_________ Daily Oral Language (VLR I, page 77; UR 9, page 61)
_________ Reader’s Journal (PE, page 647; UR 9, page 61)
_________ Reader’s Toolbox: Repetition, Rhyme, and Slant Rhyme (PE, page 647)
_________ Reader’s Resource: Background Information (PE, page 647)
_________ About the Author: Maya Angelou (PE, page 649)
_________ Fine Art: William H. Johnson (PE, page 648; Art Smart, PE and ATE, page 648; UR 9, page 62)
_________ Vocabulary: More on Pronunciation (VR, page 90)
_________ Reading Strategy: Think about Frightening Things (RSR)

During Reading

_________ Graphic Organizer (PE, page 647; VLR I, page 77; UR 9, page 61)
_________ Dramatic Recording (AL, 1:30)
_________ Guided Reading Questions (PE, page 648; UR 9, page 62)
_________ Reading Strategy: Discover What Frightens the Speaker (RSR)
_________ Fix-Up Idea: Vary Reading Rate (RSR)

After Reading

_________ Reading Strategy: Do You Agree? (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 649; UR 9, page 62)
_________ Investigate, Inquire, and Imagine (PE, page 650; UR 9, page 63)
_________ Understanding Literature: Repetition, Rhyme, and Slant Rhyme (PE, page 650; UR 9, page 64)
_________ Vocabulary: Brainstorming (UR 9, page 64)
_________ Language, Grammar, and Style: Action Verbs (UR 9, page 65)
_________ Selection Check Test 4.9.13 (ATE, page 649; UR 9, page 66; TG)
_________ Selection Test 4.9.14 (UR 9, page 67; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Life Doesn’t Frighten Me Now,” page 647

Teacher’s Name ___________________________ Class ___________________ Date ___________________

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<td>Help students complete the Graphic Organizer.</td>
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<td>Discuss: stomach ulcer, coin a name, and counterpane.</td>
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“Cynthia in the Snow,” page 651

Teacher’s Name ___________________ Class ___________________ Date __________________

Reading Level: Moderate
Difficulty Consideration: Figurative language
Ease Factor: Selection length
Synopsis: The author gives a lyrical and sensory description of snow.

Goals/Objectives:
- to enjoy a poem about appreciating the snow
- to summarize the way snow is described in the poem
- to define onomatopoeia and alliteration and identify examples of each in poetry

Before Reading
- Daily Oral Language (VLR I, page 78; UR 9, page 70)
- Reader’s Journal (PE, page 651; UR 9, page 70)
- Reader’s Toolbox: Onomatopoeia and Alliteration (PE, page 651)
- Reader’s Resource: Science Connection (PE, page 651)
- About the Author: Gwendolyn Brooks (PE, page 653)
- Vocabulary: More on Pronunciation (VR, page 90)
- Reading Strategy: What Do You Know about Snow? (RSR)

During Reading
- Graphic Organizer (PE, page 651; VLR I, page 78; UR 9, page 70)
- Guided Reading Questions (PE, page 652; UR 9, page 71)
- Reading Strategy: Visualize (RSR)
- Fix-Up Idea: Read Aloud (RSR)

After Reading
- Reading Strategy: Summarize (RSR)
- Standardized Test Practice: Recognize Mood and Tone (RSR)
- Fine Art: Alfred Sisley (PE, page 653; Art Smart, PE and ATE, page 653)
- Respond to the Selection (PE, page 653; UR 9, page 71)
- Investigate, Inquire, and Imagine (PE, page 654; UR 9, page 71)
- Understanding Literature: Onomatopoeia and Alliteration (PE, page 654; UR 9, page 72)
- Writer’s Journal: Simile, Onomatopoeia, or Nonsense Verse (PE, page 655; UR 9, page 73)
- Vocabulary: Writing Sentences (UR 9, page 74)
- Language, Grammar, and Style: Making Passive Sentences Active (UR 9, page 75)
- Study and Research: Researching the Poet (PE, page 655; UR 9, page 76)
- Speaking and Listening & Collaborative Learning: Reciting Poetry (PE, page 655)
- Media Literacy: Evaluating an Internet Site (PE, page 655)
- Selection Check Test 4.9.15 (ATE, page 653; UR 9, page 78; TG)
- Selection Test 4.9.16 (UR 9, page 79; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Cynthia in the Snow,” page 651

Teacher’s Name ____________________________ Class ____________________________ Date __________________

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<td>Speaking and Listening &amp; Collaborative Learning: Reciting Poetry (PE, page 655)</td>
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<td><strong>Include animal noises from ELL student's culture (Motivation, ATE, page 652).</strong></td>
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<td><strong>Have ELL students use a poem from their own cultures: Reciting Poetry (Speaking and Listening &amp; Collaborative Learning: Reciting Poetry, PE, page 655).</strong></td>
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<td>Language, Grammar, and Style: Making Passive Sentences Active (UR 9, page 75)</td>
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<td>Study and Research: Researching the Poet (PE, page 655; UR 9, page 76)</td>
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<td>Media Literacy: Evaluating an Internet Site (PE, page 655)</td>
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</tbody>
</table>

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Lesson Plan

“Two Girls...,” page 656

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Familiarity with “Little Miss Muffet”

Ease Factor: Selection length

Synopsis: Two girls see a homeless man.

Goals/Objectives:
• to enjoy a poem that describes strangers’ reaction to each other
• to discuss different ideas about how people react to one another
• to understand and identify a writer’s aim, or purpose, in writing a piece of literature
• to define free verse and recognize characteristics of free verse in a poem
• to define metaphor and identify this figure of speech in poetry

Before Reading
_________ Daily Oral Language (VLR I, page 79; UR 9, page 83)
_________ Reader’s Journal (PE, page 656; UR 9, page 83)
_________ Reader’s Toolbox: Aim, Free Verse, and Metaphor (PE, page 656)
_________ Reader’s Resource: History Connection (PE, page 656)
_________ About the Author: Charles Reznikoff (PE, page 658)
_________ Fine Art: Richard Estes (PE, page 657; Art Smart, PE and ATE, page 656; UR 9, page 84)
_________ Vocabulary from the Selection (ATE, page 657)
_________ Reading Strategy: Learn about Aims (RSR)

During Reading
_________ Dramatic Recording (AL, 0:46)
_________ Guided Reading Questions (PE, page 657; UR 9, page 83)
_________ Reading Strategy: Determine the Author’s Aims (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Share Ideas about the Author’s Aims (RSR)
_________ Standardized Test Practice: Evaluate Author’s Purpose (RSR)
_________ Respond to the Selection (PE, page 658; UR 9, page 84)
_________ Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 84)
_________ Understanding Literature: Aim, Free Verse, and Metaphor (PE, page 659; UR 9, page 85)
_________ Writer’s Journal: Short Story, Dialogue, or Title (PE, page 660; UR 9, page 86)
_________ Vocabulary: Synonyms and Antonyms (UR 9, page 87)
_________ Language, Grammar, and Style: Adding Colorful Language (UR 9, page 87)
_________ Speaking and Listening: Find a Partner (PE, page 660; UR 9, page 88)
_________ Study and Research: Revisiting Nursery Rhymes (PE, page 660)
_________ Selection Check Test 4.9.17 (ATE, page 658; UR 9, page 90; TG)
_________ Selection Test 4.9.18 (UR 9, page 91; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Two Girls...,” page 656

Teaching Options

Individual Learning Strategies

- Motivation: Automats (ATE, page 657)
- Reading Proficiency: Illustrating an Image (ATE, page 657)
- English Language Learning: Vocabulary (ATE, page 657)
- Special Needs: Vending Machines (ATE, page 657)
- Enrichment: Vending Machines in Other Countries (ATE, page 657)

Art Smart

- Richard Estes (PE and ATE, page 656)

Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 84)
- Understanding Literature: Aim, Free Verse, and Metaphor (PE, page 659; UR 9, page 85)
- Speaking and Listening: Find a Partner (PE, page 660; UR 9, page 88)

Homework Suggestions

- Vocabulary: Synonyms and Antonyms (UR 9, page 87)
- Writer's Journal: Short Story, Dialogue, or Title (PE, page 660; UR 9, page 86)
- Language, Grammar, and Style: Adding Colorful Language (UR 9, page 87)
- Study and Research: Revisiting Nursery Rhymes (PE, page 660)

Strategies for Developing Readers

Tackle Familiarity with “Little Miss Muffet”

- Read the Reader's Resource aloud (PE, page 656).

Additional Strategies for English Language Learners

- Read Reader's Resource and Reader's Toolbox aloud (PE, page 656).
- As a whole group activity, ask the class to recite “Little Miss Muffet.” Ask why they think they still remember it.
- Discuss vending machines familiar in ELL student's culture (Enrichment, ATE, page 657).
Lesson Plan

“Ox Cart Man,” page 661

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factor:** Selection length

**Synopsis:** A poem describes the routine and life of an ox cart man.

**Goals/Objectives:**

- to understand and empathize with the difficult life of the subject of a narrative poem
- to summarize the activities that comprise the routine of the ox cart man
- to identify and summarize the elements of narrative poetry in the poem
- to define concrete language and identify examples of precise descriptions in poetry

**Before Reading**

- Daily Oral Language (VLR I, page 80; UR 9, page 94)
- Reader’s Journal (PE, page 661; UR 9, page 95)
- Reader’s Toolbox: Narrative Poem and Concrete Language (PE, page 661)
- Reader’s Resource: Background Knowledge (PE, page 661)
- About the Author: Donald Hall (PE, page 663)
- Vocabulary: Dictionary Review: Putting It All Together (VR, page 94)
- Reading Strategy: Create a Graphic Organizer (RSR)

**During Reading**

- Graphic Organizer (PE, page 661; VLR I, page 80; UR 9, page 94)
- Dramatic Recording (AL, 2:51)
- Guided Reading Questions (PE, page 662; UR 9, page 95)
- Reading Strategy: Gather Information (RSR)
- Fix-Up Idea: Read Short Sections (RSR)

**After Reading**

- Reading Strategy: Summarize the Poem (RSR)
- Standardized Test Practice: Understand Sequence (RSR)
- Respond to the Selection (PE, page 663; UR 9, page 95)
- Investigate, Inquire, and Imagine (PE, page 664; UR 9, page 96)
- Understanding Literature: Narrative Poem and Concrete Language (PE, page 664; UR 9, page 97)
- Vocabulary: Using a Dictionary (UR 9, page 97)
- Selection Check Test 4.9.19 (ATE, page 663; UR 9, page 100; TG)
- Selection Test 4.9.20 (UR 9, page 101; TG)
- Internet activities at http://www.emcp.com
- Free reading time
“Ox Cart Man,” page 661

Teacher's Name ____________________________ Class __________________ Date ____________

Teaching Options

Individual Learning Strategies

Motivation: Seasonal Activities (ATE, page 662)
Reading Proficiency: Summarizing (ATE, page 662)
English Language Learning: Writing a Contextual Sentence (ATE, page 662)
Special Needs: Adjusting to the Seasons (ATE, page 662)
Enrichment: Adapting a Children's Story into a Narrative Poem (ATE, page 662)

Additional Questions and Activities

Narrative Poem about Work/Careers (ATE, page 662)

Flexible Grouping Suggestions

Investigate, Inquire, and Imagine (PE, page 664; UR 9, page 96)
Understanding Literature: Narrative Poem, Concrete Word, or Concrete Language (PE, page 664; UR 9, page 97)

Homework Suggestions

Vocabulary: Using a Dictionary (UR 9, page 97)
Vocabulary: Dictionary Review: Putting It All Together (VR, page 94)
Language, Grammar, and Style: Using Spelling Rules I (UR 9, page 99)

Strategies for Developing Readers

Tackle Vocabulary

Use the vocabulary exercises before students read: Using a Dictionary (UR 9, page 97) and Dictionary Review: Putting It All Together (VR, page 94).
Read and discuss the footnotes before reading.

Additional Strategies for English Language Learners

Discuss: honey in combs, forge’s fire, and birch brooms.
Ask students to draw pictures of how they think the ox cart man feels. Compare their picture with the art on page 657.
Lesson Plan

“One Time,” page 665

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Understanding visual impairments; author’s style

Ease Factor: Vocabulary

Synopsis: The speaker meets and walks home with a blind friend.

Goals/Objectives:
• to enjoy a narrative poem about reaching out to a visually impaired person
• to describe the challenges faced by characters in a narrative poem
• to identify the sensory details in a poem and explain how they create visual images of the poem’s action
• to rewrite a narrative poem as a short story and read it aloud to the class

Before Reading
_________ Daily Oral Language (VLR I, page 81; UR 9, page 104)
_________ Reader’s Journal (PE, page 665; UR 9, page 105)
_________ Reader’s Toolbox: Narrative Poem and Sensory Details (PE, page 665)
_________ Reader’s Resource: Background Information (PE, page 665)
_________ About the Author: William Stafford (PE, page 667)
_________ Vocabulary: Dictionary Review: Putting It All Together (VR, page 94)
_________ Reading Strategy: Preview the Poem (RSR)

During Reading
_________ Graphic Organizer (PE, page 665; VLR I, page 81; UR 9, page 104)
_________ Guided Reading Questions (PE, page 666; UR 9, page 105)
_________ Reading Strategy: Make a Mind Movie (RSR)
_________ Fix-Up Idea: Reread (RSR)

After Reading
_________ Reading Strategy: Summarize the Sensory Details (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 667; UR 9, page 105)
_________ Investigate, Inquire, and Imagine (PE, page 668; UR 9, page 106)
_________ Understanding Literature: Narrative Poem and Sensory Details (PE, page 668; UR 9, page 107)
_________ Writer’s Journal: Narrative Poem, Routine, or Dialogue (PE, page 669; UR 9, page 107)
_________ Speaking and Listening: Telling a Story (PE, page 669)
_________ Vocabulary: Synonyms (UR 9, page 108)
_________ Language, Grammar, and Style: Adjectives (PE, page 669; UR 9, page 109)
_________ Selection Check Test 4.9.21 (ATE, page 667; UR 9, page 110; TG)
_________ Selection Test 4.9.22 (UR 9, page 111; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 220

Reading Strategy: Visualize
Fix-Up Idea: Reread
Standardized Test Practice: Draw Conclusions

SOUTH CAROLINA STATE STANDARDS

click this box for details
### Lesson Plan

**“One Time,” page 665**

Teacher’s Name ____________________________ Class ____________________ Date ____________________

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<td>—— Investigate, Inquire, and Imagine (PE, page 668; UR 9, page 106)</td>
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<td>—— Reader’s Journal (PE, page 665; UR 9, page 105)</td>
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<td>—— Writer’s Journal: Narrative Poem, Routine, or Dialogue (PE, page 669; UR 9, page 107)</td>
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<th>Strategies for Developing Readers</th>
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<td><strong>Tackle Understanding Visual Impairments</strong></td>
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<tr>
<td>—— Have someone come in to show students how to read Braille or bring in a Braille book.</td>
</tr>
<tr>
<td>—— Read the Reader’s Resource aloud (PE, page 665).</td>
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<tr>
<td>—— Have students discuss their responses to the Reader’s Journal aloud (PE, page 665).</td>
</tr>
<tr>
<td><strong>Tackle Author’s Style</strong></td>
</tr>
<tr>
<td>—— Read the Reader’s Toolbox aloud (PE, page 665).</td>
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<tr>
<td>—— Have small groups work on the Graphic Organizer together (PE, page 665).</td>
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<tr>
<td>—— Have partners read and answer the Guided Reading Questions.</td>
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<tr>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>—— Read Reader’s Resource aloud (PE, page 665).</td>
</tr>
<tr>
<td>—— Pair ELL students with advanced readers.</td>
</tr>
<tr>
<td>—— Have ELL students and their partners discuss phrases or words that ELL students do not understand, and have them fill in their Graphic Organizers together (PE, page 665).</td>
</tr>
</tbody>
</table>
Lesson Plan

“English Sparrows (Washington Square)” and “City Trees,” page 670

Teacher’s Name ________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Sentence structure; vocabulary

Ease Factor: Selection length

Synopsis: A poet gives a lyrical description of city sights and sounds on a quiet morning.

Goals/Objectives:
• to enjoy two poems about appreciating the elements of nature in an urban environment
• to summarize the feelings of the speaker in each lyric poem
• to define mood and note groups of words in the two poems and the moods they create
• to demonstrate an ability to recognize the proper capitalization of place names in sentences

Before Reading
_________ Daily Oral Language (VLR I, page 82; UR 9, page 114)
_________ Reader’s Journal (PE, page 670)
_________ Reader’s Toolbox: Lyric Poem and Mood (PE, page 670)
_________ Reader’s Resource: Background Information (PE, page 670)
_________ About the Author: Edna St. Vincent Millay (PE, page 673)
_________ Vocabulary from the Selection (ATE, page 671)
_________ Vocabulary: Semantic Family Mapping: City Talk (VR, page 95)
_________ Reading Strategy: Create a Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 670; VLR I, page 82; UR 9, page 114)
_________ Guided Reading Questions (PE, page 671; UR 9, page 115)
_________ Reading Strategy: Fill In Your Chart (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Summarize (RSR)
_________ Standardized Test Practice: Compare and Contrast (RSR)
_________ Fine Art: Alfred Stieglitz (PE, page 672; VLR II, page 40; Art Smart, PE and ATE, page 673; UR 9, page 115)
_________ Respond to the Selection (PE, page 673; UR 9, page 115)
_________ Investigate, Inquire, and Imagine (PE, page 674; UR 9, page 116)
_________ Understanding Literature: Lyric Poem and Mood (PE, page 674; UR 9, page 117)
_________ Writer’s Journal: Descriptive Paragraph, Advice Column, or Lyric Poem (PE, page 675; UR 9, page 117)
_________ Vocabulary: Antonyms (UR 9, page 118)
_________ Language, Grammar, and Style: Capitalization of Place Names (PE, page 675; UR 9, page 119)
_________ Speaking and Listening: Experimenting with Alliteration (PE, page 675; UR 9, page 119)
_________ Selection Check Test 4.9.23 (ATE, page 673; UR 9, page 120)
_________ Selection Test 4.9.24 (UR 9, page 122; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 224

Reading Strategy: Connect to Prior Knowledge

Fix-Up Idea: Read Aloud

Standardized Test Practice: Compare and Contrast

SOUTH CAROLINA STATE STANDARDS

click this box for details
“English Sparrows (Washington Square)” and “City Trees,” page 670

Teacher’s Name ________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_______ Motivation: Lyre Demonstration (ATE, page 671)
_______ Reading Proficiency: Run-On Sentences (ATE, page 671)
_______ English Language Learning: Word Charts (ATE, page 671)
_______ Special Needs: Lyrics (ATE, page 671)
_______ Enrichment: Poem to Music (ATE, page 671)

Quotables

_______ [Alfred] Joyce Kilmer (ATE, page 672)

Art Smart

_______ Alfred Stieglitz (ATE, page 673; VLR II, page 40; UR 9, page 115)

Flexible Grouping Strategies

_______ Enrichment: Put a Poem to Music (ATE, page 671)
_______ Investigate, Inquire, and Imagine (PE, page 674; UR 9, page 116)
_______ Speaking and Listening: Experimenting with Alliteration (PE, page 675; UR 9, page 119)

Homework Suggestions

_______ Vocabulary (ATE, page 671; UR 9, page 118)
_______ Vocabulary: Semantic Family Mapping: City Talk (VR, page 95)
_______ Writer’s Journal: Descriptive Paragraph, Advice Column, or Lyric Poem (PE, page 675; UR 9, page 117)
_______ Language, Grammar, and Style: Capitalization of Place Names (PE, page 675; UR 9, page 119)

Strategies for Developing Readers

Tackle Sentence Structure

_______ Remind students to read to the end of a thought.
_______ Have groups read the poem aloud and answer the Guided Reading Questions.
_______ Help students envision the setting by discussing the painting on page 672.

Tackle Vocabulary

_______ Use vocabulary exercises before reading: Antonyms (UR 9, page 118) and Semantic Family Mapping: City Talk (VR, page 95).
_______ Discuss the footnotes before students begin reading.

Additional Strategies for English Language Learners

_______ Research a picture of a lyre if one cannot be brought to class (Motivation, ATE, page 671).
_______ Read Reader’s Toolbox aloud (PE, page 670).
_______ Ask students if they have ever watched the sunrise. Have students find a picture of what a sunrise looks like, and compile a list of words that describe it.
_______ Discuss: sill, thinking the least thing ill in me, and urchin.
_______ Compare students’ lists of words describing dawn with the words in the poem.
Lesson Plan

“Good Hot Dogs” and “Buenos Hot Dogs,” page 676

Teacher’s Name ____________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Missing punctuation

**Ease Factor:** Selection length

**Synopsis:** Speaker recalls eating hot dogs with a friend during lunchtime.

**Goals/Objectives:**
- to enjoy a poem describing a memory associated with a certain food
- to appreciate the processes and challenges of translating poetry from foreign languages
- to define *image*, *imagery*, and *sensory details* and identify examples of each in poetry
- to demonstrate an ability to form complete sentences from sentence fragments

**Before Reading**
- Daily Oral Language (VLR I, page 83; UR 9, page 126)
- Reader’s Journal (PE, page 676; UR 9, page 126)
- Reader’s Toolbox: Image, Imagery, and Sensory Details (PE, page 676)
- Reader’s Resource: Translations (PE, page 676)
- About the Author: Sandra Cisneros (PE, page 679)
- Vocabulary from the Selection (ATE, page 677)
- Vocabulary: Word Choice (VR, page 96)
- Reading Strategy: Visualize (RSR)

**During Reading**
- Graphic Organizer (PE, page 676; VLR I, page 83; UR 9, page 126)
- Dramatic Recording: “Good Hot Dogs” (AL, 0:56)
- Dramatic Recording: “Buenos Hot Dogs” (AL, 1:10)
- Guided Reading Questions (PE, page 677; UR 9, page 127)
- Reading Strategy: Identify Sensory Details (RSR)
- Fix-Up Idea: Write Things Down (RSR)

**After Reading**
- Reading Strategy: Fill In a Sensory Details Chart (RSR)
- Standardized Test Practice: Identify Author’s Point of View (RSR)
- Respond to the Selection (PE, page 679; UR 9, page 127)
- Investigate, Inquire, and Imagine (PE, page 680; UR 9, page 127)
- Understanding Literature: Image, Imagery, and Sensory Details (PE, page 680; UR 9, page 128)
- Writer’s Journal: List, Letter, or Menu (PE, page 681; UR 9, page 129)
- Vocabulary: Review (UR 9, page 130)
- Language, Grammar, and Style: Sentence Fragments (PE, page 681; UR 9, page 131)
- Media Literacy & Collaborative Learning: Making a Television Commercial (PE, page 681)
- Selection Check Test 4.9.25 (ATE, page 679; UR 9, page 132; TG)
- Selection Test 4.9.26 (UR 9, page 133; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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[86x29]UNIT 9 DISCOVERING LITERATURE LESSON PLANS
“Good Hot Dogs” and “Buenos Hot Dogs,” page 676

Teacher's Name __________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Description (ATE, page 677)
- Reading Proficiency: Punctuation (ATE, page 677)
- English Language Learning: Food Items (ATE, page 677)
- Special Needs: Hot Dog Stand Visit (ATE, page 677)
- Enrichment: Poem about Food (ATE, page 677)

Additional Questions and Activities

- Translation (ATE, page 678)

Bibliographic Note

- Sandra Cisneros (ATE, page 678)

Flexible Grouping Strategies

- Investigate, Inquire, and Imagine (PE, page 680; UR 9, page 127)
- Understanding Literature: Image, Imagery, and Sensory Details (PE, page 680; UR 9, page 128)
- Media Literacy & Collaborative Learning: Making a Television Commercial (PE, page 681)

Homework Suggestions

- Vocabulary: Review (ATE, page 677; UR 9, page 130)
- Vocabulary: Word Choice (VR, page 96)
- Writer's Journal: List, Letter, or Menu (PE, page 681; UR 9, page 129)
- Language, Grammar, and Style: Sentence Fragments (PE, page 681; UR 9, page 131)

Strategies for Developing Readers

Tackle Missing Punctuation

- Have students practice reading to the end of a thought.
- Ask students to decide where they would place punctuation.

Additional Strategies for English Language Learners

- Ask students if they remember reading anything else by this writer (“Eleven,” PE, page 20; About the Author, PE, page 679).
- List synonyms for good from ELL students’ native language. Read the title of the poem using each of these words.
- Discuss: pickle lily and fixings.
- If there are Spanish speakers in the class, have them read the Spanish version aloud so the rest of the class can hear the rhythm and beauty of the words.
- Use activities for Spanish speakers (SR, page 124).
Lesson Plan

Unit Nine
Words in Motion: Poetry
Closing the Unit, pages 682–691

Teacher’s Name ________________________ Class __________________ Date ____________

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity
_________ Joyful Noise by Paul Fleischman (PE, page 682)
_________ Perform Poetry Readings (PE, page 682; UR 9, page 136)

Other Books Students May Want to Read
_________ A Visit to William Blake’s Inn: Poems for Innocent and Experienced Travelers by Nancy Willard (PE, page 682)
_________ The Dream Keeper and Other Poems by Langston Hughes (PE, page 682)
_________ The Other Side: Shorter Pieces by Angela Johnson (PE, page 682)
_________ Cool Salsa: Bilingual Poems on Growing up Latino in the United States, ed. Lori Carlson (PE, page 682)

Guided Writing
Imaginative Writing: Composing a Poem
Assignment: Students experiment with playful, expressive language as they compose a poem (PE, pages 683–689).

Before Writing
_________ Composing a Poem (ATE, page 683)
_________ Professional Model (ATE, page 683)
_________ Rubric for Assignment (VLR I, page 148; WR, page 130)
_________ Prewriting (PE, page 683; WR, page 118)
_________ Student Model—Graphic Organizer (PE, page 685; WR, page 121)
_________ Graphic Organizer (VLR I, page 146; WR, page 120)
_________ Student Model—Draft (PE, page 686; WR, page 122; VLR I, page 147)

During Writing
_________ Drafting (PE, page 685)
_________ Self- and Peer Evaluation (PE, page 686; WR, page 126)
_________ Language, Grammar, and Style: Verb Functions (PE, page 686; WR, page 123)
_________ Revising and Proofreading (PE, page 686)
_________ Student Model—Revised (PE, page 687; WR, page 128)

After Writing
_________ Publishing and Presenting (PE, page 688)
_________ Reflecting (PE, page 688)

Individual Learning Strategies
_________ Motivation: Online Poetry Exhibits (ATE, page 684)
_________ Reading Proficiency: Recording Reactions to Poetry (ATE, page 684)
_________ English Language Learning: Figurative Language (ATE, page 684)
_________ Special Needs: Brainstorming (ATE, page 684)
_________ Enrichment: Oral Interpretation (ATE, page 684)

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Unit Nine
Words in Motion: Poetry
Closing the Unit, pages 682–691

Flexible Grouping Suggestions
- Revising and Proofreading (PE, page 686)
- Publishing and Presenting (PE, page 688)

Homework Suggestions
- Have students think of a subject for a poem they will write (Composing a Poem, PE, page 683).
- Graphic Organizer (VLR I, page 146; WR, page 120)
- Language, Grammar, and Style: Verb Functions (PE, page 686; WR, page 123)
- Self-Evaluation (PE, page 686; WR, page 126)
- Rubric for Informative Writing (VLR I, page 148; WR, page 130)

Unit Nine Review

Review and Assessment
- Words for Everyday Use (PE, page 689; UR 9, page 137)
- Vocabulary Development (ATE, page 689)
- Literary Tools (PE, page 689; UR 9, page 138)
- Unit 9 Review (UR 9, page 137)
- Unit 9 Study Guide (UR 9, page 140)
- Unit 9 Test (UR 9, page 145; TG)

Reflecting on Your Reading
- Theme (PE, page 689)
- Genre (PE, page 689)
- Critical Thinking (PE, page 689)
- Group Project (PE, page 691)
- On Your Own (PE, page 691)
Lesson Plan

Unit Ten
Turning Words into Action: Drama
Opening the Unit, pages 692–695

Unit 10 Goals/Objectives:
• to appreciate a play and a screenplay
• to recognize the literary and historical backgrounds of the two
dramatic works in the unit
• to define and identify techniques in poetry such as dialogue, stage
directions, plot and characterization
• to prepare a review of a dramatic performance
• to identify, correct, and use quotation marks, italics, and
underlining

Lessons I Plan to Teach
_________ The Ugly Duckling, page 696
_________ In the Fog, page 716
_________ For Your Reading List, page 727
_________ Guided Writing—Persuasive Writing: Preparing a Review,
page 728
_________ Unit Ten Review, page 734

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills
Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 692–693).

Getting Started in the Classroom
_________ Fine Art: Honore Daumier. Have students discuss how the artwork relates to the title of this unit (PE, page 692).
_________ Elements of Drama (PE, page 694)
_________ Internet Resources: Children’s Theatre Plays (ATE, page 694)
_________ “All the World’s a Stage” from As You Like It (PE, page 695)
_________ Literary Technique: Metaphor (ATE, page 695)
_________ Literary Notes: References (ATE, page 695)
_________ Literary Note: As You Like It (ATE, page 695)
_________ Additional Questions and Activities: Identifying Acts (ATE, page 695)
The Ugly Duckling, page 696

Teacher's Name __________________________ Class __________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Vocabulary; selection length

Ease Factor: Subject matter

Synopsis: An ugly outcast turns out to be a beautiful swan.

Goals/Objectives:
- to enjoy a humorous play
- to briefly explain the origin of the fairy tale
- to summarize the fairy tale from which the play takes its title
- to define characterization and identify ways the author implements characterization
- to define plot and identify elements of the plot in the play
- to write a press release

Before Reading
- Daily Oral Language (VLR I, page 84; UR 10, page 1)
- Reader's Journal (PE, page 696; UR 10, page 1)
- Reader's Toolbox: Characterization and Plot (PE, page 696)
- Reader's Resource: Background Information (PE, page 696)
- About the Author: A. A. Milne (PE, page 713)
- Vocabulary from the Selection (ATE, page 697)
- Vocabulary: Word Origins (VR, page 99)
- Reading Strategy: Preview the Selection (RSR)

During Reading
- Graphic Organizer (PE, page 696; VLR I, page 84; UR 10, page 1)
- Dramatic Recording (AL, 34:22)
- Guided Reading Questions (PE, page 697; UR 10, page 2)
- Reading Strategy: Gather Information (RSR)
- Fix-Up Idea: Tackle Difficult Vocabulary (RSR)

After Reading
- Reading Strategy: Perform the Play (RSR)
- Standardized Test Practice: Analyze Author's Purpose (RSR)
- Respond to the Selection (PE, page 713; UR 10, page 5)
- Investigate, Inquire, and Imagine (PE, page 714; UR 10, page 6)
- Understanding Literature: Characterization, Plot, and Conflict (PE, page 714; UR 10, page 7)
- Writer's Journal: Title, List, or Personal Essay (PE, page 715; UR 10, page 7)
- Applied English: Writing a Press Release (PE, page 715)
- Vocabulary: Matching (UR 10, page 9)
- Language, Grammar, and Style: Capitalization of Titles of Persons (PE, page 715; UR 10, page 10)
- Selection Check Test 4.10.1 (ATE, page 712; UR 10, page 11; TG)
- Selection Test 4.10.2 (UR 10, page 13; TG)
- Internet activities at http://www.emcp.com
- Free reading time
The Ugly Duckling, page 696

Teacher’s Name __________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Beauty Collage (ATE, page 697)
- Reading Proficiency: Reading Aloud (ATE, page 697)
- English Language Learning: Vocabulary Charades (ATE, page 697)
- Special Needs: Setting the Stage (ATE, page 697)
- Enrichment: Acting (ATE, page 697)

**Literary Technique**

- Stage Directions (ATE, page 698)
- Parody (ATE, page 711)

**Additional Questions and Activities**

- Summary and Discussion (ATE, page 699)
- Reading Comprehension (ATE, page 701)
- Discussing Relationships (ATE, page 703)
- Describing Character (ATE, page 707)
- Describing Character (ATE, page 707)
- Discussing Self-Worth (ATE, page 708)
- Analyzing Character (ATE, page 709)
- Compare and Contrast a Tale and Play (ATE, page 711)

**Cross-Curricular Connection**

- Jousting (ATE, page 700)

**Cross-Curricular Activities**

- Researching and Building Drawbridges (ATE, page 702)
- Class Distinctions (ATE, page 704)
- Researching Travel in the Middle Ages (ATE, page 706)
- Performing the Play (ATE, page 710)

**Literary Note**

- Simile (ATE, page 705)

**Quotables**

- David Hume (ATE, page 708)

**Flexible Grouping Strategies**

- English Language Learning: Vocabulary Charades (ATE, page 145)
- Special Needs: Setting the Stage (ATE, page 697)
- Enrichment: Acting (ATE, page 697)

**Homework Suggestions**

- Vocabulary: Matching (UR 10, page 9)
- Vocabulary: Word Origins (VR, page 99)
- Writer’s Journal: Title, List, or Personal Essay (PE, page 715; UR 10, page 7)
- Applied English: Writing a Press Release (PE, page 715)
- Language, Grammar, and Style: Capitalization of Titles of Persons (PE, page 715; UR 10, page 10)

**Strategies for Developing Readers**

**Tackle Vocabulary**

- Use the vocabulary exercises before reading: Matching (UR 10, page 9) and Word Origins (VR, page 99).
- Remind students to use the footnotes and Words for Everyday Use.
- Help students understand the stage directions (ATE, page 698).

**Tackle Selection Length**

- Read the play over several class periods.
- Have students read and discuss short sections of the play (Additional Questions and Activities, ATE, pages 699, 703, 708, and 711).
**Lesson Plan**

**The Ugly Duckling, page 696**

Teacher's Name ________________ Class ________________ Date ________________

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**Additional Strategies for English Language Learners**

- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 696).
- Have students read the fairy tale “The Ugly Duckling” first. Then read Milne’s *The Ugly Duckling* and have students compare and contrast the tale and the play (Additional Questions and Activities: Compare and Contrast a Tale and Play (ATE, page 711)).
- Include ELL students in Reading Proficiency and Enrichment activities (ATE, page 697).
- Have students work with a partner on the Graphic Organizer (PE, page 696).
- Include ELL students in Special Needs activity (ATE, page 697). Remind students of how they also set up a stage when they read *A Woman Called Truth* (PE, page 106).
- Use activities for Spanish speakers (SR, page 129).
In the Fog, page 716

Teacher’s Name ____________________________ Class ____________________________ Date ____________

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Reading Level: Moderate

Difficulty Considerations: Civil War references; vocabulary

Ease Factor: Eerie subject matter

Synopsis: A doctor encounters two ghost soldiers from the Civil War.

Goals/Objectives:
- to enjoy a screenplay with a mysterious twist
- to briefly discuss the Civil War and the Battle of Gettysburg
- to identify dialogue and stage directions in a screenplay and recognize their significance
- to enact the screenplay

Before Reading
- Daily Oral Language (VLR I, page 85; UR 10, page 17)
- Reader’s Journal (PE, page 716; UR 10, page 17)
- Reader’s Toolbox: Dialogue and Stage Directions (PE, page 716)
- About the Author: Milton Geiger (PE, page 724)
- Vocabulary from the Selection (ATE, page 717)
- Vocabulary: Speech Classification (VR, page 101)
- Reading Strategy: Understand What Stage Directions Tell You (RSR)

During Reading
- Graphic Organizer (PE, page 716; VLR I, page 85; UR 10, page 17)
- Dramatic Recording (AL, 10:08)
- Guided Reading Questions (PE, page 718; UR 10, page 18)
- Reading Strategy: Use the Stage Directions (RSR)
- Fix-Up Strategy: Use Guided Reading Questions (RSR)

After Reading
- Reading Strategy: Discuss the Pros and Cons of Stage Directions (RSR)
- Standardized Test Practice: Analyze Text Organization (RSR)
- Respond to the Selection (PE, page 724; UR 10, page 19)
- Investigate, Inquire, and Imagine (PE, page 725; UR 10, page 19)
- Understanding Literature: Dialogue and Stage Directions (PE, page 725; UR 10, page 20)
- Writer’s Journal: Description, News Article, or Dialogue (PE, page 726; UR 10, page 21)
- Vocabulary: Writing Definitions (UR 10, page 22)
- Language, Grammar, and Style: Dialect (PE, page 726; UR 10, page 23)
- Collaborative Learning & Speaking and Listening: Producing a Screenplay (PE, page 726)
- Collaborative Learning: Reading with a Book Club (PE, page 726)
- Selection Check Test 4.10.3 (ATE, page 723; UR 10, page 24; TG)
- Selection Test 4.10.4 (UR 10, page 26; TG)
- Internet activities at http://www.emcp.com
- Free reading time

South Carolina State Standards
- Click this box for details
In the Fog, page 716

Teacher’s Name ________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Effect of Camera Work (ATE, page 717)

Reading Proficiency: Reading Aloud (ATE, page 717)

English Language Learning: Reading Stage Directions (ATE, page 717)

Special Needs: Audio-visual Equipment (ATE, page 717)

Enrichment: Screenplay (ATE, page 717)

Additional Questions and Activities

Ghost Story (ATE, page 718)

Reading Comprehension (ATE, page 719)

Analyzing Character (ATE, page 721)

Discussing Dialogue (ATE, page 722)

Literary Technique

Dramatic Irony (ATE, page 719)

Mood (ATE, page 720)

Foreshadowing (ATE, page 722)

Cross-Curricular Activities

Researching the Battle of Gettysburg (ATE, page 722)

Quotables

Abraham Lincoln (ATE, page 724)

Flexible Grouping Suggestions

Additional Questions and Activities: Discussing Dialogue (ATE, page 722)

Investigate, Inquire, and Imagine (PE, page 725; UR 10, page 19)

Understanding Literature: Dialogue and Stage Directions (PE, page 725; UR 10, page 20)

Collaborative Learning & Speaking and Listening: Producing a Screenplay (PE, page 726)

Collaborative Learning: Reading with a Book Club (PE, page 726)

Have groups listen to the audio recording (Reading Proficiency, ATE, page 717).

Homework Suggestions

Vocabulary: Writing Definitions (UR 10, page 22)

Vocabulary: Speech Classification (VR, page 101)

Strategies for Developing Readers

Tackle Civil War References

Read the Reader’s Resource aloud (PE, page 716).

Have students find out more about the Battle of Gettysburg (Cross-Curricular Activities, ATE, page 722)

Tackle Vocabulary

Use the vocabulary exercises before reading: Writing Definitions (UR 10, page 22) and Speech Classification (VR, page 101).

Remind students to use the Words for Everyday Use and the footnotes.

Additional Strategies for English Language Learners

Read Reader’s Resource aloud (PE, page 716).

Before reading, research the Battle of Gettysburg (ATE, page 722).

Discuss: devoid, dolly in, legends (as used in this play), a heavy rifle of dim manufacture, ye’ll do proper, gunplay, and tunic.

Make a copy of this play so that the students can use a highlighter to mark the stage directions.

Have partners work on Language, Grammar, and Style activity (PE, page 726; UR 10, page 23).

Use activities for Spanish speakers (SR, page 140).
Lesson Plan

Unit Ten
Turning Words into Action: Drama
Closing the Unit, pages 727–735

Teacher’s Name __________________________________ Class __________________ Date __________________

For Your Reading List

This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity

Pushing Up the Sky: Seven Native American Plays for Children by Joseph Bruchac (PE, page 727)
Conduct a Performance (PE, page 727; UR 10, page 30)

Other Books Students May Want to Read

East of the Sun & West of the Moon (PE, page 727)
Famous Americans: 22 Short Plays for the Classroom (PE, page 727)

Guided Writing

Persuasive Writing: Preparing a Review

Assignment: Students watch a movie and write a persuasive review (PE, pages 728–733).

Before Writing

Preparing a Review (PE, page 728)
Student Model (PE, page 728)
Rubric for Persuasive Writing (VLR I, page 151; WR, page 142)
Prewriting (PE, page 729; WR, page 131)
Student Model—Graphic Organizer (PE, page 730; WR, page 134)
Graphic Organizer (VLR I, page 149; WR, page 132)

During Writing

Drafting (PE, page 731)
Self- and Peer Evaluation (PE, page 732; WR, page 138)
Language, Grammar, and Style: Quotations, Underlining, and Italics (PE, page 729; WR, page 136)
Revising and Proofreading (PE, page 732)
Student Model—Revised (PE, page 732; WR, page 140)

After Writing

Publishing and Presenting (PE, page 733)
Reflecting (PE, page 733)

Individual Learning Strategies

Motivation: Discussing Reviews (ATE, page 729)
Reading Proficiency: Preparing to Read Reviews (ATE, page 729)
English Language Learning: Choosing a Cultural Film (ATE, page 729)
Special Needs: Relying on a Review (ATE, page 729)
Enrichment: Analyzing a Review (ATE, page 729)

South Carolina State Standards

Click this box for details

Guided Writing Software

See the Guided Writing Software for an extended version of this lesson that includes printable graphic organizers, extensive student models and student-friendly checklists, and self-, peer, and teacher evaluation features.
Unit Ten
Turning Words into Action: Drama
Closing the Unit, pages 727–735

Teacher's Name ___________________________ Class __________________ Date __________________

Flexible Grouping Suggestions

Revising and Proofreading (PE, page 732)
Publishing and Presenting (PE, page 733)

Homework Suggestions

Have students think about a movie or play they would like to review (Preparing a Review, PE, page 728).
Graphic Organizer (VLR I, page 149; WR, page 132)
Language, Grammar, and Style: Quotation Marks, Underlining, and Italics (PE, page 729; WR, page 136)
Self-Evaluation (PE, page 732; WR, page 138)
Rubric for Informative Writing (VLR I, page 151; WR, page 142)

Unit Ten Review

Review and Assessment

Words for Everyday Use (PE, page 734; UR 10, page 31)
Vocabulary Development (ATE, page 734)
Literary Tools (PE, page 734; UR 10, page 32)
Unit 10 Review (UR 10, page 31)
Unit 10 Study Guide (UR 10, page 33)
Unit 10 Test (UR 10, page 37; TG)

Reflecting on Your Reading

Theme (PE, page 735)
Genre (PE, page 735)
Group Project (PE, page 735)
On Your Own (PE, page 735)
Unit Eleven
Telling It As It Is: Nonfiction
Opening the Unit, pages 736–738

Unit 11 Goals/Objectives:
• to explore different types of nonfiction, including biography, autobiography, and documentary
• to understand point of view and aim in works of nonfiction
• to recognize concepts and techniques in nonfiction such as background information, chronological order, coherence, transitions, imagery, article, introduction, conclusion, anecdote, concrete details, alliteration and repetition
• to write an informative research paper
• to demonstrate the use of proper documentation

Lessons I Plan to Teach
_________ “Madam C. J. Walker,” page 739
_________ “Satchel Paige,” page 748
_________ from Geronimo’s Story of His Life, page 758
_________ from Gorillas in the Mist, page 767
_________ Related Reading: “Gorillas,” page 771
_________ “The Five ‘Wanderers’ of the Ancient Skies,” page 776
_________ “Night” from Knots in My Yo-Yo String, page 785
_________ “A Breath of Fresh Air?,” page 793
_________ For Your Reading List, page 800
_________ Guided Writing—Informative Writing: Writing an Informative Research Paper, page 801
_________ Unit Eleven Review, page 811

As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 736–737).

Getting Started in the Classroom
_________ Fine Art: Edward Hopper. Have students discuss how the artwork relates to the title of this unit (PE, page 736).
_________ Elements of Nonfiction (PE, page 738)
_________ Additional Questions and Activities: Examples of Nonfiction (ATE, page 738)
_________ Internet Resources: Biography.com (ATE, page 738)
“Madam C. J. Walker,” page 739

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Challenging
Difficulty Consideration: Vocabulary
Ease Factor: Interesting introduction
Synopsis: Despite her many hardships, Madam Walker establishes an extremely successful business.

Goals/Objectives:
• to appreciate a biography about the life of a famous entrepreneur
• to briefly describe the reconstruction period that followed the American Civil War
• to define biography
• to define and identify elements of introductions and conclusions
• to conduct research on a famous inventor

Before Reading
_________ Daily Oral Language (VLR I, page 86; UR 11, page 1)
_________ Reader's Journal (PE, page 739; UR 11, page 1)
_________ Reader's Toolbox: Biography, Introduction, and Conclusion (PE, page 739)
_________ Reader's Resource: History Connection (PE, page 739)
_________ About the Author: Jim Haskins (PE, page 745)
_________ Vocabulary from the Selection (ATE, page 740)
_________ Vocabulary: Word Study—Vocabulary Cards (VR, page 102)
_________ Reading Strategy: Preview Vocabulary (RSR)

During Reading
_________ Graphic Organizer (PE, page 739; VLR I, page 86; UR 11, page 1)
_________ Dramatic Recording (AL, 17:19)
_________ Guided Reading Questions (PE, page 740; UR 11, page 2)
_________ Reading Strategy: Tackle New Words While You Read (RSR)
_________ Fix-Up Idea: Reread (RSR)

After Reading
_________ Reading Strategy: Practice New Words (RSR)
_________ Standardized Test Practice: Use Context Clues (RSR)
_________ Respond to the Selection (PE, page 745; UR 11, page 3)
_________ Investigate, Inquire, and Imagine: (PE, page 746; UR 11, page 3)
_________ Understanding Literature: Biography, Introduction, and Conclusion (PE, page 746; UR 11, page 4)
_________ Writer's Journal: List, Jingle, or Biography (PE, page 747; UR 11, page 5)
_________ Vocabulary: Writing Sentences (UR 11, page 6)
_________ Language, Grammar, and Style: Correcting Wordy Sentences (UR 11, page 7)
_________ Media Literacy: Analyzing Advertisements (PE, page 747; UR 11, page 8)
_________ Study and Research & Speaking and Listening: Researching an Inventor (PE, page 747; UR 11, page 9)
_________ Collaborative Learning: Planning a Business (PE, page 747)
_________ Selection Check Test 4.11.1 (ATE, page 745; UR 11, page 10; TG)
_________ Selection Test 4.11.2 (UR 11, page 12; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 240
Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Reread
Standardized Test Practice: Use Context Clues

SOUTH CAROLINA STATE STANDARDS

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“Madam C. J. Walker,” page 739

Teacher’s Name ____________________________ Class __________________ Date __________________

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<td>□ Reading Proficiency: Chronological Order (ATE, page 740)</td>
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<td>□ Special Needs: Graphic Organizer (ATE, page 740)</td>
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Cross-Curricular Activities

□ Researching Jim Crow Laws (ATE, page 741)
□ Social Conditions and Walker’s Achievements (ATE, page 743)

Literary Technique

□ Tone (ATE, page 742)

Literary Note

□ Mary McLeod Bethune (ATE, page 744)

Flexible Grouping Suggestions

□ Special Needs: Graphic Organizer (ATE, page 740)
□ Investigate, Inquire, and Imagine: (PE, page 746; UR 11, page 3)
□ Understanding Literature: Biography, Introduction, and Conclusion (PE, page 746; UR 11, page 4)
□ Collaborative Learning: Planning a Business (PE, page 747)

Homework Suggestions

□ Cross-Curricular Activities: Researching Jim Crow Laws (ATE, page 741)
□ Cross-Curricular Activities: Social Conditions and Walker’s Achievements (ATE, page 743)
□ Vocabulary: Writing Sentences (UR 11, page 6)
□ Vocabulary: Word Study—Vocabulary Cards (VR, page 102)
□ Writer’s Journal: List, Jingle, or Biography (PE, page 747; UR 11, page 5)
□ Language, Grammar, and Style: Correcting Wordy Sentences (UR 11, page 7)

Media Literacy: Analyzing Advertisements (PE, page 747; UR 11, page 8)
Study and Research & Speaking and Listening: Researching an Inventor (PE, page 747; UR 11, page 9)

Strategies for Developing Readers

**Tackle Vocabulary**

□ Use vocabulary exercises before reading:
□ Writing Sentences (UR 11, page 6) and Word Study: Vocabulary Cards (VR, page 102).
□ Read the Reader’s Resource aloud.
□ Have students find out more about Jim Crow laws (Cross-Curricular Activities, ATE, page 741).

Additional Strategies for English Language Learners

□ Read Reader’s Resource aloud (PE, page 739).
□ Read the selection in small groups, including an ELL student in each group, if possible.
□ Have students write or place sticky notes near any words they do not understand.
□ Have students stop reading at the end of column 2, paragraph 2. Discuss the similarities between C.J. Walker and Sojourner Truth (A Woman Called Truth, PE, page 105).
□ Discuss vocabulary words and fill in the Graphic Organizer up to page 741. Continue reading the story two pages at a time, filling in the Graphic Organizer until students reach the end of the story.
□ Have students discuss whether the description of Madam Walker in the final paragraph of this work might also be true of Sojourner Truth.
□ Use activities for Spanish speakers (SR, page 147).
Lesson Plan

“Satchel Paige,” page 748

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Great appeal for sports fans

Synopsis: The author provides a brief summary of Satchel Paige’s life.

Goals/Objectives:
• to enjoy a biography of the famous African-American baseball player Satchel Paige
• to briefly describe the integration of professional baseball
• to define and identify examples of background information and chronological order
• to practice storytelling

Before Reading
_______ Daily Oral Language (VLR I, page 88; UR 11, page 15)
_______ Reader’s Journal (PE, page 748; UR 11, page 15)
_______ Reader’s Toolbox: Background Information and Chronological Order (PE, page 748)
_______ Reader’s Resource: History Connection (PE, page 748)
_______ About the Authors: Bill Littlefield and Samuel Allen (PE, page 755)
_______ Vocabulary from the Selection (ATE, page 749)
_______ Vocabulary: Word Study—Definition Map (VR, page 103)
_______ Reading Strategy: Preview the Selection (RSR)

During Reading
_______ Graphic Organizer (PE, page 748; VLR I, page 88; UR 11, page 15)
_______ Dramatic Recording (AL, 13:28)
_______ Guided Reading Questions (PE, page 750; UR 11, page 16)
_______ Fix-Up Idea: Use What You Know as You Read (RSR)

After Reading
_______ Reading Strategy: Summarize What You Learned (RSR)
_______ Standardized Test Practice: Recognize Sequence (RSR)
_______ Respond to the Selection (PE, page 755; UR 11, page 17)
_______ Investigate, Inquire, and Imagine (PE, page 756; UR 11, page 17)
_______ Understanding Literature: Background Information and Chronological Order (PE, page 756; UR 11, page 18)
_______ Vocabulary: Antonyms (UR 11, page 20)
_______ Writer’s Journal: Headline, Tall Tale, or Poem (PE, page 757; UR 11, page 19)
_______ Language, Grammar, and Style: Avoiding Double Negatives (PE, page 757; UR 11, page 20)
_______ Speaking and Listening: Storytelling (PE, page 757)
_______ Study and Research: Using Almanacs and Yearbooks (PE, page 757; UR 11, page 21)
_______ Selection Check Test 4.11.3 (ATE, page 755; UR 11, page 22; TG)
_______ Selection Test 4.11.4 (UR 11, page 24; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time
### Teaching Options

#### Individual Learning Strategies

- **Motivation**: Film on the Negro Leagues (ATE, page 749)
- **Reading Proficiency**: Outline (ATE, page 749)
- **English Language Learning**: Vocabulary (ATE, page 749)
- **Special Needs**: Introductory Sentences (ATE, page 749)
- **Enrichment**: Researching and Writing about Negro League Players (ATE, page 749)

#### Additional Questions and Activities

- **Reading Comprehension**: (ATE, page 750)
- **Negro League**: (ATE, page 751)
- **Discussing the Poem**: (ATE, page 755)

#### Cross-Curricular Activities

- **Researching the Negro Leagues**: (ATE, page 751)
- **Player Statistics Poster**: (ATE, page 752)

### Literary Techniques

- **Voice**: (ATE, page 753)
- **Tone**: (ATE, page 754)

### Internet Resources

- **Baseball Website**: (ATE, page 754)

### Flexible Grouping Strategies

- **Investigate, Inquire, and Imagine**: (PE, page 756; UR 11, page 17)
- **Understanding Literature: Background Information and Chronological Order**: (PE, page 756; UR 11, page 18)

### Homework Suggestions

- **Vocabulary: Antonyms**: (UR 11, page 20)
- **Vocabulary: Word Study—Definition Map**: (VR, page 103)
- **Writer’s Journal: Headline, Tall Tale, or Poem**: (PE, page 757; UR 11, page 19)
- **Language, Grammar, and Style: Avoiding Double Negatives**: (PE, page 757; UR 11, page 20)
- **Speaking and Listening: Storytelling**: (PE, page 757)
- **Study and Research: Using Almanacs and Yearbooks**: (PE, page 757; UR 11, page 21)

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### Strategies for Developing Readers

#### Tackle Vocabulary

- Use vocabulary exercises before reading: Word Study: Definition Map (VR, page 103) and Antonyms (UR 11, page 20).
- Have students find out more about Negro leagues and baseball statistics (Cross-Curricular Activities, ATE, pages 751 and 752).

#### Additional Strategies for English Language Learners

- Discuss what students already know about baseball. If ELL students are not familiar with baseball, pair them with students who have more knowledge of the sport.
- If film on Negro Leagues (Motivation, ATE, page 749) is not available, conduct research on the Negro Leagues before reading (Cross-Curricular Activities, ATE, page 751).

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from Geronimo’s Story of His Life, page 758

Teacher’s Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Density of information; vocabulary

**Ease Factor:** Exciting subject matter

**Synopsis:** A famous Native American leader provides information about his life.

**Goals/Objectives:**
- to appreciate an autobiography by Geronimo
- to briefly describe the lifestyle of the Apache people
- to define autobiography
- to define point of view and recognize how it affects a work of literature
- to conduct research on Native American culture

**Before Reading**

- Daily Oral Language (VLR I, page 89; UR 11, page 28)
- Reader’s Journal (PE, page 758)
- Reader’s Toolbox: Autobiography and Point of View (PE, page 758)
- Reader’s Resource: Background Information (PE, page 758)
- About the Author: Geronimo (PE, page 764)
- Vocabulary from the Selection (ATE, page 759)
- Vocabulary: Word Study—Word Wheel (VR, page 104)
- Reading Strategy: Preview the Selection (RSR)

**During Reading**

- Graphic Organizer (PE, page 758; VLR I, page 89; UR 11, page 28)
- Dramatic Recording (AL, 16:03)
- Guided Reading Questions (PE, page 760; UR 11, page 29)
- Reading Strategy: Create Mind Movies as You Read (RSR)
- Fix-Up Idea: Tackle Difficult Vocabulary (RSR)

**After Reading**

- Reading Strategy: Draw or Summarize Your Mind Movies (RSR)
- Standardized Test Practice: Make Inferences (RSR)
- Respond to the Selection (PE, page 764; UR 11, page 30)
- Investigate, Inquire, and Imagine (PE, page 765; UR 11, page 31)
- Understanding Literature: Autobiography and Point of View (PE, page 765; UR 11, page 32)
- Vocabulary: Sentence Completion (UR 11, page 33)
- Writer’s Journal: Descriptive Paragraph or Journal Entry (PE, page 766; UR 11, page 32)
- Critical Thinking: Technical Writing (PE, page 766)
- Collaborative Learning: Working as a Research Team (PE, page 766; UR 11, page 34)
- Language, Grammar, and Style: Prepositions, Conjunctions, and Interjections (PE, page 766; UR 11, page 34)
- Selection Check Test 4.11.5 (ATE, page 764; UR 11, page 36; TG)
- Selection Test 4.11.6 (UR 11, page 38; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**South Carolina State Standards**

[Click this box for details]
### Lesson Plan

from *Geronimo’s Story of His Life*, page 758

Teacher’s Name ____________________________ Class __________________ Date __________________

#### Teaching Options

<table>
<thead>
<tr>
<th>Individual Learning Strategies</th>
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<tr>
<td>Motivation: Map of Geronimo’s Territory (ATE, page 759)</td>
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<tr>
<td>Reading Proficiency: Collaborative Learning (ATE, page 759)</td>
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<td>English Language Learning: Vocabulary (ATE, page 759)</td>
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</tr>
<tr>
<td>Special Needs: Guided Reading Questions (ATE, page 759)</td>
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</tr>
<tr>
<td>Enrichment: Researching Native American Leaders (ATE, page 759)</td>
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</tbody>
</table>

#### Strategies for Developing Readers

<table>
<thead>
<tr>
<th>Tackle Density of Information</th>
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<tbody>
<tr>
<td>Have students slow down their reading rate and reread difficult sections.</td>
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<tr>
<td>Have partners read and answer the Guided Reading Questions.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tackle Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Use the vocabulary exercises before reading: Sentence Completion (UR 11, page 33) and Word Study: Word Wheel (VR, page 104).</td>
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</tr>
<tr>
<td>Read and discuss the footnotes before reading.</td>
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</tr>
</tbody>
</table>

#### Quotables

| Geronimo (ATE, page 760) | |

#### Additional Questions and Activities

| The Apache (ATE, page 761) | |

#### Cross-Curricular Activities

| Anthology of Geronimo’s Life (ATE, page 762) | |

#### Cross-Curricular Connections

| Effect of Media’s View of Geronimo (ATE, page 763) | |

#### Flexible Grouping Strategies

| Reading Proficiency: Collaborative Learning (ATE, page 759) | |
| Investigate, Inquire, and Imagine (PE, page 765; UR 11, page 31) | |
| Understanding Literature: Autobiography and Point of View (PE, page 765; UR 11, page 32) | |
| Collaborative Learning: Working as a Research Team (PE, page 766; UR 11, page 34) | |

#### Homework Suggestions

| Vocabulary: Sentence Completion (UR 11, page 33) | |
| Vocabulary: Word Study—Word Wheel (VR, page 104) | |
| Writer’s Journal: Descriptive Paragraph or Journal Entry (PE, page 766; UR 11, page 32) | |
| Critical Thinking: Technical Writing (PE, page 766) | |
| Language, Grammar, and Style: Prepositions, Conjunctions, and Interjections (PE, page 766; UR 11, page 34) | |

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UNIT 11 DISCOVERING LITERATURE LESSON PLANS 157
from *Gorillas in the Mist*, page 767

Teacher's Name ____________________ Class ____________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Complex sentence structure

**Ease Factor:** Interesting subject matter

**Synopsis:** The author describes her interest in gorillas.

**Goals/Objectives:**
- to enjoy an anecdote about an encounter with a wild gorilla
- to briefly describe the habitat of mountain gorillas
- to define *anecdote* and identify its purpose
- to identify concrete details in the selection
- to conduct research on the Dian Fossey Gorilla Fund

**Related Reading:** “Gorillas” (page 771)

### Before Reading
- Daily Oral Language (VLR I, page 90; UR 11, page 41)
- Reader's Journal (PE, page 767; UR 11, page 41)
- Reader's Toolbox: Anecdote and Concrete Details (PE, page 767)
- Reader's Resource: Background Information (PE, page 767)
- About the Author: Dian Fossey (PE, page 770)
- Vocabulary from the Selection (ATE, page 767)
- Vocabulary: Word Study—Word Meaning Feature Analysis (VR, page 106)
- Reading Strategy: Identify a Purpose (RSR)

### During Reading
- Dramatic Recording (AL, 10:27)
- Guided Reading Questions (PE, page 769; UR 11, page 41)
- Reading Strategy: Read for a Purpose (RSR)
- Fix-Up Strategy: Use Guided Reading Questions (RSR)

### After Reading
- Reading Strategy: Summarize (RSR)
- Standardized Test Practice: Evaluate the Author's Purpose (RSR)
- Respond to the Selection (PE, page 770; UR 11, page 42)
- Investigate, Inquire, and Imagine (PE, page 774; UR 11, page 44)
- Understanding Literature: Anecdote and Concrete Details (PE, page 774; UR 11, page 45)
- Writer's Journal: Poem, Title, or Field Notes (PE, page 775; UR 11, page 45)
- Vocabulary: Writing a Paragraph (UR 11, page 47)
- Language, Grammar, and Style: Irregular Verbs (UR 11, page 47)
- Applied English: Planning a Trip (PE, page 775; UR 11, page 48)
- Study and Research: Extending Your Learning (PE, page 775; UR 11, page 49)
- Collaborative Learning: Create a Poster (PE, page 775; UR 11, page 50)
- Related Reading: “Gorillas” (PE, page 771)
- Related Reading Questions (ATE, page 771; UR 11, page 42)
- Selection Check Test 4.11.7 (ATE, page 770; UR 11, page 51; TG)
- Selection Test 4.11.8 (UR 11, page 52; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

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**Reading Strategies Resource, page 252**

**Reading Strategy:** Find a Purpose for Reading

**Fix-Up Idea:** Use Guided Reading Questions

**Standardized Test Practice:** Evaluate the Author's Purpose

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**South Carolina State Standards**

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Lesson Plan

from *Gorillas in the Mist*, page 767

Teacher’s Name ___________________________ Class __________________ Date ____________

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<td>Reading Proficiency: Main Idea and Predicting (ATE, page 768)</td>
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<td>English Language Learning: Vocabulary (ATE, page 768)</td>
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<td>Special Needs: Reasons for Studying Gorillas (ATE, page 768)</td>
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<td>Enrichment: Researching Lowland Gorillas (ATE, page 768)</td>
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<th>Cross-Curricular Activities</th>
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<th>Biographical Note</th>
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<td>Jane Goodall (ATE, page 769)</td>
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<td>Related Reading Questions (ATE, page 771; UR 11, page 42)</td>
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<td>Animal Attacks (ATE, page 771)</td>
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<td>Types of Gorillas (ATE, page 772)</td>
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<td>Typical Day in the Life of a Gorilla (ATE, page 773)</td>
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<td>Additional Questions and Activities: Animal Attacks (ATE, page 771)</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 774; UR 11, page 44)</td>
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<tr>
<td>Understanding Literature: Anecdote and Concrete Details (PE, page 774; UR 11, page 45)</td>
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<tr>
<td>Collaborative Learning: Create a Poster (PE, page 775; UR 11, page 50)</td>
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<td>Vocabulary: Writing a Paragraph (UR 11, page 47)</td>
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<tr>
<td>Vocabulary: Word Study—Word Meaning Feature Analysis (VR, page 106)</td>
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<tr>
<td>Writer’s Journal: Poem, Title, or Field Notes (PE, page 775; UR 11, page 45)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tr>
<td>Tackle Complex Sentence Structure</td>
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<tr>
<td>Have partners read and answer the Guided Reading Questions.</td>
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<tr>
<td>Have students follow along in their books while playing the audio version or reading aloud.</td>
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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
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<tbody>
<tr>
<td>Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 767).</td>
</tr>
<tr>
<td>Have students write in a journal or place sticky notes near examples of concrete details (PE, page 776).</td>
</tr>
<tr>
<td>Discuss: cabled and gave vent to.</td>
</tr>
<tr>
<td>Have pairs work on Investigate, Inquire, and Imagine (PE, page 774).</td>
</tr>
</tbody>
</table>

for “Gorillas”

Read this selection aloud and discuss it as a whole group.
Lesson Plan

“The Five ‘Wanderers’ of the Ancient Skies,” page 776

Teacher’s Name ________________________ Class _______________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Scientific and historic information

Ease Factor: Vivid imagery

Synopsis: The author provides information about our planets.

Goals/Objectives:
• to appreciate a history of the beliefs about our solar system
• to briefly describe the workings of our solar system
• to define coherence and transitions and locate transitions in the text
• to define imagery and provide examples of imagery from the text
• to conduct Internet research on space exploration

Before Reading

Daily Oral Language (VLR I, page 91; UR 11, page 55)
Reader’s Journal (PE, page 776; UR 11, page 55)
Reader’s Toolbox: Coherence, Transitions, Image, and Imagery (PE, page 776)
Reader’s Resource: Science Connection (PE, page 776)
About the Author: Dennis Brindell Fradin (PE, page 782)
Vocabulary from the Selection (ATE, page 777)
Vocabulary: Blends (VR, page 108)
Reading Strategy: Make a Plan (RSR)

During Reading

Graphic Organizer (PE, page 776; VLR I, page 91; UR 11, page 55)
Dramatic Recording (AL, 10:20)
Guided Reading Questions (PE, page 777; UR 11, page 56)
Reading Strategy: Write Responses as You Read (RSR)
Fix-Up Idea: Read Aloud/Think Aloud (RSR)

After Reading

Reading Strategy: Summarize What You Wrote (RSR)
Standardized Test Practice: Find the Main Idea (RSR)
Respond to the Selection (PE, page 782; UR 11, page 57)
Investigate, Inquire, and Imagine (PE, page 783; UR 11, page 57)
Understanding Literature: Coherence, Transitions, Image, and Imagery (PE, page 783; UR 11, page 58)
Writer’s Journal: Wish, Hypothesis, or Children’s Story (PE, page 784; UR 11, page 59)
Collaborative Learning: Making a Mobile (PE, page 784)
Language, Grammar, and Style: Editing for Punctuation (UR 11, page 60)
Vocabulary: Test-Taking Skills (PE, page 784; UR 11, page 60)
Selection Check Test 4.11.9 (ATE, page 782; UR 11, page 62; TG)
Selection Test 4.11.10 (UR 11, page 64; TG)
Internet activities at http://www.emcp.com
Free reading time
“The Five ‘Wanderers’ of the Ancient Skies,” page 776

Teacher’s Name __________________________________ Class __________________ Date __________________

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<th>Teaching Options</th>
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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Scientific and Historic Information</strong></td>
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<td>——— Motivation: Constellation Names (ATE, page 777)</td>
<td>——— Read the Reader’s Resource and the Reader’s Toolbox aloud.</td>
</tr>
<tr>
<td>——— Reading Proficiency: Listing Main Ideas (ATE, page 777)</td>
<td>——— Read the About the Author information before reading (PE, page 782).</td>
</tr>
<tr>
<td>——— English Language Learning: Astronomical Names (ATE, page 777)</td>
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<tr>
<td>——— Special Needs: Guided Reading Questions (ATE, page 777)</td>
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<td>——— Enrichment: Staging a Debate between Aristarchus and Ptolemy (ATE, page 777)</td>
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<tr>
<td><strong>Additional Questions and Activities</strong></td>
<td></td>
</tr>
<tr>
<td>——— Astrological Signs (ATE, page 779)</td>
<td>——— Read in small groups or pairs. Have advanced readers provide help in tackling difficult words and phrases. Have students fill in Graphic Organizer as they read (PE, page 776).</td>
</tr>
<tr>
<td><strong>Cross-Curricular Activities</strong></td>
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<td>——— Researching an Astronomer (ATE, page 780)</td>
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<td><strong>Cross-Curricular Connections</strong></td>
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<td>——— Ptolemy’s Argument about the Wind (ATE, page 781)</td>
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<td>——— Copernicus (ATE, page 782)</td>
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<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
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<td>——— Reading Proficiency: Listing Main Ideas (ATE, page 777)</td>
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<tr>
<td>——— Collaborative Learning: Making a Mobile (PE, page 784)</td>
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<tr>
<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>——— Vocabulary: Test-Taking Skills (PE, page 784; UR 11, page 60)</td>
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<tr>
<td>——— Vocabulary: Blends (VR, page 108)</td>
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<td>——— Writer’s Journal: Wish, Hypothesis, or Children’s Story (PE, page 784; UR 11, page 59)</td>
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<td>——— Language, Grammar, and Style: Editing for Punctuation (UR 11, page 60)</td>
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- Print Resources
- Transparency
- Audio Library
- Test Generator CD-ROM
- Internet

“Night” from *Knots in My Yo-Yo String*, page 785

Teacher’s Name ___________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Night sounds and their spellings; vocabulary

**Ease Factor:** Vivid imagery

**Synopsis:** Spinelli recounts incidents in which the dark frightened him.

**Goals/Objectives:**
- to appreciate an essay about nighttime
- to briefly describe the role of trains in transportation
- to identify *aim*, *alliteration* and *repetition* in the selection
- to conduct an interview

**Before Reading**
- Daily Oral Language (VLR I, page 92; UR 11, page 68)
- Reader’s Journal (PE, page 785; UR 11, page 68)
- Reader’s Toolbox: *Aim, Alliteration, and Repetition* (PE, page 785)
- Reader’s Resource: Background Information (PE, page 785)
- About the Author: Jerry Spinelli (PE, page 790)
- Vocabulary from the Selection (ATE, page 786)
- Vocabulary: Excuse Me, Do You Have the Time? (VR, page 109)
- Reading Strategy: Think about Nighttime Experiences (RSR)

**During Reading**
- Graphic Organizer (PE, page 785; VLR I, page 92; UR 11, page 68)
- Dramatic Recording (AL, 11:12)
- Fine Art: Lyonel Feininger (PE, page 786; VLR II, page 46)
- Guided Reading Questions (PE, page 787; UR 11, page 69)
- Reading Strategy: Read and Visualize (RSR)
- Fix-Up Idea: Write Things Down (RSR)

**After Reading**
- Reading Strategy: Compare Your Experiences to the Narrator’s Experiences (RSR)
- Standard Test Practice: Evaluate an Author’s Point of View (RSR)
- Respond to the Selection (PE, page 790; UR 11, page 70)
- Investigate, Inquire, and Imagine (PE, page 791; UR 11, page 70)
- Understanding Literature: *Aim, Alliteration, and Repetition* (PE, page 791; UR 11, page 71)
- Writer’s Journal: Letter, Description, or Horror Story (PE, page 792; UR 11, page 71)
- Collaborative Learning: Oral Interpretation (PE, page 792)
- Critical Thinking: Giving Directions (PE, page 792; UR 11, page 74)
- Vocabulary: Writing Definitions (UR 11, page 73)
- Language, Grammar, and Style: Getting Subjects and Verbs to Agree (PE, page 792; UR 11, page 73)
- Speaking and Listening: Conducting an Interview (PE, page 792; UR 11, page 74)
- Selection Check Test 4.11.11 (ATE, page 790; UR 11, page 76; TG)
- Selection Test 4.11.12 (UR 11, page 78; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**Reading Strategies Resource, Page 260**

**Reading Strategy:** Visualize

**Fix-Up Idea:** Write Things Down

**Standardized Test Practice:**
Evaluate an Author’s Point of View

**South Carolina State Standards**

Click this box for details
“Night” from Knots in My Yo-Yo String, page 785

Teacher’s Name ____________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Brainstorming about a Time of Day (ATE, page 786)
- Reading Proficiency: Read Along (ATE, page 786)
- English Language Learning: Sounds in Different Languages (ATE, page 786)
- Special Needs: Graphic Organizer (ATE, page 786)
- Enrichment: Expressive Writing (ATE, page 786)

**Literary Techniques**
- Alliteration (ATE, page 787)
- Suspense (ATE, page 787)
- Figure of Speech (ATE, page 789)

**Flexible Grouping Suggestions**
- Acting out a Scene (ATE, page 788)
- Cross-Curricular Activities: Acting out a Scene (ATE, page 788)
- Investigate, Inquire, and Imagine (PE, page 791; UR 11, page 70)
- Understanding Literature: Aim, Alliteration, and Repetition (PE, page 791; UR 11, page 71)
- Collaborative Learning: Oral Interpretation (PE, page 792)

**Homework Suggestions**
- Vocabulary: Writing Definitions (UR 11, page 73)
- Vocabulary: Excuse Me, Do You Have the Time? (VR, page 109)
- Writer’s Journal: Letter, Description, or Horror Story (PE, page 792; UR 11, page 71)
- Critical Thinking: Giving Directions (PE, page 792; UR 11, page 74)
- Language, Grammar, and Style: Getting Subjects and Verbs to Agree (PE, page 792; UR 11, page 73)
- Speaking and Listening: Conducting an Interview (PE, page 792; UR 11, page 74)

**Strategies for Developing Readers**

**Tackle Night Sounds and Their Spelling**
- Discuss the night sounds of trains before students begin reading.
- Read the Reader’s Resource aloud (PE, page 785).

**Tackle Vocabulary**
- Use vocabulary exercises before reading: Writing Definitions (UR 11, page 73) and Excuse Me, Do You Have the Time? (VR, page 109).
- Help students pronounce Schuylkill and Conshohocken (PE, page 787).

**Additional Strategies for English Language Learners**
- Ask ELL students to make the sound of a train in their own language and explain that the author uses ch to imitate that sound. Practice chchchchchch to hear the sound.
- Discuss: a bagful of Florida, winching of willpower, major leagues of hide and seek games, band shell, Francis the talking mule, American Legion, and spear field.
- Work with a partner on Investigate, Inquire, and Imagine (PE, page 791).
- Give an example of an oral interpretation.
- Read the train passage aloud for the students so they can hear the flow of the language. When you read the train sounds, have students make the ch sound. Have them gradually begin to get louder and faster as the train is coming closer.
- Have partners work on Language, Grammar, and Style: Getting Subjects and Verbs to Agree (PE, page 792; UR 11, page 74).
“A Breath of Fresh Air?,” page 793

Teacher’s Name ____________________ Class __________________ Date __________________

Reading Level: Moderate
Difficulty Consideration: Background knowledge
Ease Factor: Author’s style
Synopsis: The author provides a brief history of air pollution.
Goals/Objectives:
• to appreciate an article about the effects of air pollution and the ways to fight it
• to briefly describe the job of the EPA
• to define article and conclusion
• to write a business letter to the EPA

Before Reading
_________ Daily Oral Language (VLR I, page 93; UR 11, page 82)
_________ Reader’s Journal (PE, page 793; UR 11, page 82)
_________ Reader’s Toolbox: Article and Conclusion (PE, page 793)
_________ Reader’s Resource: Background Information (PE, page 793)
_________ About the Author: Alexandra Hanson-Harding (PE, page 797)
_________ Vocabulary from the Selection (ATE, page 794)
_________ Vocabulary: Create a Word Study Notebook (VR, page 111)
_________ Reading Strategy: Identify a Purpose (RSR)

During Reading
_________ Graphic Organizer (PE, page 793; VLR I, page 93; UR 11, page 82)
_________ Guided Reading Questions (PE, page 794; UR 11, page 83)
_________ Reading Strategy: Focus on the Purpose (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Discuss the Purpose (RSR)
_________ Standardized Test Practice: Distinguish Fact from Opinion (RSR)
_________ Respond to the Selection (PE, page 797; UR 11, page 84)
_________ Investigate, Inquire, and Imagine (PE, page 798; UR 11, page 84)
_________ Understanding Literature: Article and Conclusion (PE, page 798; UR 11, page 85)
_________ Writer’s Journal: Slogan, Description, or Persuasive Article (PE, page 799)
_________ Applied English: Business Letter (PE, page 799)
_________ Vocabulary: Synonyms (UR 11, page 87)
_________ Language, Grammar, and Style: Identifying Nouns (UR 11, page 87)
_________ Study and Research: Using Reference Materials (PE, page 799; UR 11, page 88)
_________ Selection Check Test 4.11.13 (ATE, page 797; UR 11, page 89)
_________ Selection Test 4.11.14 (UR 11, page 91; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

-Print Resources - Transparency - Audio Library - Test Generator CD-ROM - Internet

UR—Unit Resource VLR—Visual Literacy Resource VR—Vocabulary Resource WR—Writing Resource AL—Audio Library
“A Breath of Fresh Air?,” page 793

Teacher’s Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Mock Radio Talk Show (ATE, page 794)
- Reading Proficiency: Outline (ATE, page 794)
- English Language Learning: Vocabulary (ATE, page 794)
- Special Needs: Pointing out Headers and Disagreement (ATE, page 794)
- Enrichment: EPA Activity (ATE, page 794)

**Cross-Curricular Activities**
- Researching the EPA (ATE, page 795)

**Additional Questions And Activities**
- Fine Particulates (ATE, page 796)

**Literary Technique**
- Anecdote (ATE, page 796)

**Flexible Grouping Suggestions**
- Investigate, Inquire, and Imagine (PE, page 798; UR 11, page 84)
- Understanding Literature: Article and Conclusion (PE, page 798; UR 11, page 85)
- Speaking and Listening & Collaborative Learning: Staging a Mock Radio Talk Show (PE, page 799)

**Homework Suggestions**
- Vocabulary: Synonyms (UR 11, page 87)
- Vocabulary: Create a Word Study Notebook (VR, page 111)
- Writer’s Journal: Slogan, Description, or Persuasive Article (PE, page 799; UR 11, page 86)
- Language, Grammar, and Style: Identifying Nouns (UR 11, page 87)
- Study and Research: Using Reference Materials (PE, page 799; UR 11, page 88)

**Tackle Background Knowledge**
- Read the Reader’s Resource aloud (PE, page 793).
- Have partners work on the Graphic Organizer.
- Have students find out more about the EPA (Cross-Curricular Activities, ATE, page 795).
- Additional Strategies for English Language Learners.

**Additional Strategies for English Language Learners**
- Ask students to discuss problems of air pollution in their native country and how it compares to the air pollution in the United States.
- Have students write a letter, expressing their concerns about the environment, to an organization in their native country similar to the U.S. Environmental Protection Agency.
- Have students complete the English Language Learning activity (ATE, page 794).
Unit Eleven
Telling It As It Is: Nonfiction
Closing the Unit, pages 800–813

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities that will build independent reading skills.

Featured Book and Activity
_________ Knots in My Yo-yo String by Jerry Spinelli (PE, page 800)
_________ Book Club (PE, page 800; UR 11, page 94)

Other Books Students May Want to Read
_________ Little by Little by Jean Little (PE, page 800)
_________ Woman of Hope: African Americans Who Made a Difference by Joyce Hansen (PE, page 800)
_________ Spy by Richard Platt (PE, page 800)

Guided Writing
Informative Writing: Writing an Informative Research Paper

Assignment: Students present clear information in a research paper (PE, pages 801–810).

Before Writing
_________ Writing an Informative Research Paper (PE, page 801)
_________ Professional Model (PE, page 801)
_________ Rubric for Assignment (VLR I, page 157; WR, page 158)
_________ Prewriting (PE, page 802; WR, page 143)
_________ Student Model—Graphic Organizer (PE, page 803; WR, page 144)
_________ Graphic Organizer (VLR I, page 152; WR, page 144)
_________ Student Model—Draft (PE, page 806; VLR I, page 153; WR, page 145)

During Writing
_________ Drafting (PE, page 805)
_________ Self- and Peer Evaluation (PE, page 807; WR, page 152)
_________ Language, Grammar, and Style: Documentation (PE, page 804; WR, page 148)
_________ Revising and Proofreading (PE, page 808)
_________ Student Model—Revised (PE, page 809; VLR I, page 153; WR, page 156)

After Writing
_________ Publishing and Presenting (PE, page 809)

Individual Learning Strategies
_________ Motivation: Video on Dian Fossey (ATE, page 802)
_________ Reading Proficiency: Type of Reading (ATE, page 802)
_________ English Language Learning: Summarizing (ATE, page 802)
_________ Special Needs: Identifying a Topic (ATE, page 802)
_________ Enrichment: Multimedia Presentation (ATE, page 802)
Unit Eleven
Telling It As It Is: Nonfiction
Closing the Unit, pages 800–813

Flexible Grouping Suggestions

- Revising and Proofreading (PE, page 808)
- Publishing and Presenting (PE, page 809)

Homework Suggestions

- Have students think about a topic for their research paper (Writing an Informative Research Paper, PE, page 801).
- Graphic Organizer (VLR I, page 152; WR, page 144)
- Self-Evaluation (PE, page 807; WR, page 152)
- Rubric for Informative Writing (VLR I, page 157; WR, page 158)

Unit Eleven Review

Review and Assessment

- Words for Everyday Use (PE, page 811; UR 11, page 95)
- Vocabulary Development (ATE, page 811)
- Literary Tools (PE, page 811; UR 11, page 96)
- Unit 11 Review (UR 11, page 95)
- Unit 11 Study Guide (UR 11, page 98)
- Unit 11 Test (UR 11, page 103; TG)

Reflecting on Your Reading

- Theme (PE, page 812)
- Genre (PE, page 812)
- Critical Thinking (PE, page 812)
- Group Project (PE, page 813)
- On Your Own (PE, page 813)
# Unit Twelve
## Reading Between the Lines: Informational and Visual Media

**Teacher’s Name ___________________________ Class ___________________________ Date __________________**

**Dates I Plan to Teach This Unit ___________________________**

### Unit 12 Goals/Objectives:
- to appreciate and respond to several different kinds of visual and informational media
- to summarize and discuss the various ways that visual and informational media present ideas
- to define perspective, concrete and abstract images, tone, register, illustration, order form, cause and effect, statistics, and chronological order and recognize and explain examples of each
- to engage in a meaningful independent reading experience and a book club activity
- to write a cause and effect essay
- to demonstrate an ability to use active verbs and end punctuation correctly

### Lessons I Plan to Teach

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As you prepare to teach this unit, choose activities that meet the needs of your students by reviewing the Unit Skills Outline, Teaching Multiple Intelligences, and Cross-Curricular Connections (ATE, pages 814–815).

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Lesson Plan

Earth from Space, page 823

Teacher’s Name _______________ Class __________________ Date _______________

Reading Level: Moderate

Difficulty Consideration: Understanding photographs

Ease Factor: Visual media

Synopsis: Photographs show the earth from different perspectives.

Goals/Objectives:
• to appreciate and respond to photographs of Earth taken from space
• to discuss how photography presents images and how its audience interprets visual media
• to define perspective and discuss how this technique enhances visual media
• to identify concrete and abstract images in photography
• to work collaboratively to conduct research on a planet in our solar system

Related Reading: “Orbiter 5 Shows How the Earth Looks from the Moon” (page 826)

Before Reading

Daily Oral Language (VLR I, page 95; UR 12, page 6)
Reader’s Journal (PE, page 823; UR 12, page 6)
Reader’s Toolbox: Perspective and Concrete and Abstract Images (PE, page 823)
Reader’s Resource: Science Connection (PE, page 823)
Vocabulary: Building Vocabulary (UR 12, page 10)
Vocabulary: Idioms (VR, page 113)
Reading Strategy: Preview the Selection (RSR)

During Reading

Reading Strategy: Use Organizational Features (RSR)
Fix-Up Idea: Vary Reading Rate and Visualize (RSR)
Critical Thinking (PE, page 825; UR 12, page 6)

After Reading

Reading Strategy: Assess How Organizational Features Helped Your Reading (RSR)
Standardized Test Practice: Interpret Pictures and Charts (RSR)
Respond to the Selection (PE, page 826; UR 12, page 7)
Investigate, Inquire, and Imagine (PE, page 827; UR 12, page 7)
Understanding Literature: Perspective and Concrete or Abstract Images (PE, page 827; UR 12, page 9)
Writer’s Journal: Short Story, Interview Questions, or Title (PE, page 828; UR 12, page 9)
Applied English: Photography (PE, page 828)
Study and Research & Collaborative Learning: Planet Research (PE, page 828; UR 12, page 12)
Language, Grammar, and Style: Interrupters (UR 12, page 11)
Related Reading: “Orbiter 5 Shows How the Earth Looks from the Moon” (PE, page 826)
Related Reading Questions (ATE, page 826; UR 12, page 7)
Selection Check Test 4.12.3 (ATE, page 826; UR 12, page 14; TG)
Selection Test 4.12.4 (UR 12, page 15; TG)
Internet activities at http://www.emcp.com
Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet
Lesson Plan

Earth from Space, page 823

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Views of the Moon (ATE, page 824)
_________ Reading Proficiency: Collaborative Learning (ATE, page 824)
_________ English Language Learning: Space Terms (ATE, page 824)
_________ Special Needs: Identifying Photographs (ATE, page 824)
_________ Enrichment: Identifying Geographic Regions (ATE, page 824)

Cross-Curricular Connections

_________ NASA Programs (ATE, page 824)

Internet Resources

_________ U.S. Space Camp Internet Site (ATE, page 825)

Additional Questions and Activities

_________ Related Reading Questions (ATE, page 826)

Flexible Grouping Strategies

_________ Investigate, Inquire, and Imagine (PE, page 827; UR 12, page 7)
_________ Understanding Literature: Perspective and Concrete and Abstract Images (PE, page 827; UR 12, page 9)
_________ Study and Research & Collaborative Learning: Planet Research (PE, page 828; UR 12, page 12)

Homework Suggestions

_________ Writer’s Journal: Short Story, Interview Questions, or Title (PE, page 828; UR 12, page 9)
_________ Applied English: Photography (PE, page 828)
_________ Language, Grammar, and Style: Interrupters (UR 12, page 11)

Strategies for Developing Readers

Tackle Understanding Photographs

_________ Have groups look over the photos and answer the Critical Thinking questions.
_________ Discuss the Respond to the Selection aloud (PE, page 826).

Additional Strategies for English Language Learners

_________ Include ELL students in Reading Proficiency activity (ATE, page 824).
_________ Use activities for Spanish speakers (SR, page 159).

for “Orbiter 5 Shows How Earth Looks From The Moon”

_________ Read captions aloud so students can see how words create images.
Lesson Plan

from Dear Ms. Demeanor, page 829

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Author’s style

Ease Factors: Vocabulary; subject matter

Synopsis: Ms. Demeanor’s advice column answers children’s questions about manners.

Goals/Objectives:
• to enjoy examples from an advice column
• to discuss personal opinions about giving advice and evaluate the advice offered by an advice columnist
• to understand the difference between active and passive verbs and identify active verbs in writing
• to define tone and register and identify the tone and register of an advice columnist
• to conduct research on advice columns from foreign countries and compare them to columns in the United States

Before Reading
_________ Daily Oral Language (VLRI, page 96; UR 12, page 18)
_________ Reader’s Journal (PE, page 829; UR 12, page 18)
_________ Reader’s Toolbox: Active Verbs, Tone, and Register (PE, page 829)
_________ Reader’s Resource: Media Literacy Connection (PE, page 829)
_________ About the Author: Mary Mitchell (PE, page 833)
_________ Vocabulary: Closings to Letters (UR 12, page 23)
_________ Vocabulary: Mind Your Manners (VR, page 115)
_________ Reading Strategy: Preview the Selection (RSR)

During Reading
_________ Dramatic Recording (AL, 8:39)
_________ Guided Reading Questions (PE, page 830; UR 12, page 18)
_________ Reading Strategy: Use Organizational Features as You Read (RSR)
_________ Fix-Up Idea: Reread (RSR)

After Reading
_________ Reading Strategy: Talk about Organizational Features (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 833; UR 12, page 19)
_________ Investigate, Inquire, and Imagine (PE, page 834; UR 12, page 20)
_________ Understanding Literature: Action Verbs and Tone and Register (PE, page 834; UR 12, page 21)
_________ Graphic Organizer (PE, page 835; VLR I, page 96; UR 12, page 21)
_________ Writer’s Journal: Letter of Apology, Letter to the Editor, or Invitation (PE, page 835; UR 12, page 22)
_________ Media Literacy: Analyzing Advice Columns (PE, page 836; UR 12, page 24)
_________ Language, Grammar, and Style: Active and Passive Voice (PE, page 836; UR 12, page 23)
_________ Selection Check Test 4.12.5 (ATE, page 833; UR 12, page 26; TG)
_________ Selection Test 4.12.6 (UR 12, page 27; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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UNIT 12  DISCOVERING LITERATURE  LESSON PLANS  171
Lesson Plan

from Dear Ms. Demeanor, page 829

Teacher's Name __________________________________________ Class __________________ Date __________________

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<td><strong>Additional Strategies for English Language Learners</strong></td>
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<td>_______ Special Needs: Advice (ATE, page 830)</td>
<td>Have students place a sticky note or write down active verbs as they read them.</td>
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<td>_______ Enrichment: Changing Prices (ATE, page 830)</td>
<td>Ask ELL students if there are any advice columnists in their native countries.</td>
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<td><strong>Media Literacy: Analyzing Advice Columns</strong> (PE, page 836; UR 12, page 24)</td>
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Lesson Plan

Beads & Bangles, page 837

Teacher’s Name __________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Visually distracting format

**Ease Factor:** Selection length

**Synopsis:** This selection includes collected samples of catalog entries.

**Goals/Objectives:**
- to understand how items in a catalog are presented
- to interpret information presented in an organized way
- to discuss the benefits and limitations of information presented in illustrations
- to analyze the function and organization of order forms
- to conduct an interview to obtain information about how a particular company advertises products

**Before Reading**
- Daily Oral Language (VLR I, page 97; UR 12, page 30)
- Reader’s Journal (PE, page 837; UR 12, page 30)
- Reader’s Toolbox: Illustration and Order Form (PE, page 837)
- Reader’s Resource: Cultural Connections (PE, page 837)
- Vocabulary: Building Vocabulary (UR 12, page 34)
- Vocabulary: Clichés (VR, page 117)
- Reading Strategy: Preview the Text (RSR)

**During Reading**
- Graphic Organizer (PE, page 837; VLR I, page 97; UR 12, page 30)
- Critical Thinking (PE, page 839; UR 12, page 31)
- Reading Strategy: Use Organizational Features (RSR)
- Fix-Up Idea: Connect to What You Know (RSR)

**After Reading**
- Reading Strategy: How Did Organizational Features Help You? (RSR)
- Standardized Test Practice: Analyze the Author’s Purpose (RSR)
- Respond to the Selection (PE, page 839; UR 12, page 31)
- Investigate, Inquire, and Imagine (PE, page 840; UR 12, page 32)
- Understanding Literature: Illustration and Order Form (PE, page 840; UR 12, page 33)
- Writer’s Journal: Advertisement, Billboard, or Notice (PE, page 841; UR 12, page 33)
- Applied English: Learning about Advertising (PE, page 841; UR 12, page 36)
- Collaborative Learning: Placing an Order (PE, page 841; UR 12, page 37)
- Selection Check Test 4.12.7 (ATE, page 839; UR 12, page 38; TG)
- Selection Test 4.12.8 (UR 12, page 39; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**READING STRATEGIES RESOURCE, PAGE 277**

**Reading Strategy:** Use Text Organization

**Fix-Up Idea:** Connect to What You Know

**Standardized Test Practice:** Analyze the Author’s Purpose

**SOUTH CAROLINA STATE STANDARDS**

Click this box for details
**Lesson Plan**

**Beads & Bangles, page 837**

Teacher's Name ______________________________ Class __________________ Date __________________

### Teaching Options

**Individual Learning Strategies**

- Motivation: Wearing Beaded Jewelry (ATE, page 838)
- Reading Proficiency: Collaborative Learning (ATE, page 838)
- English Language Learning: Writing Contextual Sentences (ATE, page 838)
- Special Needs: Beading (ATE, page 838)
- Enrichment: Researching Beadwork (ATE, page 838)

### Additional Questions and Activities

- Gleaning Information from a Catalog (ATE, page 838)
- Research Products on the Internet (ATE, page 839)

### Flexible Grouping Suggestions

- Investigate, Inquire, and Imagine (PE, page 840; UR 12, page 32)
- Understanding Literature: Illustration and Order Form (PE, page 840; UR 12, page 33)
- Collaborative Learning: Placing an Order (PE, page 841; UR 12, page 37)

### Homework Suggestions

- Vocabulary: Building Vocabulary (UR 12, page 34)
- Vocabulary: Clichés (VR, page 117)
- Writer’s Journal: Advertisement, Billboard, or Notice (PE, page 841; UR 12, page 33)
- Applied English: Learning about Advertising (PE, page 841; UR 12, page 36)

### Strategies for Developing Readers

**Tackle Visually Distracting Format**

- Read the Reader’s Toolbox aloud (PE, page 837).
- Have groups work on the Critical Thinking questions together.
- Have students create their own order forms (Additional Questions and Activities, ATE, page 839).

**Additional Strategies for English Language Learners**

- Have ELL students discuss beadwork that is found in their native countries. Ask if they might bring in examples.
- Ask all of the students if anyone has ordered from a catalog before. If they have, ask them what kind of information they needed in order to make the order.
- Include ELL students in Reading Proficiency: Collaborative Learning (ATE, page 838).
Lesson Plan

“Hearing under Siege,” page 842

Teacher’s Name ____________________________ Class __________________ Date __________

Reading Level: Moderate

Difficulty Consideration: Medical terms

Ease Factor: Selection length

Synopsis: This selection provides information about the daily assaults on our hearing.

Goals/Objectives:
- to respond to information about dangerous sound levels and their effect on hearing
- to summarize information and advice presented in an article
- to define cause and effect and note this relationship between information in writing
- to define statistics and identify examples in an article
- to work collaboratively to debate the subject of putting sound level warnings on products

Before Reading
- Daily Oral Language (VLR I, page 99; UR 12, page 42)
- Reader’s Journal (PE, page 842; UR 12, page 43)
- Reader’s Toolbox: Cause and Effect and Statistics (PE, page 842)
- Reader’s Resource: Science and Biology Connections (PE, page 842)
- About the Author: Bob Ludlow (PE, page 846)
- Vocabulary: Words That Really Measure Up (VR, page 118)
- Reading Strategy: Preview Vocabulary (RSR)

During Reading
- Graphic Organizer (PE, page 842; VLR I, page 99; UR 12, page 42)
- Dramatic Recording (AL, 5:23)
- Guided Reading Questions (PE, page 843; UR 12, page 43)
- Fine Art: Jacob Lawrence (PE, page 845; VLR II, page 49)
- Reading Strategy: Tackle Vocabulary as You Read (RSR)
- Fix-Up Idea: Create Mnemonic Devices (RSR)

After Reading
- Reading Strategy: Practice New Words (RSR)
- Standardized Test Practice: Use Context Clues (RSR)
- Critical Thinking (PE, page 846; UR 12, page 44)
- Respond to the Selection (PE, page 846; UR 12, page 45)
- Investigate, Inquire, and Imagine (PE, page 847; UR 12, page 45)
- Understanding Literature: Statistics and Cause and Effect (PE, page 847; UR 12, page 46)
- Writer’s Journal: Warning, Sentences, or Poster (PE, page 848; UR 12, page 46)
- Vocabulary: Using a Thesaurus and a Dictionary (UR 12, page 47)
- Selection Check Test 4.12.9 (ATE, page 846; UR 12, page 49; TG)
- Selection Test 4.12.10 (UR 12, page 50; TG)
- Internet activities at http://www.emcp.com
- Free reading time

Reading Strategies Resource, Page 282

Reading Strategy: Tackle Difficult Vocabulary
Fix-Up Idea: Create Mnemonic Devices

Standardized Test Practice: Use Context Clues

South Carolina State Standards

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## “Hearing under Siege,” page 842

**Teacher’s Name ___________________________ Class ___________________________ Date __________________**

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<td>Special Needs: Ear Plugs (ATE, page 843)</td>
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<td>Writer’s Journal: Warning, Sentences, or Poster (PE, page 848; UR 12, page 46)</td>
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<td>Language, Grammar, and Style: Using Cause and Effect Language (PE, page 848; UR 12, page 48)</td>
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Lesson Plan
from *The Adventures of Tintin: The Black Island*, page 849

Teacher's Name ___________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Understanding sequence

**Ease Factor:** Subject matter

**Synopsis:** Tintin is framed and tries to prove his innocence.

**Goals/Objectives:**
- to enjoy a comic strip and understand some techniques cartoonists use
- to describe some of the materials used by cartoonists and summarize the history of comic strips
- to identify and practice using end punctuation
- to define chronological order and explain how this technique is important in comic strips
- to work collaboratively to create an original comic strip

**Before Reading**
- Daily Oral Language (VLR I, page 101; UR 12, page 53)
- Reader's Journal (PE, page 849; UR 12, page 53)
- Reader's Toolbox: End Punctuation and Chronological Order (PE, page 849)
- Reader's Resource: Arts Connection (PE, page 849)
- About the Author: Hergé (PE, page 852)
- Vocabulary: Comic Book Chatter (VR, page 119)
- Reading Strategy: Preview the Selection and Make Predictions (RSR)

**During Reading**
- Reading Strategy: Adjust Predictions (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Summarize Key Elements (RSR)
- Standardized Test Practice: Analyze Plot Development (RSR)
- Respond to the Selection (PE, page 852; UR 12, page 53)
- Investigate, Inquire, and Imagine (PE, page 853; UR 12, page 54)
- Understanding Literature: Chronological Order and End Punctuation (PE, page 853; UR 12, page 55)
- Writer's Journal: Comic Strip, Directions, or Police Report (PE, page 854; UR 12, page 55)
- Vocabulary: Homonyms (UR 12, page 56)
- Language, Grammar, and Style: End Punctuation (PE, page 854; UR 12, page 57)
- Collaborative Learning & Media Literacy: Creating a Comic Strip (PE, page 854)
- Study and Research: Researching Hergé and Tintin (PE, page 854; UR 12, page 58)
- Selection Check Test 4.12.11 (ATE, page 852; UR 12, page 59; TG)
- Selection Test 4.12.12 (UR 12, page 60; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**READING STRATEGIES RESOURCE, PAGE 286**

- Reading Strategy: Make Predictions
- Fix-Up Idea: Read Aloud

**SOUTH CAROLINA STATE STANDARDS**

- click this box for details
from *The Adventures of Tintin: The Black Island*, page 849

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Favorite Comic Strips (ATE, page 850)
- Reading Proficiency: Reading Aloud (ATE, page 850)
- English Language Learning: Cartoon Bubbles (ATE, page 850)
- Special Needs: Art Supply Store (ATE, page 850)
- Enrichment: Writing an "About the Comic Artist" (ATE, page 850)

**Additional Questions and Activities**

- Reading Comprehension (ATE, page 850)
- Comparing Comic Strips (ATE, page 851)

**Flexible Grouping Suggestions**

- Reading Proficiency: Reading Aloud (ATE, page 850)
- Additional Questions and Activities: Evaluate Comic Strips (ATE, page 851)
- Investigate, Inquire, and Imagine (PE, page 853; UR 12, page 54)
- Understanding Literature: Chronological Order and End Punctuation (PE, page 853; UR 12, page 55)
- Collaborative Learning & Media Literacy: Creating a Comic Strip (PE, page 854)

**Homework Suggestions**

- Vocabulary: Homonyms (UR 12; page 56)
- Vocabulary: Comic Book Chatter (VR, page 119)
- Writer’s Journal: Comic Strip, Directions, or Police Report (PE, page 854; UR 12, page 55)
- Language, Grammar, and Style: End Punctuation (PE, page 854; UR 12, page 57)
- Study and Research: Researching Hergé and Tintin (PE, page 854; UR 12, page 58)

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**Strategies for Developing Readers**

**Tackle Understanding Sequence**

- Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 849).
- Have students compare the sequence of this strip to one of their favorite comic strips.

**Additional Strategies for English Language Learners**

- Ask ELL students if comic strips are popular in their native countries. Ask if anyone might have a comic book or comic strip written in their native language to share.
- Discuss: *what a cheek*.
- If ELL students do not understand question 4a on page 854, pair them with other students (Investigate, Inquire, and Imagine, PE, page 854; UR 12, page 54).
Unit Twelve
Reading Between the Line: Informational and Visual Media
Closing the Unit, pages 855–863

Teacher’s Name ___________________________ Class __________________ Date __________________

For Your Reading List
This extension to the literature unit provides suggestions for additional reading and related activities
that will build independent reading skills.

Featured Book and Activity
_________ 101 Things to Do on the Internet by Mark Wallace
_________ Trying It Out (PE, page 855; UR 12, page 63)

Guided Writing
Informative Writing: Writing a Cause and Effect Essay

Assignment: Students write an essay that explains a different cause and effect (PE, pages 856–862).

Before Writing
_________ Writing a Cause and Effect Essay (PE, page 856)
_________ Professional Model (PE, page 856)
_________ Rubric for Assignment (VLR I, page 161; WR, page 170)
_________ Prewriting (PE, page 857; WR, page 159)
_________ Student Model—Graphic Organizer (PE, page 858; WR, page 162)
_________ Graphic Organizer (VLR I, page 158; WR, page 161)
_________ Student Model—Draft (PE, page 859; VLR I, page 159; WR, page 163)

During Writing
_________ Drafting (PE, page 859)
_________ Self- and Peer Evaluation (PE, page 860; WR, page 166)
_________ Language, Grammar, and Style: Sentence Types (PE, page 859; WR, page 164)
_________ Revising and Proofreading (PE, page 862)
_________ Student Model—Revised (PE, page 861; WR, page 168)

After Writing
_________ Publishing and Presenting (PE, page 862)
_________ Reflecting (PE, page 857)

Individual Learning Strategies
_________ Motivation: Cause and Effect (ATE, page 857)
_________ Reading Proficiency: Jargon and Gobbledygook (ATE, page 857)
_________ English Language Learning: Choosing a Familiar Cause-Effect Relationship (ATE, page 857)
_________ Special Needs: Collaborative Learning (ATE, page 857)
_________ Enrichment: Reflecting on a Quotation (ATE, page 857)

Flexible Grouping Suggestions
_________ Language, Grammar, and Style: Sentence Types (PE, page 859; WR, page 164)
_________ Peer Evaluation (PE, page 860; WR, page 166)
_________ Proofreading (PE, page 862)
Lesson Plan

Unit Twelve

Reading Between the Line: Informational and Visual Media

Closing the Unit, pages 855–863

Teacher's Name ___________________________ Class ________________ Date ____________

Homework Suggestions

_______ Student Model—Draft (PE, page 859; VLR I, page 159; WR, page 168)
_______ Revising and Proofreading (PE, page 862)

Unit Twelve Review

Review and Assessment

_______ Words for Everyday Use (UR 12, page 64)
_______ Literary Tools (PE, page 863; UR 12, page 64)
_______ Unit 12 Review (UR 12, page 64)
_______ Unit 12 Study Guide (UR 12, page 66)
_______ Unit 12 Test (UR 12, page 68; TG)

Reflecting on Your Reading

_______ Theme (PE, page 863)
_______ Genre (PE, page 863)
_______ Group Project (PE, page 863)