Literature
and the Language Arts
Exploring 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 Mini-Lessons. These Mini-Lessons allow teachers and students to practice and use one reading strategy with every literature selection in the program; standardized test practice is included in each Mini-Lesson. Teaching Notes provide comprehensive guidance in teaching the reading strategies, as well as examples of think-aloud discussions and assessment ideas for evaluating students’ use of the strategies.

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. After-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>TO</th>
<th>SUMMARY/REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
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</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)
Group Evaluation
Guidesheets
Communicating in a Pair Group

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—Self-Evaluation

Use the scales on this page to analyze and rate yourself on the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score 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 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—Peer Evaluation

Use the scales on this page to analyze and rate your partner on the items below. Place a check mark at the point on the scale that you feel corresponds to your partner’s number for each item. Then give your partner an overall score 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.

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<tr>
<th>4</th>
<th>3</th>
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</table>

My partner provided feedback as he/she listened.

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<th>4</th>
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<th>2</th>
<th>1</th>
<th>0</th>
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My partner did not interrupt.

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<th>0</th>
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</table>

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

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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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My partner controlled his/her emotions.

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<th>3</th>
<th>2</th>
<th>1</th>
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My partner backed up facts with details from the text and gave her/his opinions.

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<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
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</table>

Overall score:__________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
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, foreperson)
- taking turns
- helping to create a positive climate
- establishing group goals

Evaluating a Small Group

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

Group members understand and respect group norms.

_____________________________________________________________________________________________________

4 3 2 1 0

Group members understand group roles.

_____________________________________________________________________________________________________

4 3 2 1 0

Group members take turns participating.

_____________________________________________________________________________________________________

4 3 2 1 0

Group members help to create a positive climate.

_____________________________________________________________________________________________________

4 3 2 1 0

Group members work together to establish group goals.

_____________________________________________________________________________________________________

4 3 2 1 0

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 the items below. Place a check mark at the point on the scale that you feel corresponds to your group's number for each item. Then give your group an overall score for how well members 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.

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

- Group members emphasized a group identity and set reachable goals.

- Group members stood up when making presentations.

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

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

Overall score_________________
Suggestions for improvement__________________________________________________________________________________
_________________________________________________________________________________________________________

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**Group Evaluation Guidesheet 4A**

**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 the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score 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.

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<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I asked short, clear, and direct questions.

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<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I did not debate or argue with the speaker.

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

I did not take too much time asking questions.

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<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

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 the items below. Place a check mark at the point on the scale that you feel corresponds to your number for each item. Then give yourself an overall score 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.

__________________________

I was patient.

__________________________

I gave clear, short, and direct answers.

__________________________

I rephrased difficult questions.

__________________________

I was courteous.

__________________________

I handled difficult members of the audience gracefully.

__________________________

Overall score_________________

Suggestions for improvement

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________
## Exploring Literature Readability Guide

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<tr>
<th>Part One: Themes in Literature</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong>&lt;br&gt;Finding Your Place in the World</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Chaim Potok&lt;br&gt;“Zebra” (short story)</td>
<td>Moderate</td>
<td>Selection length</td>
<td>Vivid description of main characters</td>
</tr>
<tr>
<td>Insights: Focusing on History&lt;br&gt;Maya Lin and the Vietnam Veterans Memorial</td>
<td>Moderate</td>
<td>Long sentences</td>
<td>Intriguing facts; selection length</td>
</tr>
<tr>
<td>Budge Wilson&lt;br&gt;“Be-ers and Doers” (short story)</td>
<td>Moderate</td>
<td>Narrator is not the main character; selection length</td>
<td>Guided Reading Questions; vivid character descriptions</td>
</tr>
<tr>
<td>Insights: Taking a Quiz&lt;br&gt;What is Your Personality Type?</td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>High interest; simple, direct questions</td>
</tr>
<tr>
<td>Phil George&lt;br&gt;“Name Giveaway” (poem)</td>
<td>Easy</td>
<td>Cultural information</td>
<td>Selection length; direct language</td>
</tr>
<tr>
<td>Related Reading&lt;br&gt;Ah-nen-la-de-ni (Daniel La France)&lt;br&gt;from <em>An Indian Boy's Story</em> (nonfiction)</td>
<td>Moderate</td>
<td>Long sentences; unfamiliar subject</td>
<td>Interesting story; selection length</td>
</tr>
<tr>
<td>Rona Maynard&lt;br&gt;“The Fan Club” (short story)</td>
<td>Moderate</td>
<td>Ironic ending</td>
<td>Familiar protagonist; familiar setting; familiar subject matter (peer pressure)</td>
</tr>
<tr>
<td>Related Reading&lt;br&gt;Ji-li Jiang&lt;br&gt;“Destroy the Four Olds!” (short story)&lt;br&gt;from <em>Red Scarf Girl</em> (nonfiction)</td>
<td>Challenging</td>
<td>Unfamiliar setting; vocabulary; selection length</td>
<td>Author’s style</td>
</tr>
<tr>
<td><strong>UNIT 2</strong>&lt;br&gt;The World Around Us</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucille Clifton&lt;br&gt;“in the inner city” (poem)</td>
<td>Moderate</td>
<td>Poetic syntax</td>
<td>Familiar setting (for some)</td>
</tr>
<tr>
<td>Richard Garcia&lt;br&gt;“The City Is So Big” (poem)</td>
<td>Easy</td>
<td>Poetic syntax</td>
<td>Familiar setting (for some); simple language</td>
</tr>
<tr>
<td>Joseph Bruchac&lt;br&gt;“Jed's Grandfather” (short story)</td>
<td>Moderate</td>
<td>Subject matter; vocabulary</td>
<td>Selection length</td>
</tr>
<tr>
<td>Related Reading&lt;br&gt;Joseph Bruchac&lt;br&gt;“Birdfoot's Grampa” (poem)</td>
<td>Moderate</td>
<td>Subject matter</td>
<td>Vocabulary; simple language; selection length</td>
</tr>
<tr>
<td>Carl Sandburg&lt;br&gt;“Under the Harvest Moon” (poem)</td>
<td>Moderate</td>
<td>Poetic conventions</td>
<td>Vocabulary; selection length</td>
</tr>
<tr>
<td>“Theme in Yellow” (poem)</td>
<td>Moderate</td>
<td>Poetic conventions</td>
<td>Vocabulary; selection length</td>
</tr>
<tr>
<td>Related Reading&lt;br&gt;Gregorio López y Fuentes&lt;br&gt;“A Letter to God” (short story)</td>
<td>Moderate</td>
<td>Vocabulary</td>
<td>Simple narrative style</td>
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</table>
### Exploring Literature Readability Guide (continued)

<table>
<thead>
<tr>
<th>SELECTION</th>
<th>READING LEVEL</th>
<th>DIFFICULTY CONSIDERATIONS</th>
<th>EASE FACTORS</th>
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</thead>
<tbody>
<tr>
<td><strong>UNIT 1</strong></td>
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</tr>
<tr>
<td>Roald Dahl</td>
<td>Moderate</td>
<td>Unfamiliar setting; long sentences</td>
<td>Exciting events</td>
</tr>
<tr>
<td>&quot;The Green Mamba&quot; (nonfiction)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Related Readings</td>
<td>Moderate</td>
<td>Dialect</td>
<td>Humorous tone</td>
</tr>
<tr>
<td>Zora Neale Hurston</td>
<td>Moderate</td>
<td>Unfamiliar setting and subject</td>
<td>Selection length</td>
</tr>
<tr>
<td>&quot;How the Snake Got Poison&quot; (folk tale)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mona Gardner</td>
<td>Moderate</td>
<td>Unfamiliar setting and subject</td>
<td>Selection length</td>
</tr>
<tr>
<td>&quot;The Dinner Party&quot; (short story)</td>
<td></td>
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</tr>
<tr>
<td>Al Gore</td>
<td>Challenging</td>
<td>Scientific concepts; vocabulary; long sentences</td>
<td>Vivid images in opening paragraph</td>
</tr>
<tr>
<td>&quot;Ships in the Desert&quot; (nonfiction)</td>
<td></td>
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<tr>
<td>Anishinabe dream songs recorded by Frances Densmore</td>
<td>Easy</td>
<td>Unfamiliar words</td>
<td>Song lyric style</td>
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<tr>
<td>&quot;Song of the Thunders&quot; from Chipewa Music (lyrics)</td>
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<tr>
<td><strong>UNIT 3</strong></td>
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<td></td>
</tr>
<tr>
<td>From One World Another</td>
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</tr>
<tr>
<td>Cherylene Lee</td>
<td>Moderate</td>
<td>Informational passages interrupt the story</td>
<td>Familiar subject matter (parent/child conflict)</td>
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<tr>
<td>&quot;Hollywood and the Pits&quot; (short story)</td>
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<tr>
<td>Insights: Reading a Chart Geologic Time Chart</td>
<td>Moderate</td>
<td>Vocabulary; subject matter</td>
<td>Easy-to-read chart</td>
</tr>
<tr>
<td>Insights: Focusing on Archaeology The Passage of Time</td>
<td>Moderate</td>
<td>Long sentences</td>
<td>Direct, informative style; selection length</td>
</tr>
<tr>
<td>Joan Aiken</td>
<td>Challenging</td>
<td>British terminology; vocabulary; selection length</td>
<td>Vivid opening lines</td>
</tr>
<tr>
<td>&quot;The Serial Garden&quot; (short story)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insights: Evaluating Art Pop Art</td>
<td>Moderate</td>
<td>Long sentences; unfamiliar artists</td>
<td>Vivid visuals; selection length</td>
</tr>
<tr>
<td>Maijue Xiong</td>
<td>Challenging</td>
<td>Unfamiliar topic; unfamiliar setting</td>
<td>First-person point of view</td>
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<tr>
<td>&quot;An Unforgettable Journey&quot; (nonfiction)</td>
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<tr>
<td>Related Reading</td>
<td>Easy</td>
<td></td>
<td>Visually appealing</td>
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<tr>
<td>Mee Vang</td>
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<tr>
<td>Hmong Storycloth (picture story)</td>
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<tr>
<td>Lensey Namioka</td>
<td>Challenging</td>
<td>Frame story; vocabulary; selection length</td>
<td>Interesting plot developments</td>
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<td>Insights: War Statistics American POWs (chart)</td>
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**Exploring Literature Readability Guide** (continued)

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<td>David Macaulay</td>
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<td>&quot;The Aqualung&quot; from <em>The New Way</em></td>
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Lesson Plans with Alternative Teaching Options
Lesson Plan

Unit One
Finding Your Place in the World
Opening the Unit, pages 2–4

Teacher’s Name ___________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit ____________________________

Unit 1 Goals/Objectives:
• to enjoy fiction, nonfiction, and poems exploring the theme of finding your place in the world
• to define and identify examples of character, conflict, description, dialogue, image, imagery, memoir, motive, plot, and speaker
• to engage in a meaningful book club or literature circle experience
• to write a personal essay
• to recognize the parts of a sentence and demonstrate an ability to write in complete sentences

Lessons I Plan to Teach

_________ “Zebra,” page 5
_________ Insights: Maya Lin and the Vietnam Veterans Memorial, page 22
_________ “Be-ers and Doers,” page 27
_________ Insights: What Is Your Personality Type?, page 39
_________ “Why?,” page 26
_________ “Name Giveaway,” page 43
_________ Related Reading: from An Indian Boy’s Story, page 46
_________ “The Fan Club,” page 49
_________ Related Reading: “Two People I Want to Be Like,” page 57
_________ “Destroy the Four Olds!” from Red Scarf Girl, page 61
_________ For Your Reading List, page 75
_________ Guided Writing—Narrative Writing: Preparing a Personal Essay, page 76
_________ Unit One Review, page 83

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; VLR II, page 1).
_________ Echoes (PE, page 4)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 4)
“Zebra,” page 5

Teacher's Name ___________________________ Class ___________________________ Date ___________________________

Reading Level: Moderate

Difficulty Consideration: Selection length

Ease Factor: Vivid description of main characters

Synopsis: A young boy who was injured in an accident improves physically and emotionally when he meets a Vietnam War Veteran

Goals/Objectives:
• to appreciate a short story featuring people with physical disabilities
• to briefly describe the Vietnam War
• to briefly explain the history of the Vietnam Veterans Memorial
• to define and give examples of external and internal conflict
• to understand the role of description in writing

Insights: Maya Lin and the Vietnam Veterans Memorial (page 22)

Before Reading

_________ Daily Oral Language (VLR I, page 12; UR 1, page 1)
_________ Reader’s Toolbox: Conflict and Description (PE, page 5)
_________ Reader’s Resource: History Connection (PE, page 5)
_________ About the Author: Chaim Potok (PE, page 21)
_________ Reader’s Journal (PE, page 5; UR 1, page 2)
_________ Vocabulary from the Selection (ATE, page 7)
_________ Vocabulary: PAVE (VR, page 1)
_________ Reading Strategy: Begin to Picture What May Happen (RSR)

During Reading

_________ Graphic Organizer (PE, page 5; VLR I, page 12; UR 1, page 1)
_________ Dramatic Recording: “Zebra” (AL, 46:05)
_________ Guided Reading Questions (PE, page 8; UR 1, page 2)
_________ Fine Art: Jerry Barnish (Art Smart, PE and ATE, page 10; VLR I, page 4)
_________ Reading Strategy: Continue Making Mind Pictures (RSR)
_________ Fix-Up Idea: Refocus (RSR)

After Reading

_________ Reading Strategy: Draw or Summarize Mind Pictures (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 21; UR 1, page 5)
_________ Investigate, Inquire, and Imagine (PE, page 24; UR 1, page 6)
_________ Understanding Literature: Description and Conflict (PE, page 24; UR 1, page 7)
_________ Writer’s Journal: Postcard, Letter, or Paragraph (PE, page 25; UR 1, page 4)
_________ Speaking and Listening: Interviewing (PE, page 25; UR 1, page 9)
_________ Study and Research & Media Literacy: Researching Memorials (PE, page 25; UR 1, page 10)
_________ Applied English: Designing a Poster (PE, page 25)
_________ Language, Grammar, and Style: Functions of Sentences (PE, page 26; UR 1, page 11)
_________ Collaborative Learning: Designing a Memorial (PE, page 26)
_________ Vocabulary: Forming Adjectives (PE, page 26; UR 1, page 9)
_________ Art Smart: Larry Powell (PE, page 26; UR 1, page 5)
_________ Insights: Maya Lin and the Vietnam Veterans Memorial (PE, page 22)
_________ Dramatic Recording: “Maya Lin and the Vietnam Veterans Memorial” (AL, 5:51)
_________ Insights Questions (ATE, page 22; UR 1, page 5)
_________ Selection Check Test 4.1.1 (ATE, page 21; UR 1, page 12; TG)
_________ Selection Test 4.1.2 (UR 1, page 14; TG)
_________ Internet activities at http://www.emcp.com

_________ Free reading time

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South Carolina State Standards

click this box for details
“Zebra,” page 5

Teacher’s Name ____________________________ Class __________________ Date __________________

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**Teaching Options**

**Individual Learning Strategies**
- Motivation: Creating Art Using Wilson’s Method (ATE, page 6)
- Reading Proficiency: Predicting (ATE, page 6)
- English Language Learning: Vocabulary (ATE, page 6)
- Special Needs: Listening to Dramatic Recording (ATE, page 6)
- Enrichment: Comparing and Contrasting Wars (ATE, page 6)

**Flexible Grouping Suggestions**
- Enrichment: Comparing and Contrasting Wars (ATE, page 6)
- Additional Questions and Activities: Discussing Quote (ATE, page 13)
- Additional Questions and Activities: Discussing Opposition to the Vietnam Veterans Memorial (ATE, page 23)
- Investigate, Inquire, and Imagine (PE, page 24; UR 1, page 6)
- Applied English: Designing a Poster (PE, page 25)
- Collaborative Learning: Designing a Memorial (PE, page 26)

**Historical Note**
- Background on the Vietnam War (ATE, page 7)

**Additional Questions and Activities**
- Discussing Physical Activities (ATE, page 8)
- Analyzing Zebra’s Reactions (ATE, page 10)
- Discussing Summer Plans (ATE, page 10)
- Analyzing “Quiet Voice” (ATE, page 11)
- Discussing Quote (ATE, page 13)
- Personal Essay about Career Interests (ATE, page 16)
- Reading Comprehension (ATE, page 18)
- Analyzing Character (ATE, page 19)
- Insights Questions (ATE, page 22; UR 1, page 5)
- Discussing Opposition to the Vietnam Veterans Memorial (ATE, page 23)

**Homework Suggestions**
- Understanding Literature: Description and Conflict (PE, page 24; UR 1, page 7)
- Writer’s Journal: Postcard, Letter or Paragraph (PE, page 25; UR 1, page 8)
- Speaking and Listening: Interviewing (PE, page 25; UR 1, page 9)
- Study and Research & Media Literacy: Researching Memorials (PE, page 25; UR 1, page 10)
- Language, Grammar, and Style: Functions of Sentences (PE, page 26; UR 1, page 11)
- Vocabulary: Forming Adjectives (PE, page 26; UR 1, page 9)

**Cross-Curricular Activities**
- Planning a Fitness Regime (ATE, page 8)
- Disabilities (ATE, page 9)
- Creating Found Art (ATE, page 17)

**Art Smart**
- Found Art (ATE, page 15)
- Contour Drawing (ATE, page 17)

**Literary Note**
- Fiction (ATE, page 12)
- Theme (ATE, page 20)

**Quotables**
- Leo Tolstoy (ATE, page 13)

**Cross-Curricular Connections**
- Fever (ATE, page 14)
“Zebra,” page 5

Teacher’s Name ____________________________ Class __________________ Date ________________

### Strategies for Developing Readers

#### Tackle Selection Length
- ______ Read story in short sections.
- ______ Use Guided Reading Questions.
- ______ Give students background information on the Vietnam War (Reader’s Resource, PE, page 5 and Historical Note, ATE, page 77).
- ______ Use the Additional Questions and Activities to further students’ understanding of story events (ATE, pages 8, 10, 11, 13, 16, 18, and 19).

#### Additional Strategies for English Language Learners
- ______ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 5). Hold a whole-class discussion.
- ______ Before reading, share information about the Vietnam War (Historical Note, ATE, page 7).
- ______ Use ELL students’ cultural histories, if applicable, for Enrichment: Comparing and Contrasting Wars (ATE, page 6).
- ______ Have ELL students use sticky notes to mark unknown words or phrases.
- ______ Have pairs alternate reading pages aloud, and have them answer the Guided Reading Questions together.
- ______ Use activities for Spanish speakers (SR, page 1).

#### for Maya Lin and the Vietnam Veterans Memorial
- ______ Use Dramatic Recording (AL, 46:05).
“Be-ers and Doers,” page 27

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Narrator is not main character; selection length

Ease Factors: Guided Reading Questions; vivid character descriptions

Synopsis: After a fire in the family home, a son finally has the courage to tell his fault-finding mother what he wants to do with his life.

Goals/Objectives:
• to enjoy a short story about members of a family with very different personalities
• to briefly describe different personality types
• to briefly explain the geography of Nova Scotia
• to define character and recognize differences among characters
• to understand the role of plot in a story

Insights: What Is Your Personality Type? (page 39)

Before Reading
_________ Daily Oral Language (VLR I, page 13; UR 1, page 18)
_________ Reader’s Toolbox: Character and Plot (PE, page 27)
_________ Reader’s Resource: Social Studies Connection and Geography Connection (PE, page 27)
_________ About the Author: Budge Wilson (PE, page 38)
_________ Reader’s Journal (PE, page 27; UR 1, page 18)
_________ Vocabulary from the Selection (ATE, page 29)
_________ Vocabulary: Morphemes (VR, page 6)
_________ Reading Strategy: Gather Information (RSR)

During Reading
_________ Guided Reading Questions (PE, page 30; UR 1, page 18)
_________ Reading Strategy: Make Predictions (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Analyze Your Predictions (RSR)
_________ Standardized Test Practice: Analyze Plot Development (RSR)
_________ Respond to the Selection (PE, page 38; UR 1, page 21)
_________ Investigate, Inquire, and Imagine (PE, page 40; UR 1, page 21)
_________ Understanding Literature: Character and Plot (PE, page 41; UR 1, page 23)
_________ Graphic Organizer (PE, page 41; VLR I, page 13; UR 1, page 23)
_________ Writer’s Journal: Real Estate Advertisement, Biographical Paragraph, or Personality Traits (PE, page 41; UR 1, page 23)
_________ Study and Research: Geographical Research (PE, page 42; UR 1, page 25)
_________ Language, Grammar, and Style: Examining Dialect (PE, page 42)
_________ Vocabulary: Using Prefixes (UR 1, page 26)
_________ Language, Grammar, and Style: Finding the Complete Subject and Complete Predicate (PE, page 42; UR 1, page 27)
_________ Critical Thinking & Applied English: Analyzing a Quiz (PE, page 42)
_________ Insights: What Is Your Personality Type? (PE, page 39)
_________ Selection Check Test 4.1.3 (ATE, page 38; UR 1, page 29; TG)
_________ Selection Test 4.1.4 (UR 1, page 31; 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
“Be-ers and Doers,” page 27

Teacher’s Name ____________________________ Class __________ Date __________

**Teaching Options**

**Individual Learning Strategies**

- **Motivation:** Taking a Personality Quiz (ATE, page 28)
- **Reading Proficiency:** Previewing Nova Scotian Dialect (ATE, page 28)
- **English Language Learning:** Vocabulary (ATE, page 28)
- **Special Needs:** Answering Recall Questions (ATE, page 28)
- **Enrichment:** Researching Personality Tests (ATE, page 28)

**Art Smart**

- Pastoral Scenes (ATE, page 29)
- Examining a Photograph (ATE, page 33)
- Discussing Relationships (ATE, page 37)

**Additional Questions and Activities**

- Describing Adelaide’s Personality (ATE, page 30)
- Describing Maud’s Personality (ATE, page 31)
- Discussing Concept of “Opposites Attract” (ATE, page 33)
- Analyzing Adelaide’s Family (ATE, page 34)

**Literary Techniques**

- Analogy (ATE, page 32)
- Crisis (ATE, page 36)

**Quotables**

- Andrew Marvell (ATE, page 32)

**Historical Note**

- Firefighters (ATE, page 35)

**Cross-Curricular Activities**

- Taking a Personality Quiz and Discussing the Results (ATE, page 37)

**Teaching Note**

- How to Evaluate Quiz Results (ATE, page 39)

**Flexible Grouping Suggestions**

- Reading Proficiency: Previewing Nova Scotian Dialect (ATE, page 28)
- Art Smart: Pastoral Scenes (ATE, page 29)
- Additional Questions and Activities: Discussing Concept of “Opposites Attract” (ATE, page 33)

**Homework Suggestions**

- Understanding Literature: Character and Plot (PE, page 41; UR 1, page 23)
- Graphic Organizer (PE, page 41; UR 1, page 23)
- Writer’s Journal: Real Estate Advertisement, Biographical Paragraph, or Personality Traits (PE, page 41; UR 1, page 23)
- Study and Research: Geographical Research (PE, page 42; UR 1, page 25)
- Vocabulary: Using Prefixes (UR 1, page 26)
- Language, Grammar, and Style: Examining Dialect (PE, page 27; UR 1, page 27)
- Critical Thinking & Applied English: Analyzing a Quiz (PE, page 42)

**Strategies for Developing Readers**

**Tackle Narrator Who Is Not Main Character**

- Read beginning of the story aloud.
- Discuss narrator’s relationship to protagonist.
- Have students share their answers to the Reader’s Journal question before reading (PE, page 27).
- Have students complete the Personality Quiz before reading (PE, page 39).

**Tackle Selection Length**

- Use the Guided Reading Questions to guide students’ understanding of the story.
- Help students create a plot chart (Graphic Organizer, PE, page 41).

**Additional Strategies for English Language Learners**

- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 27).
- Read the story aloud to students.
- As students listen to the selection, have them write down words they do not understand.
- Have partners complete the Graphic Organizer (PE, page 41; VLR 1, page 13; UR 1, page 23).
- Have small groups complete the grammar exercise: Language, Grammar and Style: Examining Dialect (PE, page 42; UR 1, page 27).
Lesson Plan

“Name Giveaway,” page 43

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Cultural information

Ease Factors: Selection length; direct language

Synopsis: A government-run school changes a Native American boy’s name.

Goals/Objectives:
• to understand a brief poem that shows a person from one culture being forced to adapt to the culture of another
• to relate to the experiences of a Native American boy in a government-run boarding school
• to define and understand speaker
• to define image and imagery and discover how images convey meaning to a reader

Related Reading: from An Indian Boy’s Story (page 46)

Before Reading
_________ Daily Oral Language (VLR I, page 14; UR 1, page 36)
_________ Reader’s Toolbox: Speaker, Image, and Imagery (PE, page 43)
_________ Reader’s Resource: History Connection (PE, page 43)
_________ About the Author: Phil George (PE, page 45)
_________ Reader’s Journal (PE, page 43; UR 1, page 36)
_________ Vocabulary from the Selection (ATE, page 44)
_________ Vocabulary: Vowel Sounds (VR, page 9)
_________ Reading Strategy: Think About What You Know (RSR)

During Reading
_________ Graphic Organizer (PE, page 43; VLR I, page 14; UR 1, page 37)
_________ Dramatic Recording: “Name Giveaway” (AL, 0:24)
_________ Guided Reading Questions (PE, page 44; UR 1, page 37)
_________ Reading Strategy: Use What You Know as You Read (RSR)
_________ Fix-Up Idea: Read Aloud/Think Aloud (RSR)

After Reading
_________ Reading Strategy: Make a Connection (RSR)
_________ Standardized Test Practice: Identify Author’s Point of View (RSR)
_________ Fine Art: Jane Ash Poitras (Art Smart, PE, page 45; VLR II, page 7; UR 1, page 38)
_________ Respond to the Selection (PE, page 45; UR 1, page 38)
_________ Investigate, Inquire, and Imagine (PE, page 47; UR 1, page 38)
_________ Understanding Literature: Speaker, Image, and Imagery (PE, page 47; UR 1, page 39)
_________ Writer’s Journal: Letter, Memo, or Name (PE, page 48; UR 1, page 40)
_________ Vocabulary: Synonyms (UR 1, page 42)
_________ Language, Grammar, and Style: Transitive and Intransitive Verbs (UR 1, page 42)
_________ Study and Research: Looking at History (PE, page 48; UR 1, page 43)
_________ Collaborative Learning: Researching Names (PE, page 48)
_________ Media Literacy: Pop Culture (PE, page 48)
_________ Related Reading: from An Indian Boy’s Story (PE, page 46)
_________ Dramatic Recording: from An Indian Boy’s Story (AL, 5:17)
_________ Related Reading Questions (ATE, page 46)
_________ Selection Check Test 4.1.5 (ATE, page 45; UR 1, page 44; TG)
_________ Selection Test 4.1.6 (UR 1, page 45; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet


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### “Name Giveaway,” page 43

#### Teaching Options

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<tr>
<th>Individual Learning Strategies</th>
<th>Strategies for Developing Readers</th>
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<td>Motivation: Sharing Name Anecdotes (ATE, page 44)</td>
<td>Have students share their answers to the Reader’s Journal aloud (PE, page 43).</td>
</tr>
<tr>
<td>Reading Proficiency: Graphic Organizer (ATE, page 44)</td>
<td>Ask students additional Reader’s Journal questions (ATE, page 43).</td>
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<tr>
<td>English Language Learning: Changing Names (ATE, page 44)</td>
<td>Discuss the History Connection in the Reader’s Resource (PE, page 43).</td>
</tr>
<tr>
<td>Enrichment: Researching Native American Peoples (ATE, page 44)</td>
<td>Additional Strategies for English Language Learners</td>
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#### Additional Questions and Activities

- Analyzing a Poem (ATE, page 45)
- Experiencing a New Name (ATE, page 46)

#### Literary Technique

- Simile (ATE, page 46)

#### Cross-Curricular Connections

- Discussing Name Change upon Marriage (ATE, page 46)

#### Flexible Grouping Strategies

- Reading Proficiency: Graphic Organizer (ATE, page 44; UR 1, 37)
- Enrichment: Researching Native American Peoples (ATE, page 44)
- Art Smart: Analyzing a Picture (PE, page 45; VLR II, page 7; UR 1, page 38)
- Additional Questions and Activities: Experiencing a New Name (ATE, page 46)
- Collaborative Learning: Researching Names (PE, page 48)

#### Homework Suggestions

- Understanding Literature: Speaker, Image, and Imagery (PE, page 47; UR 1, page 38)
- Writer’s Journal: Letter, Memo, or Name (PE, page 48; UR 1, page 40)
- Vocabulary: Synonyms (UR 1, page 42)
- Language, Grammar, and Style: Transitive and Intransitive Verbs (UR 1, page 42)
- Study and Research: Looking at History (PE, page 48; UR 1, page 43)
- Media Literacy: Pop Culture (PE, page 48)

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### Tackle Cultural Information

- Have students share their answers to the Reader’s Journal aloud (PE, page 43).
- Ask students additional Reader’s Journal questions (ATE, page 43).
- Discuss the History Connection in the Reader’s Resource (PE, page 43).
- Use the Additional Questions and Activities: Analyzing a Poem (ATE, page 45).

### Additional Strategies for English Language Learners

- Read Reader’s Resource aloud (PE, page 43).
- Discuss the phrase: had feasts.
- Have students share similar experiences that their families may have had.

### for “An Indian Boy’s Story”

- Discuss additional vocabulary: honey-tongued, lacrosse, crop, and dormitory.
- Before reading, share information in the Literary Technique note about similes (ATE, page 46), and have the student place a sticky note near the answers to the questions.
- Have students read the page with a partner.
Lesson Plan

“The Fan Club,” page 49

Teacher’s Name __________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Ironic ending

Ease Factors: Familiar protagonist; familiar setting; familiar subject matter (peer pressure)

Synopsis: A girl has to decide how to treat an unpopular student in her class—should she follow her conscience, or should she follow the crowd?

Goals/Objectives:
• to appreciate a story about intolerance and group thinking
• to explore the ideas of prejudice, peer pressure, and discrimination
• to enjoy a poem about positive attitudes toward society
• to identify the theme of a story
• to define irony and recognize irony in a story

Related Reading: “Two People I Want to Be Like” (page 57)

Before Reading
_________ Daily Oral Language (VLR I, page 15; UR 1, page 49)
_________ Reader’s Toolbox: Irony and Theme (PE, page 49)
_________ Reader’s Resource: Social Studies Connection (PE, page 49)
_________ Reader’s Journal (PE, page 49; UR 1, page 49)
_________ Vocabulary from the Selection (ATE, page 51)
_________ Vocabulary: Prefixes (VR, page 10)
_________ Reading Strategy: Think About What You Know (RSR)

During Reading
_________ Graphic Organizer (PE, page 49; VLR I, page 15; UR 1, page 50)
_________ Dramatic Recording: “The Fan Club” (AL, 19:03)
_________ Guided Reading Questions (PE, page 52; UR 1, page 50)
_________ Reading Strategy: Use What You Know as You Read (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Reflect on Your Connections (RSR)
_________ Standardized Test Practice: Recognize Cause and Effect (RSR)
_________ Respond to the Selection (PE, page 57; UR 1, page 52)
_________ Investigate, Inquire, and Imagine (PE, page 58; UR 1, page 53)
_________ Understanding Literature: Theme and Irony (PE, page 58; UR 1, page 55)
_________ Writer’s Journal: Note, Editorial Letter, or Speech (PE, page 59; UR 1, page 55)
_________ Language, Grammar, and Style: Finding the Simple Subject and Verb (PE, page 59; UR 1, page 56)
_________ Speaking and Listening: Persuasive Speech (PE, page 59)
_________ Vocabulary: Antonyms (PE, page 60; UR 1, page 57)
_________ Media Literacy & Collaborative Learning: Analyzing the Media (PE, page 60)
_________ Related Reading: “Two People I Want to Be Like” (PE, page 57)
_________ Dramatic Recording: “Two People I Want to Be Like” (AL, 0:52)
_________ Related Reading Questions (ATE, page 57; UR 1, page 52)
_________ Selection Check Test 4.1.7 (ATE, page 56; UR 1, page 60; TG)
_________ Selection Test 4.1.8 (UR 1, page 62; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“The Fan Club,” page 49

Teacher's Name ____________________________ Class _______________ Date ____________

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<td>— Writing about Stressful Environments (ATE, page 57)</td>
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<td>— Analyzing Character (ATE, page 55)</td>
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<td>— Analyzing a Poem (ATE, page 57)</td>
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<td>— Writing about a Photograph (ATE, page 54; UR 1, page 52)</td>
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<td>— Media Literacy &amp; Collaborative Learning:</td>
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<tr>
<td>— Writer’s Journal: Note, Editorial Letter, or Speech (PE, page 59; UR 1, page 55)</td>
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<tr>
<td>— Language, Grammar, and Style: Finding the Simple Subject and Verb (PE, page 59; UR 1, page 56)</td>
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<td>— Speaking and Listening: Persuasive Speech (PE, page 59)</td>
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<td>— Applied English &amp; Study and Research: Writing Company Policy (PE, page 60; UR 1, page 59)</td>
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**Strategies for Developing Readers**

**Tackle Ironic Ending**
— Have students share their answers to the Reader’s Journal aloud (PE, page 49).
— Have students think of examples of irony before they read (Reader’s Toolbox, PE, page 49).
— As they read, have students write down what they think is ironic about Laura’s speech on pages 54 and 55.
— Make predictions about how the story might end. Then discuss how it actually ended.

**Additional Strategies for English Language Learners**
— Before reading, discuss the meaning of fan club.
— After Reader’s Journal, use Art Smart: Writing About a Photograph (PE, page 54).
— Have ELL students place sticky notes near words or phrases they do not understand.
— Include ELL students (if applicable) in the Reading Proficiency activity (ATE, page 51).
— Have small groups complete Applied English & Study and Research: Writing Company Policy (PE, page 60; UR 1, page 59).

for “Two People I Want to Be Like”
— Discuss additional phrases: punching it all out and sweet harmony.
Lesson Plan

“Destroy the Four Olds!” from *Red Scarf Girl*, page 61

Teacher’s Name _______________________________ Class ____________________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Unfamiliar setting; vocabulary; selection length

**Ease Factor:** Author's style

**Synopsis:** Ji-li Jiang recalls how hatred for old Chinese customs increased during the Cultural Revolution.

**Goals/ Objectives:**
- to appreciate an excerpt from an autobiographical memoir
- to briefly describe the Chinese Cultural Revolution
- to define *motive* and identify the motives of various characters
- to define *dialogue* and understand how dialogue contributes to characterization

**Before Reading**
- Daily Oral Language (VLR I, page 16; UR 1, page 66)
- Reader’s Toolbox: Memoir, Motive, and Dialogue (PE, page 61)
- Reader’s Resource: History Connection (PE, page 61)
- About the Author: Ji-li Jiang (PE, page 72)
- Reader’s Journal (PE, page 61; UR 1, page 66)
- Vocabulary from the Selection (ATE, page 61)
- Vocabulary: Syllables (VR, page 12)
- Reading Strategy: Preview Vocabulary (RSR)

**During Reading**
- Graphic Organizer (PE, page 61; VLR I, page 16; UR 1, page 66)
- Guided Reading Questions (PE, page 64; UR 1, page 67)
- Reading Strategy: Use Vocabulary Strategies (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Practice Using New Words (RSR)
- Standardized Test Practice: Understand Words in Context (RSR)
- Fine Art: Huang Dijan (Art Smart, PE and ATE, page 71; UR 1, page 69)
- Respond to the Selection (PE, page 71; UR 1, page 69)
- Investigate, Inquire, and Imagine (PE, page 73; UR 1, page 70)
- Understanding Literature: Memoir, Motive, and Dialogue (PE, page 73; UR 1, page 71)
- Writer’s Journal: Paragraph, Dialogue, or Memo (PE, page 74; UR 1, page 72)
- Vocabulary: Words in Context (UR 1, page 73)
- Language, Grammar, and Style: Perfect Tenses (UR 1, page 77)
- Study and Research & Media Literacy: Tracking History (PE, page 74; UR 1, page 75)
- Speaking and Listening & Collaborative Learning: Debating (PE, page 74; UR 1, page 76)
- Selection Check Test 4.1.9 (ATE, page 72; UR 1, page 78; TG)
- Selection Test 4.1.10 (UR 1, page 80; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**South Carolina State Standards**

- click this box for details
“Destroy the Four Olds!” from Red Scarf Girl, page 61

Teacher’s Name ________________________________ Class __________________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Finding Works about Revolution (ATE, page 62)

Reading Proficiency: Explaining “Four Olds” (ATE, page 62)

English Language Learning: Discussing Chinese Names (ATE, page 62)

Special Needs: Read Aloud Selection (ATE, page 62)

Enrichment: Researching the Cultural Revolution of China (ATE, page 62)

Pronunciation Key

Chinese Names (ATE, page 62)

Cross-Curricular Connections

Chinese History (ATE, page 63)

Historical Background (ATE, page 67)

Additional Questions and Activities

Propaganda (ATE, page 64)

Discussing Quotables and Mob Mentality (ATE, page 65)

Discussing Quotables (ATE, page 66)

Reading Comprehension (ATE, page 66)

Etymology (ATE, page 70)

Literary Techniques

Coined Words (ATE, page 64)

Symbol (ATE, page 68)

Crisis (ATE, page 69)

Quotables

Charles Dickens (ATE, page 65)

William Shakespeare (ATE, page 66)

Flexible Grouping Suggestions

Graphic Organizer (PE, page 61; UR 1, page 66)

Enrichment: Researching the Cultural Revolution of China (ATE, page 62)

Additional Questions and Activities: Propaganda (ATE, page 64)

Additional Questions and Activities: Discussing Quotables (ATE, page 66)

Investigate, Inquire, and Imagine (PE, page 73; UR 1, page 70)

Speaking and Listening & Collaborative Learning: Debating (PE, page 74; UR 1, page 76)

Homework Suggestions

Understanding Literature: Memoir, Motive, and Dialogue (PE, page 73; UR 1, page 71)

Vocabulary: Words in Context (UR 1, page 73)

Language, Grammar, and Style: Perfect Tenses (UR 1, page 77)

Study and Research & Media Literacy: Tracking History (PE, page 74; UR 1, page 75)

Strategies for Developing Readers

Tackle Unfamiliar Setting

Make sure that students understand information in the Reader’s Resource before they read the selection (PE, page 61).

Present students with a synopsis of the story, including time, place, and political tone of China during the Cultural Revolution.

Share historical information found in the Cross-Curricular Connections (ATE, page 63).

Tackle Vocabulary

Have students preview new vocabulary words.

Have students identify words that they already know.

Encourage students to predict the meaning of unknown words by using context clues found in the selection and in the Words for Everyday Use.

Use activities found in the VR (page 12).

Tackle Selection Length

Read and discuss short sections of the story at a time.

Have partners read and answer the Guided Reading Questions together. Partners can use the star designs in the text to mark where to stop reading and answer questions before they proceed.

Additional Strategies for English Language Learners:

Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 61).

If applicable, have Chinese ELL students explain the names in this selection. Ask if there are any other cultures represented in the class in which names are also written in this manner (ELL activity, ATE, page 62).

Have small groups answer Investigate, Inquire, and Imagine questions before holding a whole-class discussion (PE, page 73).

Use activities for Spanish speakers (SR, page 10).
UNIT 1 EXPLORING LITERATURE LESSON PLANS

Unit One
Finding Your Place in the World
Closing the Unit, pages 75–85

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

**Featured Book and Activity**

- **Zebra and Other Stories** by Chaim Potok
  - Book Club (PE, page 75; UR 1, page 86)

**Other Books Students May Want to Read**

- **The Leaving and Other Stories** by Budge Wilson (PE, page 75)
- **Red Scarf Girl** by Ji-li Jiang (PE, page 75)
- **If Only I Could Tell You: Poems for Young Lovers and Dreamers** by Eve Merriam (PE, page 75)

**Narrative Writing: Preparing a Personal Essay**

**Assignment:** Students write a personal essay (PE, pages 76–82).

**Before Writing**

- Preparing a Personal Essay (PE, page 76)
- Professional Model (PE, page 76)
- Writing Rubric (VLR I, page 117; WR, page 30)
- Prewriting (PE, page 77; WR, page 17)
- Student Model—Graphic Organizer (PE, page 78; WR, page 20)
- Graphic Organizer (VLR I, page 114; WR, page 19)

**During Writing**

- Drafting (PE, page 79)
- Student Model—Draft (VLR I, page 115; WR, page 21)
- Language, Grammar, and Style: Writing Complete Sentences (PE, page 78; WR, page 22)
- Revising and Proofreading (PE, page 81)
- Student Model—Revised (PE, page 82; WR, page 29)

**After Writing**

- Publishing and Presenting (PE, page 82)
- Reflecting (PE, page 76)

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Lesson Plan

Unit One
Finding Your Place in the World
Closing the Unit, pages 75–85

Teacher's Name ____________________________ Class ____________________________ Date __________________

Individual Learning Strategies

- Motivation: Discussing Your Personal Essays (ATE, page 77)
- Reading Proficiency: Previewing Subheadings (ATE, page 77)
- English Language Learning: Discussing Reading Strategies (ATE, page 77)
- Special Needs: Graphic Organizer (ATE, page 77)
- Enrichment: Examining Other Personal Essays (ATE, page 77)

Flexible Grouping Suggestions

- Special Needs: Graphic Organizer (ATE, page 77; VLR I, page 114; WR, page 19)
- Revising and Proofreading (PE, page 81)
- Publishing and Presenting (PE, page 82)

Homework Suggestions

- Graphic Organizer (VLR I, page 114; WR, page 19)
- Language, Grammar, and Style: Writing Complete Sentences (PE, page 78; WR, page 22)

Unit One Review

Review and Assessment

- Words for Everyday Use (PE, page 83; UR 1, page 87)
- Vocabulary Development (ATE, page 83)
- Literary Tools (PE, page 83; UR 1, page 88)
- Art Smart (PE, page 83; UR 1, page 89)
- Unit 1 Review (UR 1, page 87)
- Unit 1 Study Guide (UR 1, page 92)
- Unit 1 Test (UR 1, page 95; TG)

Reflecting on Your Reading

- Theme (PE, page 84)
- Group Project (PE, page 84)
- Critical Thinking (PE, page 84; UR 1, page 89)
- Graphic Organizer (PE, page 85; UR 1, page 90)
Unit Two
The World Around Us
Opening the Unit, pages 86–88

Unit 2 Goals/Objectives:
• to enjoy fiction, nonfiction, and poems exploring the theme of the world around us
• to define and identify examples of characterization, figurative language, imagery, irony, irony of situation, oral tradition, personification, setting, suspense, and symbol
• to read independently to explore other cultures
• to write a comparison-contrast essay
• to recognize action and state of being verbs and different verb tenses; to demonstrate an ability to use tenses consistently

Lessons I Plan to Teach

_________ “in the inner city” and “The City Is So Big,” page 89
_________ “Jed’s Grandfather,” page 96
_________ Related Reading: “Birdfoot’s Grampa,” page 101
_________ “Under the Harvest Moon” and “Theme in Yellow,” page 105
_________ Related Reading: “A Letter to God,” page 109
_________ “The Green Mamba,” page 113
_________ Related Reading: “How the Snake Got Poison,” page 121
_________ Related Reading: “The Dinner Party,” page 122
_________ “Ships in the Desert,” page 127
_________ “Songs of the Thunders” and “Song of the Crows” from Chippewa Music, page 139
_________ For Your Reading List, page 145
_________ Guided Writing—Informative Writing: Developing a Comparison-Contrast Essay, page 146
_________ Unit Two Review, page 153

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 86–87).

Getting Started in the Classroom

_________ Fine Art: Andrew Wyeth. Have students discuss how the artwork relates to the title of this unit (PE, page 86; VLR II, page 10).
_________ Echoes (PE, page 88)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 88)
Lesson Plan

“in the inner city” and “The City Is So Big,” page 89

Teacher’s Name ___________________ Class __________________ Date ____________________

Reading Level: Moderate

Difficulty Consideration: Poetic syntax

Ease Factors: Simple language; familiar setting (for some)

Synopsis: Two descriptive poems describe different reactions to city life.

Goals/Objectives:
• to understand the feelings the speaker of a poem has about his or her home
• to appreciate a poem that imaginatively describes a city
• to contrast two places
• to define and understand setting
• to define and identify imagery in poetry

Before Reading
_________ Daily Oral Language (VLR I, page 18; UR 2, page 1)
_________ Reader’s Toolbox: Setting and Imagery (PE, page 89)
_________ Reader’s Resource: Social Studies Connection (PE, page 89)
_________ About the Authors: Lucille Clifton and Richard Garcia (PE, page 92)
_________ Reader’s Journal (PE, page 89; UR 2, page 2)
_________ Vocabulary: Review (VR, page 14)
_________ Reading Strategy: Think about What You Know (RSR)

During Reading
_________ Graphic Organizer (PE, page 89; VLR I, page 18; UR 2, page 1)
_________ Dramatic Recording: “in the inner city” (AL, 0:39)
_________ Dramatic Recording: “The City Is So Big” (AL, 0:30)
_________ Guided Reading Questions (PE, page 90; UR 2, page 2)
_________ Reading Strategy: Connect What You Know to What You Read (RSR)
_________ Fix-Up Idea: Think Aloud (RSR)

After Reading
_________ Reading Strategy: Reflect on Your Connections (RSR)
_________ Standardized Test Practice: Recognize Author’s Tone (RSR)
_________ Respond to the Selection (PE, page 92; UR 2, page 2)
_________ Investigate, Inquire, and Imagine (PE, page 93; UR 2, page 3)
_________ Understanding Literature: Setting and Imagery (PE, page 93; UR 2, page 4)
_________ Writer’s Journal: Dictionary Entries, Slogan, or List of Goals (PE, page 94; UR 2, page 4)
_________ Vocabulary: Using Prefixes (UR 2, page 5)
_________ Language, Grammar, and Style: Prepositions (UR 2, page 6)
_________ Collaborative Learning: Urban Planning (PE, page 94)
_________ Study and Research: Researching a City (PE, page 94)
_________ Speaking and Listening: Reading Poetry Aloud (PE, page 94)
_________ Selection Check Test 4.2.1 (ATE, page 92; UR 2, page 7; TG)
_________ Selection Test 4.2.2 (UR 2, page 9; TG)
_________ Selection Check Test 4.2.3 (ATE, page 92; UR 2, page 8; TG)
_________ Selection Test 4.2.4 (UR 2, page 9; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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SOUTH CAROLINA STATE STANDARDS

click this box for details
“in the inner city” and “The City Is So Big,” page 89

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<td>_______ Reading Proficiency: Reading Aloud (ATE, page 90)</td>
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<td>_______ English Language Learning: Vocabulary (ATE, page 90)</td>
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<td>_______ Special Needs: Dramatic Recording (ATE, page 90)</td>
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<td>_______ Enrichment: Researching Cities (ATE, page 90)</td>
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<td>_______ Perils of Modern Life (ATE, page 91)</td>
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<td>_______ Henry David Thoreau (ATE, page 91)</td>
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<td>_______ Rupert Brooke (ATE, page 91)</td>
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<tr>
<td>_______ Enrichment: Researching Cities (ATE, page 90)</td>
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<tr>
<td>_______ Cross-Curricular Activities: Living in an Opposite Place (ATE, page 91)</td>
</tr>
<tr>
<td>_______ Cross-Curricular Activities: Perils of Modern Life (ATE, page 91)</td>
</tr>
<tr>
<td>_______ Investigate, Inquire, and Imagine (PE, page 93; UR 2, page 3)</td>
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<tr>
<td>_______ Collaborative Learning: Urban Planning (PE, page 94)</td>
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<td>_______ Speaking and Listening: Reading Poetry Aloud (PE, page 94)</td>
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<td>_______ Writer’s Journal: Dictionary Entries, Slogan, or List of Goals (PE, page 94; UR 2, page 4)</td>
</tr>
<tr>
<td>_______ Study and Research: Researching a City (PE, page 94)</td>
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<tr>
<td>_______ Vocabulary: Using Prefixes (UR 2, page 5)</td>
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<tr>
<td>_______ Language, Grammar, and Style: Prepositions (UR 2, page 6)</td>
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<tr>
<td><strong>Tackle Poetic Syntax</strong></td>
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<tr>
<td>_______ Share information given in the Reading Proficiency activity (ATE, page 90).</td>
</tr>
<tr>
<td>_______ Allow students to rewrite each poem, filling in punctuation where they feel it should be placed.</td>
</tr>
<tr>
<td>_______ Explain to students that in poetry, people are allowed to break grammatical rules.</td>
</tr>
<tr>
<td>_______ Remind students to read to the end of a thought, not to the end of a line.</td>
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<tr>
<td>_______ Have students reread the poems aloud, using appropriate vocal expression.</td>
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**Additional Strategies for English Language Learners**

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<th>Read and discuss the Reader’s Resource and Reader’s Toolbox (PE, page 89).</th>
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<tbody>
<tr>
<td>Pair ELL students with non-ELL students.</td>
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<tr>
<td>Have them read and answer the Guided Reading Questions together.</td>
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<tr>
<td>Have students place sticky notes near words they do not understand.</td>
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<tr>
<td>Have pairs complete the Graphic Organizer (PE, page 89; VLR I, page 18; UR 2, page 1).</td>
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<tr>
<td>Student may add information to their “What the Image Suggests” column in the Graphic Organizer after discussing the Investigate, Inquire, and Imagine questions (PE, page 93).</td>
</tr>
<tr>
<td>Use activities for Spanish speakers (SR, page 18).</td>
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Lesson Plan

“Jed’s Grandfather,” page 95

Reading Level: Moderate

Difficulty Considerations: Subject matter; vocabulary

Ease Factor: Selection length

Synopsis: Jed learns to cope with his grandfather’s death.

Goals/Objectives:
• to relate to a character’s feelings about his dying grandfather
• to briefly describe some different opinions about dreams and their meaning
• to define irony and recognize the use of irony
• to define symbolism and identify symbols in literature
• to edit for capitalization errors
• to work in groups to research a Native American language
• to take notes and document sources to prepare a report on dreams

Related Reading: “Birdfoot’s Grampa” (page 101)

Before Reading
_________ Daily Oral Language (VLR I, page 19; UR 2, page 12)
_________ Reader’s Toolbox: Irony and Symbol (PE, page 95)
_________ Reader’s Resource: Science Connection (PE, page 95)
_________ About the Author: Joseph Bruchac (PE, page 100)
_________ Reader’s Journal (PE, page 95; UR 2, page 12)
_________ Vocabulary from the Selection (ATE, page 97)
_________ Vocabulary: Types of Syllables (VR, page 15)
_________ Reading Strategy: Gather Information (RSR)

During Reading
_________ Dramatic Recording: “Jed’s Grandfather” (AL, 11:04)
_________ Guided Reading Questions (PE, page 96; UR 2, page 12)
_________ Fine Art: Giacomo Balla (PE, page 98; VLR II, page 13)
_________ Reading Strategy: Make Predictions (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Assess Your Prediction (RSR)
_________ Standardized Test Practice: Compare and Contrast (RSR)
_________ Respond to the Selection (PE, page 100; UR 2, page 13)
_________ Investigate, Inquire, and Imagine (PE, page 102; UR 2, page 15)
_________ Understanding Literature: Irony and Symbol (PE, page 102; UR 2, page 16)
_________ Graphic Organizer (PE, page 103; VLR I, page 19; UR 2, page 17)
_________ Writer’s Journal: Analysis, Dialogue, or Tribute (PE, page 103; UR 2, page 18)
_________ Vocabulary: Using a Thesaurus (UR 2, page 19)
_________ Language, Grammar, and Style: Editing for Capitalization Errors (PE, page 104; UR 2, page 20)
_________ Collaborative Learning: Studying Native Languages (PE, page 104)
_________ Study and Research: The Importance of Dreams (PE, page 104)
_________ Related Reading: “Birdfoot’s Grampa” (PE, page 101)
_________ Dramatic Recording: “Birdfoot’s Grampa” (AL, 0:36)
_________ Related Reading Questions (ATE, page 101; UR 2, page 14)
_________ Selection Check Test 4.2.5 (ATE, page 100; UR 2, page 22; TG)
_________ Selection Test 4.2.6 (UR 2, page 24; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Jed’s Grandfather,” page 95

Teacher’s Name __________________________________Class __________________Date __________________

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<td>_______ Investigate, Inquire, and Imagine (PE, page 102; UR 2, page 15)</td>
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<td>_______ Collaborative Learning: Studying Native Languages (PE, page 104)</td>
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<td>_______ Understanding Literature: Irony and Symbol (PE, page 102; UR 2, page 16)</td>
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<td>_______ Graphic Organizer (PE, page 103; UR 2, page 17)</td>
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<td>_______ Writer’s Journal: Analysis, Dialogue, or Tribute (PE, page 103; UR 2, page 18)</td>
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<td>_______ Vocabulary: Using a Thesaurus (UR 2, page 19)</td>
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<td>_______ Read Prereading information aloud (PE, page 95).</td>
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<td>_______ Have students share information about their grandparents.</td>
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<td>_______ Engage students in a discussion about death and dying.</td>
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<td>_______ Allow students to preview new vocabulary words.</td>
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<td>_______ Have students identify words that they already know.</td>
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<tr>
<td>_______ Encourage students to predict the meaning of unknown words by using context clues found in the selection and in the Words for Everyday Use.</td>
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<td>_______ Use activities found in the VR (page 15).</td>
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<th>Additional Strategies for English Language Learners</th>
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<tr>
<td>_______ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 95).</td>
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<tr>
<td>_______ Before reading the text, read aloud Cross-Curricular Connections: Freud and Dreams (ATE, page 95).</td>
</tr>
<tr>
<td>_______ Read this selection in small groups so students might ask each other questions about what some of the symbols and irony mean (Understanding Literature: Irony and Symbol, PE, page 102; UR 2, page 16).</td>
</tr>
<tr>
<td>_______ Have ELL students place sticky notes near words or phrases they do not understand.</td>
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<tr>
<td>_______ Find pictures of the Adirondack region on the Internet (Motivation, ATE, page 96).</td>
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<tr>
<td>_______ Have students make a drawing of the dream.</td>
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<tr>
<td>_______ Use activities for Spanish speakers (SR, page 23).</td>
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“Under the Harvest Moon” and “Theme in Yellow,” page 105

Teacher’s Name ________________________________ Class __________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Poetic conventions

Ease Factors: Vocabulary; selection length

Synopsis: Two poems celebrate the wonders of fall.

Goals/Objectives:
• to appreciate two poems that depict seasons vividly
• to briefly describe a harvest moon and the origin of Halloween
• to define personification and point to examples of personification in literature
• to define symbolism and explain how the symbol and the thing it stands for are related
• to create publicity for a harvest festival
• to use an almanac to find information

Related Reading: “A Letter to God” (page 109)

Before Reading
———— Daily Oral Language (VLR I, page 20; UR 2, page 28)
———— Reader’s Toolbox: Personification and Symbol (PE, page 105)
———— Reader’s Resource: Science Connection and History Connection (PE, page 105)
———— About the Author: Carl Sandburg (PE, page 108)
———— Reader’s Journal (PE, page 105; UR 2, page 28)
———— Vocabulary: Word Origins (VR, page 17)
———— Reading Strategy: Begin to Make Mind Pictures (RSR)

During Reading
———— Graphic Organizer (PE, page 105; VLR I, page 20; UR 2, page 28)
———— Dramatic Recording: “Under the Harvest Moon” (AL, 0:41)
———— Dramatic Recording: “Theme in Yellow” (AL, 0:38)
———— Guided Reading Questions (PE, page 106; UR 2, page 29)
———— Reading Strategy: Continue to Visualize (RSR)
———— Fix-Up Idea: Think Aloud (RSR)

After Reading
———— Reading Strategy: Reflect on Your Visualization (RSR)
———— Standardized Test Practice: Compare and Contrast (RSR)
———— Respond to the Selection (PE, page 108; UR 2, page 29)
———— Investigate, Inquire, and Imagine (PE, page 111; UR 2, page 30)
———— Understanding Literature: Personification and Symbol (PE, page 111; UR 2, page 32)
———— Writer’s Journal: Brochure, Directions, or Free Verse Poem (PE, page 112; UR 2, page 32)
———— Vocabulary: Working with Word Roots (UR 2, page 33)
———— Applied English: Publicity (PE, page 112)
———— Language, Grammar, and Style: Direct Objects (PE, page 112; UR 2, page 34)
———— Study and Research: Using an Almanac (PE, page 112)
———— Related Reading: “A Letter to God” (PE, page 109)
———— Related Reading Questions (ATE, page 109; UR 2, page 29)
———— Selection Check Test 4.2.7 (ATE, page 108; UR 2, page 36; TG)
———— Selection Test 4.2.8 (UR 2, page 37; TG)
———— Internet activities at http://www.emcp.com
———— Free reading time

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Lesson Plan

“Under the Harvest Moon” and “Theme in Yellow,” page 105

Teacher’s Name ___________________________ Class __________________ Date __________________

| M | T | W | TH | F |

Individual Learning Strategies

—— Motivation: Discussing Fall (ATE, page 106)
—— Reading Proficiency: Reading Aloud (ATE, page 106)
—— English Language Learning: Vocabulary (ATE, page 106)
—— Special Needs: Explanation of the Selection (ATE, page 106)
—— Enrichment: Writing a Poem or Essay (ATE, page 106)

Cross-Curricular Activities

—— Pumpkin Carving (ATE, page 107)
—— Report on Hail (ATE, page 109)

Art Smart

—— Robert Delaunay (ATE, page 107; VLR II, page 16)

Literary Techniques

—— Allusion (ATE, page 108)

Additional Questions and Activities

—— Related Reading Questions (ATE, page 109; UR 2, page 29)

Flexible Grouping Suggestions

—— Motivation: Discussing Fall (ATE, page 106)
—— Cross-Curricular Activities: Report on Hail (ATE, page 109)
—— Additional Questions and Activities: Related Reading Questions (ATE, page 109; UR 2, page 29)
—— Investigate, Inquire, and Imagine (PE, page 111; UR 2, page 30)
—— Applied English: Publicity (PE, page 112)

Homework Suggestions

—— Understanding Literature: Personification and Symbol (PE, page 111; UR 2, page 32)
—— Writer’s Journal: Brochure, Directions, or Free Verse Poem (PE, page 112; UR 2, page 32)
—— Vocabulary: Working with Word Roots (UR 2, page 33)
—— Language, Grammar, and Style: Direct Objects (PE, page 112; UR 2, page 34)
—— Study and Research: Using an Almanac (PE, page 112)

Strategies for Developing Readers

Tackle Poetic Conventions

—— Help students understand how personification and symbolism can condense abstract thoughts and ideas into concrete images.
—— Read Reader’s Toolbox information aloud (PE, page 105).
—— Help students fill in their Graphic Organizers (PE, page 105).
—— Answer the questions found in Understanding Literature before reading (PE, page 111).

Additional Strategies of English Language Learners

—— Read the Reader’s Resource and Reader’s Toolbox aloud, and have a whole-class discussion (PE, page 105).
—— Pair ELL students with non-ELL students.
—— Have the pairs fill in the Graphic Organizer together (PE, page 105).
—— Have small groups work on Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 111; UR 2, page 30).

for “A Letter to God”

—— Ask if anyone can explain what ten centavo pieces and a hundred pesos are.
—— Read this poem aloud and discuss the irony of the last paragraph.
"The Green Mamba," page 113

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Unfamiliar setting; long sentences

Ease Factor: Exciting events

Synopsis: A poisonous snake invades a family’s house.

Goals/Objectives:
- to enjoy suspenseful writing about poisonous snakes
- to briefly describe some basic facts about snakes
- to define suspense and identify the details that help create it
- to define characterization and identify the details, both concrete and abstract, used to create a character
- to identify dialect and understand how it contributes to writing
- to conduct an interview
- to create a map

Related Readings: “How the Snake Got Poison” (page 121) and “The Dinner Party” (page 122)

Before Reading
- Daily Oral Language (VLR I, page 21; UR 2, page 40)
- Reader’s Toolbox: Suspense and Characterization (PE, page 113)
- Reader’s Resource: History Connection and Science Connection (PE, page 113)
- About the Author: Roald Dahl (PE, page 120)
- Reader’s Journal (PE, page 113; UR 2, page 40)
- Vocabulary from the Selection (ATE, page 115)
- Reading Strategy: Begin to Create Mind Pictures (RSR)

During Reading
- Dramatic Recording: “The Green Mamba” (AL, 14:29)
- Guided Reading Questions (PE, page 115; UR 2, page 40)
- Reading Strategy: Continue to Create Mind Pictures (RSR)
- Fix-Up Idea: Reread (RSR)

After Reading
- Reading Strategy: Reflect on Your Pictures (RSR)
- Standardized Test Practice: Draw Conclusions (RSR)
- Respond to the Selection (PE, page 120; UR 2, page 42)
- Investigate, Inquire, and Imagine (PE, page 124; UR 2, page 43)
- Understanding Literature: Suspense and Characterization (PE, page 124; UR 2, page 45)
- Writer’s Journal: Letter, Paragraph, or Short Story (PE, page 125; UR 2, page 45)
- Vocabulary: Connotation and Denotation (UR 2, page 46)
- Speaking and Listening & Collaborative Learning: Interviewing and Reporting (PE, page 125)
- Study and Research: Researching Poisonous Snakes (PE, page 126; UR 2, page 48)
- Language, Grammar, and Style: Indirect Objects (PE, page 126; UR 2, page 48)
- Critical Thinking: Linking Themes (PE, page 126)
- Media Literacy: Creating a Map (PE, page 126)
- Related Readings: “How the Snake Got Poison” and “The Dinner Party” (PE, pages 121 and 122)
- Related Reading Questions (ATE, page 123; UR 2, page 42)
- Dramatic Recording: “How the Snake Got Poison” (AL, 2:50)
- Dramatic Recording: “The Dinner Party” (AL, 2:40)
- Selection Check Test 4.2.9 (ATE, page 120; UR 2, page 50; TG)
- Selection Test 4.2.10 (UR 2, page 51; 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
Lesson Plan

“The Green Mamba,” page 113

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“The Green Mamba,” page 113

Teacher’s Name ___________________________ Class __________________________ Date

Strategies for Developing Readers

Tackle Unfamiliar Setting

- Have students find out more about the history and science connections on the Internet (Reader’s Resource, PE, page 113).
- Present students with a synopsis of the story, and discuss the time and place.
- Show students a map of the area. See the map on page 126, or bring in a map of your own.

Tackle Long Sentences

- Play the audio version of the story, or have skilled readers read the selection aloud, using appropriate vocal expression.
- Replay or reread difficult sections of the story.
- Have pairs use the Guided Reading Questions to check their understanding.

Additional Strategies for English Language Learners

- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 113).
- Before reading text, share information about cultural attitudes toward snakes (Cross-Curricular Connections, ATE, page 118).
- Include ELL students, if applicable, in the Reading Proficiency activity (ATE, page 114).
- Have ELL students place sticky notes near words they do not understand.
- Have partners complete the Language, Grammar, and Style activity (PE, page 126; UR 2, page 48).

for “How the Snake Got Poison”

- Use the audio version of this selection.
- Have students translate this into standard English.

for “The Dinner Party”

- Before reading text, share information about British rule in India (Cross-Curricular Connections, ATE, page 122).
- Have partners read and summarize the information about dinner parties.
“Ships in the Desert,” page 127

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Challenging

Difficulty Considerations: Scientific concepts; vocabulary; long sentences

Ease Factor: Vivid images in opening paragraphs

Synopsis: Al Gore discusses environmental issues.

Goals/Objectives:
• to analyze and appreciate an environmental essay
• to understand the importance of a balanced environment
• to define irony of situation and identify this type of irony
• to define figurative language and point to examples of figurative language
• to work as part of a group to research an environmental issue
• to write a press release on an environmental issue
• to use hyphens and dashes properly

Before Reading
_________ Daily Oral Language (VLR I, page 22; UR 2, page 55)
_________ Reader’s Toolbox: Irony of Situation and Figures of Speech (PE, page 127)
_________ Reader’s Resource: Science Connection (PE, page 127)
_________ About the Author: Al Gore (PE, page 135)
_________ Reader’s Journal (PE, page 127; UR 2, page 55)
_________ Vocabulary from the Selection (ATE, page 127)
_________ Vocabulary: Spelling by Syllables (VR, page 21)
_________ Reading Strategy: Make a Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 127; VLR I, page 22; UR 2, page 56)
_________ Guided Reading Questions (PE, page 130; UR 2, page 57)
_________ Reading Strategy: Write Down What You Learn (RSR)
_________ Fix-Up Idea: Unlock Difficult Words (RSR)

After Reading
_________ Reading Strategy: Reflect on What You Learned (RSR)
_________ Standardized Test Practice: Identify Main Ideas (RSR)
_________ Respond to the Selection (PE, page 135; UR 2, page 58)
_________ Investigate, Inquire, and Imagine (PE, page 136; UR 2, page 58)
_________ Understanding Literature: Irony of Situation and Figures of Speech (PE, page 136; UR 2, page 60)
_________ Writer’s Journal: News Headline, Narrative Paragraph, or Letter (PE, page 137; UR 2, page 60)
_________ Study and Research & Collaborative Learning: Environmental Concerns (PE, page 137)
_________ Media Literacy & Collaborative Learning: Writing a Proposal (PE, page 137)
_________ Language, Grammar, and Style: Hyphens and Dashes (PE, page 138; UR 2, page 61)
_________ Vocabulary: Words in Context (PE, page 138; UR 2, page 63)
_________ Selection Check Test 4.2.11 (ATE, page 135; UR 2, page 65; TG)
_________ Selection Test 4.2.12 (UR 2, page 67; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Ships in the Desert,” page 127

Teacher's Name ____________________________ Class ____________ Date ____________

Homework Suggestions

- Understanding Literature: Irony of Situation and Figures of Speech (PE, page 136; UR 2, page 60)
- Writer's Journal: News Headline, Narrative Paragraph, or Letter (PE, page 137; UR 2, page 60)
- Language, Grammar, and Style: Hyphens and Dashes (PE, page 138; UR 2, page 61)
- Vocabulary: Words in Context (PE, page 138; UR 2, page 63)

Strategies for Developing Readers

Tackle Scientific Concepts

- Make sure students understand the image described in the first paragraph.
- Thoroughly read Reader's Resource before reading the selection.
- Invite a science teacher to speak to students about ecology and environmental issues such as human encroachment and pollution.

Tackle Vocabulary

- Allow students to preview new words.
- Share information in the Pronunciation Key (ATE, page 129).
- Encourage students to predict the meaning of unknown words by using context clues provided in the story and in the Words for Everyday Use.
- Use activities found in the VR (page 21).

Tackle Long Sentences

- Have skilled readers read the selection aloud, using appropriate vocal expression.
- Reread difficult sections of the story.
- Have pairs use the Guided Reading Questions to check their understanding.

Additional Strategies for English Language Learners

- Read Reader's Resource and Reader's Toolbox aloud (PE, page 126).
- Read this essay in a small group with the teacher to help students understand language questions they have as they read. For instance, the teacher may want to stop and explain the fried egg example on page 130.
- Have pairs complete the Graphic Organizer (PE, page 127; VLR I, page 22; UR 2, page 56).
- After pairs complete the Investigate, Inquire, and Imagine questions, have a whole-class discussion (PE, page 136; UR 2, page 58).
- Have partners complete the grammar exercise (PE, page 138; UR 2, page 61) and the vocabulary exercise (PE, page 138; UR 2, page 63) together.

Individual Learning Strategies

- Motivation: Role-Playing Environmentalists (ATE, page 128)
- Reading Proficiency: Outlining Main Ideas (ATE, page 128)
- English Language Learning: Vocabulary (ATE, page 128)
- Special Needs: Listen to the Selection (ATE, page 128)
- Enrichment: Working for the Environment (ATE, page 128)

Cross-Curricular Activities

- Mapping Environmental Issues (ATE, page 129)
- Documentary on Vanishing Wilderness (ATE, page 130)
- Environmental Poster Contest (ATE, page 132)
- Reading a Chart (ATE, page 133)
- Coral Report (ATE, page 134)

Pronunciation Key

- Names (ATE, page 129)

Quotables

- Havelock Ellis (ATE, page 130)

Cross-Curricular Connections

- Industry and Pollution (ATE, page 131)

Additional Questions and Activities

- Discussing the Industrial Revolution (ATE, page 131)

Flexible Grouping Suggestions

- Motivation: Role-Playing Environmentalists (ATE, page 128)
- Reading Proficiency: Outlining Main Ideas (ATE, page 128)
- Enrichment: Working for the Environment (ATE, page 128)
- Cross-Curricular Activities: Mapping Environmental Issues (ATE, page 129)
- Cross-Curricular Activities: Documentary on Vanishing Wilderness (ATE, page 130)
- Cross-Curricular Activities: Environmental Poster Contest (ATE, page 132)
- Investigate, Inquire, and Imagine (PE, page 136; UR 2, page 58)
- Study and Research & Collaborative Learning, Environmental Concerns (PE, page 137)
- Media Literacy & Collaborative Learning: Writing a Proposal (PE, page 137)
Lesson Plan

“Song of the Thunders” and “Song of the Crows,” page 139

Teacher’s Name __________________________ Class __________________________ Date __________________

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<thead>
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**Reading Level:** Easy

**Difficulty Consideration:** Unfamiliar words

**Ease Factor:** Song lyric style

**Synopsis:** Two Native American dream songs describe the feelings of thunder and crows.

**Goals/Objectives:**
- to enjoy two Native American dream songs
- to briefly explain what dream songs are and explain a little of their history
- to define **oral tradition** and appreciate works from the oral tradition
- to define **personification** and identify examples of personification
- to locate Native American songs through research
- to rewrite a new article from a different point of view
- to share stories and songs from students’ oral traditions

**Before Reading**

- Daily Oral Language (VLR I, page 23; UR 2, page 71)
- Reader’s Toolbox: Oral Tradition and Personification (PE, page 139)
- Reader’s Resource: Cultural Connection (PE, page 139)
- About the Author: Frances Densmore (PE, page 142)
- Reader’s Journal (PE, page 139; UR 2, page 72)
- Vocabulary: Connotation and Denotation (VR, page 22)
- Reading Strategy: Begin to Visualize (RSR)

**During Reading**

- Graphic Organizer (PE, page 139; VLR I, page 23; UR 2, page 71)
- Dramatic Recording: “Song of the Thunders” (AL, 2:04)
- Guided Reading Questions (Art Smart, PE, page 140; UR 2, page 72)
- Reading Strategy: Continue to Visualize (RSR)
- Fix-Up Idea: Refocus (RSR)

**After Reading**

- Reading Strategy: Reflect on Your Visualization (RSR)
- Standardized Test Practice: Compare and Contrast (RSR)
- Fine Art: Patrick Des Jarlait (Art Smart, PE and ATE, page 142; VLR II, page 19; UR 2, page 72)
- Respond to the Selection (PE, page 142; UR 2, page 72)
- Investigate, Inquire, and Imagine (PE, page 143; UR 2, page 73)
- Understanding Literature: Oral Tradition and Personification (PE, page 143; UR 2, page 74)
- Writer’s Journal: Poem, Song, or Journal Entry (PE, page 144; UR 2, page 74)
- Vocabulary: Homonyms (UR 2, page 75)
- Language, Grammar, and Style: Distinguishing Prepositions from Infinitives (UR 2, page 76)
- Study and Research: Researching Songs (PE, page 144)
- Speaking and Listening: Writing a Song (PE, page 144)
- Media Literacy: Rewriting an Article (PE, page 144)
- Collaborative Learning: Sharing Stories (PE, page 144)
- Selection Check Test 4.2.13 (ATE, page 142; UR 2, page 77; TG)
- Selection Test 4.2.14 (UR 2, page 78; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**Reading Strategies Resource, Page 41**

**Reading Strategy:** Visualize

**Fix-Up Idea:** Refocus

**Standardized Test Practice:** Compare and Contrast

**South Carolina State Standards**

[click this box for details]
Lesson Plan

“Song of the Thunders” and “Song of the Crows,” page 139

Teacher’s Name ____________________________________________ Class ____________ Date __________________

Teaching Options

Individual Learning Strategies
________ Motivation: Enacting Clouds (ATE, page 140)
________ Reading Proficiency: Close Reading (ATE, page 140)
________ English Language Learning: Vocabulary (ATE, page 140)
________ Special Needs: Hearing the Song Aloud (ATE, page 140)
________ Enrichment: Dream Songs (ATE, page 140)

Cross-Curricular Activities
________ Music (ATE, page 141)

Internet Resources
________ Frances Densmore’s Recording (ATE, page 142)

Flexible Grouping Strategies
________ Motivation: Enacting Clouds (ATE, page 140)
________ Cross-Curricular Activities: Music (ATE, page 141)
________ Art Smart: Patrick Des Jarlait (PE and ATE, page 142; UR 2, page 72)
________ Investigate, Inquire, and Imagine (PE, page 143; UR 2, page 73)
________ Speaking and Listening: Writing a Song (PE, page 144)
________ Collaborative Learning: Sharing Stories (PE, page 144)

Homework Suggestions
________ Understanding Literature: Oral Tradition and Personification (PE, page 143; UR 2, page 74)
________ Writer’s Journal: Poem, Song, or Journal Entry (PE, page 144; UR 2, page 74)
________ Vocabulary: Homonyms (UR 2, page 75)
________ Language, Grammar, and Style: Distinguishing Prepositions from Infinitives (UR 2, page 76)
________ Study and Research: Researching Songs (PE, page 144)
________ Media Literacy: Rewriting an Article (PE, page 144)

Strategies for Developing Readers

Tackle Unfamiliar Words
________ Play the audio version of the “Song of the Thunders” so students can hear the Anishinabe pronunciations of the words.
________ Ask a music teacher or musically inclined student to sing the songs in English.

Additional Strategies for English Language Learners
________ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 139).
________ Read About the Author before reading (PE, page 142).
________ Use this selection to show how difficult it is to read and pronounce words in a language that students are not familiar with.
________ After reading the poems, listen to students read in the Anishinabe language (Internet Resources, ATE, page 142).
Lesson Plan

Unit Two
The World Around Us
Closing the Unit, pages 61–69

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

______ Dawn Land by Joseph Bruchac
______ Exploring Other Cultures (PE, page 145; UR 2, page 81)

Other Books Students May Want to Read

______ Native American Stories by Joseph Bruchac (PE, page 145)
______ Going Solo by Roald Dahl (PE, page 145)
______ Rootabaga Stories by Carl Sandburg (PE, page 145)

Guided Writing

Informative Writing: Developing a Comparison-Contrast Essay

Assignment: Students write an essay comparing and contrasting two topics (PE, pages 146–152).

Before Writing

______ Developing a Comparison-Contrast Essay (PE, page 146)
______ Professional Model (PE, page 146)
______ Writing Rubric (VLR I, page 118; WR, page 33)
______ Prewriting (PE, page 147; WR, page 31)
______ Student Model—Graphic Organizer (PE, page 147; WR, page 34)
______ Graphic Organizer (VLR I, page 118; WR, page 33)

During Writing

______ Drafting (PE, page 148)
______ Student Model—Draft (VLR I, page 119; WR, page 35)
______ Self- and Peer Evaluation (PE, page 148; WR, page 40)
______ Language, Grammar, and Style: State of Being Verbs; Keeping Verb Tense Consistent (PE, page 149; WR, page 36)
______ Revising and Proofreading (PE, page 150)
______ Student Model—Revised (PE, page 150; WR, page 43)

After Writing

______ Publishing and Presenting (PE, page 152)
______ Reflecting (PE, page 152)

SOUTH CAROLINA STATE STANDARDS

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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.

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Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet

Unit Two
The World Around Us
Closing the Unit, pages 61–69

Teacher’s Name ___________________________ Class __________________ Date __________________

Individual Learning Strategies

________ Motivation: Discussing Comparing and Contrasting (ATE, page 140)
________ Reading Proficiency: Active Reading (ATE, page 140)
________ English Language Learning: Active Reading (ATE, page 140)
________ Special Needs: Graphic Organizer (ATE, page 140)
________ Enrichment: Summarizing Comparison and Contrast Articles (ATE, page 140)

Flexible Grouping Suggestions

________ Special Needs Activity: Graphic Organizer (ATE, page 140; VLR I, page 118; WR, page 33)
________ Enrichment Activity: Summarizing Comparison and Contrast Articles (ATE, page 140)
________ Self- and Peer Evaluation (PE, page 148; WR, page 40)
________ Revising and Proofreading (PE, page 150)
________ Publishing and Presenting (PE, page 152)

Homework Suggestions

________ Graphic Organizer (VLR I, page 118; WR, page 33)
________ Language, Grammar, and Style: State of Being Verbs; Keeping Verb Tense Consistent
(PE, pages 149, 152; WR, page 36)

Unit Two Review

Review and Assessment

________ Words for Everyday Use (PE, page 153; UR 2, page 82)
________ Vocabulary Development (ATE, page 153)
________ Literary Tools (PE, page 153; UR 2, page 83)
________ Unit 2 Review (UR 2, page 82)
________ Unit 2 Study Guide (UR 2, page 85)
________ Unit 2 Test (UR 2, page 88; TG)

Reflecting on Your Reading

________ Genre (PE, page 153)
________ Theme (PE, page 153)
________ On Your Own (PE, page 154)
________ Group Project (PE, page 154)
________ Graphic Organizer (PE, page 154; UR 2, page 84)
Lesson Plan

Unit Three
From One World to Another
Opening the Unit, pages 156–158

Unit 3 Goals/Objectives:
• to enjoy fiction, nonfiction, and poems exploring the theme of going from one world to another
• to define and identify examples of autobiography, background information, chronological order, foreshadowing, frame story, homophones, internal conflict, irony of situation, point of view, and setting
• to engage in a meaningful independent reading experience by writing an online book review
• to write a personal letter
• to identify colorful nouns, verbs, and modifiers and demonstrate an ability to use colorful language

Lessons I Plan to Teach
_________ “Hollywood and the Pits,” page 159
_________ Insights: Geologic Time Chart, page 170
_________ Insights: The Passage of Time, page 171
_________ “The Serial Garden,” page 175
_________ Insights: Pop Art, page 192
_________ “An Unforgettable Journey,” page 197
_________ Related Reading: Hmong Storycloth, page 205
_________ “The Inn of Lost Time,” page 209
_________ Related Reading: “The Listeners,” page 224
_________ For Your Reading List, page 229
_________ Guided Writing—Expressive Writing: Composing a Personal Letter, page 230
_________ Unit Three Review, page 235

Getting Started in the Classroom
_________ Fine Art: Rene Magritte. Have students discuss how the artwork relates to the title of this unit (PE, page 156; VLR II, page 22).
_________ Echoes (PE, page 158)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 158)

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 156–157).
“Hollywood and the Pits,” page 159

Teacher's Name __________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Informational passages interrupt the story

**Ease Factor:** Familiar Subject Matter (parent/child conflict)

**Synopsis:** A young girl leaves early childhood stardom behind and finds it rewarding to work at the La Brea Tar Pits.

**Goals/Objectives:**
- to identify with a main character who is growing up and experiencing changes in her life
- to briefly state what the La Brea Tar Pits are and cite some facts about them
- to define first-person point of view
- to define and identify background information
- to define internal conflict and identify internal conflict in a story
- to answer critical questions on a nonfiction piece of writing

**Insights:** Geologic Time Chart (page 170) and The Passage of Time (page 171)

**Before Reading**
- Daily Oral Language (VLR I, page 25; UR 3, page 1)
- Reader's Toolbox: First-Person Point of View, Background Information, and Internal Conflict (PE, page 159)
- Reader's Resource: Science Connection (PE, page 159)
- About the Author: Cherylene Lee (PE, page 169)
- Reader's Journal (PE, page 159; UR 3, page 2)
- Vocabulary from the Selection (ATE, page 161)
- Vocabulary: Proverbs, Aphorisms, Popular Expressions, and Idioms (VR, page 24)
- Reading Strategy: Make a Chart (RSR)

**During Reading**
- Graphic Organizer (PE, page 159; VLR I, page 25; UR 3, page 1)
- Guided Reading Questions (PE, page 162; UR 3, page 2)
- Reading Strategy: Fill in the Chart (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Reflect on What You Wrote (RSR)
- Standardized Test Practice: Understand Character (RSR)
- Respond to the Selection (PE, page 169; UR 3, page 5)
- Investigate, Inquire, and Imagine (PE, page 172; UR 3, page 6)
- Understanding Literature: First-Person Point of View, Background Information, and Internal Conflict (PE, page 173; UR 3, page 8)
- Writer's Journal: Letter, Log, or Sentences (PE, page 173; UR 3, page 8)
- Speaking and Listening: Auditioning (PE, page 173)
- Study and Research & Applied English: Researching an Archaeological Site (PE, page 174; UR 3, page 10)
- Vocabulary: Adjectives (PE, page 174; UR 3, page 12)
- Insights: Geologic Time Chart (PE, page 170) and The Passage of Time (PE, page 171)
- Insights Questions (PE, page 171; UR 3, page 5)
- Selection Check Test 4.3.1 (ATE, page 169; UR 3, page 13; TG)
- Selection Test 4.3.2 (UR 3, page 15; TG)
- Internet activities at http://www.emcp.com

**Standardized Test Practice:**
- Understand Character

**Reading Strategies Resource, Page 45**
- Reading Strategy: Write Things Down
- Fix-Up Idea: Use Guided Reading Questions

**South Carolina State Standards**
- click this box for details
“Hollywood and the Pits,” page 159

Teacher’s Name ___________________________ Class __________________ Date __________________

M T W TH F

Cross-Curricular Activities: Researching Animals That Have Changed Little (ATE, page 170)
Investigate, Inquire, and Imagine (PE, page 172; UR 3, page 6)
Speaking and Listening: Auditioning (PE, page 173)

Homework Suggestions
Understanding Literature: First-Person Point of View, Background Information, and Internal Conflict (PE, page 173; UR 3, page 8)
Writer’s Journal: Letter, Log, or Sentences (PE, page 173; UR 3, page 8)
Study and Research & Applied English: Researching an Archaeological Site (PE, page 174; UR 3, page 10)
Vocabulary: Adjectives (PE, page 174; UR 3, page 12)

Strategies for Developing Readers
Tackle Informational Passages
Read the Reader’s Resource and the Reader’s Toolbox aloud (PE, page 159).
Present students with the information provided in the Reading Proficiency activity (ATE, page 160).
Have pairs read the selection aloud, with one person reading the narrative and the other person reading the background information.

Additional Strategies for English Language Learners
Explain the auditioning process (Reader’s Resource, PE, page 159).
Before reading, share information about Hollywood with students (Cross-Curricular Connections, ATE, page 161).
Have students find out more about the tar pits before they read. This is part of the Study and Research & Applied English activity (PE, page 174; UR 3, page 9).
Pair ELL students with advanced readers.
Have students answer Guided Reading Questions as they read.
Have small groups complete Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 172).
Have students place sticky notes near words they do not understand.
Have partners complete the Language, Grammar, and Style exercise (PE, page 174; UR 3, page 9).

Flexible Grouping Suggestions
Cross-Curricular Activities: Child Star Biography (ATE, page 162)
Cross-Curricular Activities: Human Growth and Development (ATE, page 165)

Other Resources
- Print Resources
- Audio Library
- Test Generator CD-ROM
- Internet


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“The Serial Garden,” page 175

Reading Level: Challenging

Difficulty Considerations: British terminology; vocabulary; selection length

Ease Factor: Vivid opening lines

Synopsis: A boy constructs a paper garden and discovers a mystery, only to lose his chance at resolution.

Goals/Objectives:
• to enjoy reading a story with elements of fantasy
• to define homophones and point to an example of homophones
• to briefly describe some advertising techniques
• to define foreshadowing and recognize foreshadowing in literary works
• to define and identify setting
• to write a business letter
• to work collaboratively to write a jingle
• to understand words created using base words and prefixes

Insights: Pop Art (page 192)

Before Reading

Daily Oral Language (VLR I, page 26; UR 3, page 20)
Reader’s Resource: Homophones (PE, page 175)
Reader’s Toolbox: Foreshadowing and Setting (PE, page 175)
About the Author: Joan Aiken (PE, page 191)
Reader’s Journal (PE, page 175; UR 3, page 21)
Vocabulary from the Selection (ATE, page 176)
Vocabulary: British English and American English (VR, page 26)
Reading Strategy: Begin to Picture What May Happen (RSR)

During Reading

Graphic Organizer (PE, page 175; VLR I, page 26; UR 3, page 20)
Dramatic Recording: “The Serial Garden” (AL, 44:33)
Guided Reading Questions (PE, page 178; UR 3, page 21)
Reading Strategy: Continue to Create Mind Pictures (RSR)
Fix-Up Idea: Read in Shorter Chunks (RSR)

After Reading

Reading Strategy: Share Your Pictures (RSR)
Standardized Test Practice: Identify the Author’s Purpose (RSR)
Respond to the Selection (PE, page 191; UR 3, page 24)
Investigate, Inquire, and Imagine (PE, page 194; UR 3, page 26)
Understanding Literature: Foreshadowing and Setting (PE, page 194; UR 3, page 27)
Writer’s Journal: Paragraph, Journal Entry, or Scene (PE, page 195; UR 3, page 27)
Applied English: Writing a Business Letter (PE, page 195)
Media Literacy & Collaborative Learning: Advertising (PE, page 195)
Vocabulary: Understanding Base Words and Prefixes (PE, page 196; UR 3, page 28)
Language, Grammar, and Style: Recognizing Adjectives and Adverbs (UR 3, page 30)
Insights: Pop Art (PE, page 192)
Dramatic Recording: “Pop Art” (AL, 2:48)
Insights Questions (ATE, page 193; UR 3, page 25)
Selection Check Test 4.3.3 (ATE, page 192; UR 3, page 31; TG)
Selection Test 4.3.4 (UR 3, page 33; TG)
Internet activities at http://www.emcp.com
Free reading time

SOUTH CAROLINA STATE STANDARDS

click this box for details
“The Serial Garden,” page 175

Teacher’s Name ___________________________________ Class __________________ Date __________________

M T W TH F

Individual Learning Strategies

Motivation: Videotaping Commercials (ATE, page 176)
Reading Proficiency: Previewing Dialect (ATE, page 176)
English Language Learning: Vocabulary (ATE, page 176)
Special Needs: Collaborative Learning (ATE, page 177)
Enrichment: Creating a Garden (ATE, page 177)

Historical Notes

Gardens (ATE, page 177)
Advertising (ATE, page 178)

Cross-Curricular Activities

Showing Projects (ATE, page 179)
Analyzing Jingles (ATE, page 180)
British Currency (ATE, page 181)
Images of Gardens (ATE, page 183)
Garden Video and Preparing a Garden (ATE, page 186)

Quotables

Hippocrates (ATE, page 179)
Alfred, Lord Tennyson (ATE, page 191)

Literary Techniques

Fantasy (ATE, page 180)
Character, Characterization, and Setting (ATE, page 182)
Dialect (ATE, page 184)
Character (ATE, page 187)
Suspense (ATE, page 190)
Comic Relief (ATE, page 190)

Additional Questions and Activities

Discussing Imagination (ATE, page 181)
Predicting (ATE, page 185)
Reading Comprehension (ATE, page 188)
Describing Princess’s Personality (ATE, page 189)
Insights Questions (ATE, page 193; UR 3, page 25)

Art Smart

Romanticism (ATE, page 183)
Humphry Repton (ATE, page 189)
Andy Warhol (ATE, page 193; VLR II, pages 25 and 28)

Literary Note

Everlasting Life (ATE, page 191)

Flexible Grouping Suggestions

Motivation: Videotaping Commercials (ATE, page 176)
Special Needs: Collaborative Learning (ATE, page 177)
Enrichment: Creating a Garden (ATE, page 177)
Cross-Curricular Activities: Analyzing Jingles (ATE, page 180)
Cross-Curricular Activities: British Currency (ATE, page 181)
Art Smart: Humphry Repton (ATE, page 189)
Art Smart: Andy Warhol (ATE, page 193; VLR 11, pages 25 and 28)
Investigate, Inquire, and Imagine (PE, page 194; UR 3, page 26)
Media Literacy & Collaborative Learning: Advertising (PE, page 195)

Homework Suggestions

Understanding Literature: Foreshadowing and Setting (PE, page 194; UR 3, page 27)
Writer’s Journal: Paragraph, Journal Entry, or Scene (PE, page 195; UR 3, page 27)
Applied English: Writing a Business Letter (PE, page 195)
Vocabulary: Understanding Base Words and Prefixes (PE, page 196; UR 3, page 28)

(Strategies for Developing Readers are on page 36.)
“The Serial Garden,” page 175

Teacher’s Name ___________________________ Class __________________ Date __________________

**Strategies for Developing Readers**

**Tackle British Terminology**

- Play the audio version of the story, so students can hear the pronunciations of the words.
- Share information provided in the Reading Proficiency activity (ATE, page 176).
- Share information about dialect (Literary Technique, ATE, page 184).

**Tackle Vocabulary**

- Allow students to preview the vocabulary words and footnotes.
- Share information in the Pronunciation Key (ATE, page 176).
- Encourage students to predict the meaning of unknown words by using context clues in the story and in the Words for Everyday Use.
- Use activities found in the VR (page 26).

**Tackle Selection Length**

- Read and discuss the story in shorter sections.
- Have pairs read and answer the Guided Reading Questions together.
- Increase students’ understanding of the story by sharing information included in Additional Questions and Activities (ATE, pages 181, 185, 188, and 189).

**Additional Strategies for English Language Learners**

- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 175).
- Unless ELL students are very proficient in speaking and understanding English, have them listen to this story (AL, 44:33). Have students stop and answer the Guided Reading Questions as they listen. This can be done in small groups.
- Have small groups complete Literary Techniques: Dialect (ATE, page 184), Investigate, Inquire, and Imagine questions (PE, page 194, UR 3, page 26), and Vocabulary: Understanding Base Words and Prefixes (PE, page 196, UR 3, page 28).
- Use activities for Spanish speakers (SR, page 30).

**Additional Strategies for Pop Art**

- Read this selection aloud and have a whole-class discussion.
- Discuss the questions raised in Additional Questions and Activities: Insights Questions (ATE, page 193; UR 3, page 25) and Art Smart: Andy Warhol (ATE, page 193; VLR, pages 25 and 28).
**Lesson Plan**

**“An Unforgettable Journey,” page 197**

Teacher’s Name ____________________ Class __________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Unfamiliar topic; unfamiliar setting

**Ease Factor:** First-person point of view

**Synopsis:** Author Maijue Xiong recounts her family's exodus from Laos after the fall of South Vietnam.

**Goals/Objectives:**
- to enjoy an autobiography and identify with its narrator
- to briefly describe the history of the Hmong and the "Secret War" in Laos
- to define autobiography and recognize the point of view of an autobiography
- to define chronological order and identify when events are written in this order
- to identify and distinguish between prepositions, conjunctions, and interjections
- to conduct an interview
- to work as part of a group to research Southeast Asia

**Related Reading:** Hmong Storycloth (page 205)

**Before Reading**
- Daily Oral Language (VLR I, page 27; UR 3, page 38)
- Reader’s Toolbox: Autobiography, Point of View, and Chronological Order (PE, page 197)
- Reader’s Resource: History Connection (PE, page 197)
- About the Author: Maijue Xiong (PE, page 204)
- Reader’s Journal (PE, page 197; UR 3, page 38)
- Vocabulary from the Selection (ATE, page 199)
- Vocabulary: Word Roots (VR, page 28)
- Reading Strategy: Preview Chronological Order (RSR)

**During Reading**
- Graphic Organizer (PE, page 207; VLR I, page 27; UR 3, page 43)
- Guided Reading Questions (PE, page 200; UR 3, page 38)
- Reading Strategy: Make a Time Line of Events (RSR)
- Fix-Up Idea: Think Aloud (RSR)

**After Reading**
- Reading Strategy: Review Your Time Line (RSR)
- Standardized Test Practice: Identify Chronological Order (RSR)
- Respond to the Selection (PE, page 204; UR 3, page 40)
- Investigate, Inquire, and Imagine (PE, page 206; UR 3, page 41)
- Understanding Literature: Autobiography, Point of View, and Chronological Order (PE, page 207; UR 3, page 43)
- Writer’s Journal: Advice Column, List, or Interview Questions (PE, page 207; UR 3, page 44)
- Language, Grammar, and Style: Prepositions, Conjunctions, and Interjections (PE, page 208; UR 3, page 45)
- Speaking and Listening: Interviewing (PE, page 208; UR 3, page 47)
- Study and Research & Collaborative Learning: Southeast Asia (PE, page 208; UR 3, page 46)
- Critical Thinking: Reading a Storycloth (PE, page 208; UR 3, page 48)
- Vocabulary: Identifying Word Origins (UR 3, page 49)
- Related Reading: Hmong Storycloth (PE, page 208)
- Selection Check Test 4.3.5 (ATE, page 205; UR 3, page 50; TG)
- Selection Test 4.3.6 (UR 3, page 52; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**South Carolina State Standards**

**Reading Strategies Resource, Page 53**
- Reading Strategy: Write Things Down
- Fix-Up Idea: Think Aloud
- Standardized Test Practice: Identify Chronological Order

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

“An Unforgettable Journey,” page 197

Teacher’s Name ____________________________ Class _______ Date ____________

Teaching Options

Individual Learning Strategies

- Motivation: Story in Visual Format (ATE, page 198)
- Reading Proficiency: Identifying Main Ideas (ATE, page 198)
- English Language Learning: Vocabulary (ATE, page 198)
- Special Needs: Enacting Scenes (ATE, page 198)
- Enrichment: Researching Turmoil in Southeast Asia (ATE, page 198)

Cross-Curricular Connections

- CIA (ATE, page 199)
- Cambodia (ATE, page 200)
- Gender and Cultural Values (ATE, page 203)

Cross-Curricular Activities

- CIA Activities (ATE, page 199)
- Researching Refugees (ATE, page 202)

Pronunciation Key

- Names and Places (ATE, page 199)

Literary Techniques

- Simile (ATE, page 201)

Art Smart

- Analyzing a Photograph (ATE, page 203; UR 3, page 40)

Additional Questions and Activities

- Reading Comprehension (ATE, page 204)

Flexible Grouping Suggestions

- Reading Proficiency: Identifying Main Ideas (ATE, page 198)
- Special Needs: Enacting Scenes (ATE, page 198)
- Enrichment: Researching Turmoil in Southeast Asia (ATE, page 198)
- Cross-Curricular Activities: CIA Activities (ATE, page 199)
- Cross-Curricular Activities: Researching Refugees (ATE, page 202)
- Investigate, Inquire, and Imagine (PE, page 206; UR 3, page 41)
- Study and Research & Collaborative Learning: Learning about Southeast Asia (PE, page 208)

Homework Suggestions

- Understanding Literature: Autobiography, Point of View, and Chronological Order (PE, page 207; UR 3, page 43)
- Writer’s Journal: Advice Column, List, or Interview Questions (PE, page 207; UR 3, page 44)
- Graphic Organizer (PE, page 207; UR 3, page 43; VLR I, page 27)
- Language, Grammar, and Style: Prepositions, Conjunctions, and Interjections (PE, page 208; UR 3, page 45)
- Speaking and Listening: Interviewing (PE, page 208; UR 3, page 47)
- Critical Thinking: Reading a Storycloth (PE, page 208; UR 3, page 48)
- Vocabulary: Identifying Word Origins (UR 3, page 49)

Strategies for Developing Readers

Tackle Unfamiliar Topic and Setting

- Thoroughly read Reader’s Resource before reading the selection (PE, page 197).
- Present students with a synopsis of the story, including time, place, and political atmosphere of Laos in the 1970s.
- Share information about the Khmer Rouge (Cross-Curricular Connections, ATE, page 200).

Additional Strategies for English Language Learners

- After giving students a synopsis of this story, ask if anyone has left a native country because of war. Be sensitive to students’ feelings; this may bring back difficult memories for some students.
- Before reading the selection, read about the storycloth on page 205 and explain its chronological order (About the Related Reading, PE, page 204).
- Before reading, analyze the photograph on page 203 (Art Smart, ATE, page 203).
- Pair ELL students with advanced readers. Read the story in sections. Read first to the end of page 202. Then have students go back and answer the Guided Reading Questions. Have students continue reading and answering Guided Reading Questions until they reach the end.
- Discuss Investigate, Inquire, and Imagine questions after students discuss them in small groups (PE, page 206).
- If ELL students agree, and if it is applicable, use cultural backgrounds for Cross-Curricular Activities: Researching Refugees (ATE, page 202). Have students include their own stories in this research.
- Use activities for Spanish speakers (SR, page 39).
- Have students create their own storycloth and have them compare their stories to Mee Vang’s and Maijue Xiong’s stories (Critical Thinking: Reading a Storycloth, PE, page 208).
Lesson Plan

“The Inn of Lost Time,” page 209

Reading Level: Challenging

Difficulty Considerations: Frame story; vocabulary; selection length

Ease Factor: Interesting plot developments

Synopsis: This story within a story tells about a traveling samurai and the man he serves who are almost tricked into believing that they have traveled through time.

Goals/Objectives:
• to enjoy a story with an unexpected plot twist
• to briefly state what a samurai is and what the situation was like in feudal Japan during the 1700s
• to define frame story and point to both the frame and the story-within-the-story in such works of fiction
• to define foreshadowing and point to elements of foreshadowing
• to define irony of situation and recognize this type of irony in literary works
• to use metaphors
• to research samurai using library materials
• to critically view a film featuring samurai

Related Reading: “The Listeners” (page 224)

Before Reading

Daily Oral Language (VLR I, page 28; UR 3, page 57)  
Reader's Resource: History Connection (PE, page 209)  
Reader's Toolbox: Frame Story, Foreshadowing, and Irony of Situation (PE, page 209)  
About the Author: Lensy Namioka (PE, page 223)  
Reader's Journal (PE, page 209; UR 3, page 57)  
Vocabulary from the Selection (ATE, page 209)  
Vocabulary: High-Frequency Spelling Rules (VR, page 30)  
Reading Strategy: Gather Information (RSR)

During Reading

Graphic Organizer (PE, page 227; VLR I, page 28; UR 3, page 65)  
Guided Reading Questions (PE, page 211; UR 3, page 57)  
Reading Strategy: Make Predictions (RSR)  
Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading

Reading Strategy: Access Your Prediction (RSR)  
Standardized Test Practice: Discuss Plot Development (RSR)  
Respond to the Selection (PE, page 223; UR 3, page 63)  
Investigate, Inquire, and Imagine (PE, page 226; UR 3, page 63)  
Understanding Literature: Frame Story, Foreshadowing, and Irony of Situation (PE, page 227; UR 3, page 64)  
Writer's Journal: Formal Message, Letter of Complaint, or Itinerary (PE, page 228; UR 3, page 66)  
Language, Grammar, and Style: Using Metaphors (PE, page 228; UR 3, page 67)  
Speaking and Listening: Acting (PE, page 228)  
Study and Research: Researching (PE, page 228; UR 3, page 68)  
Media Literacy: Critical Viewing (PE, page 228)  
Vocabulary: Synonyms (UR 3, page 69)  
Related Reading: “The Listeners” (PE, page 224)  
Dramatic Recording: “The Listeners” (AL, 1:50)  
Selection Check Test 4.3.7 (ATE, page 223; UR 3, page 70; TG)  
Selection Test 4.3.8 (UR 3, page 72; TG)  
Internet activities at http://www.emcp.com

Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

“The Inn of Lost Time,” page 209

Teacher’s Name ___________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

 Motivation: Sharing Ghost Stories (ATE, page 210)
 Reading Proficiency: Previewing the Frame Tale (ATE, page 210)
 English Language Learning: Vocabulary (ATE, page 210)
 Special Needs: Oral Reading Presentation (ATE, page 210)
 Enrichment: Researching a Setting (ATE, page 210)

Cross-Curricular Activities

 Japanese Theater (ATE, page 211)

Additional Questions and Activities

 Children’s Stories (ATE, page 211)
 Wishing Time Away (ATE, page 213)
 Reading Comprehension (ATE, pages 216 and 218)
 Analyzing (ATE, page 221)
 Comparing the Selection to Rip van Winkle (ATE, page 222)
 Analyzing a Poem (ATE, page 224)

Pronunciation Key

 Japanese Names (ATE, page 211)

Art Smart

 Utagawa Hiroshige (ATE, page 212; VLR II page 31; UR 3, page 62)

Literary Techniques

 Folk Tale (ATE, page 212)
 Narrator (ATE, page 214)
 Repetition (ATE, page 214)
 Stereotype (ATE, page 215)
 Suspense (ATE, page 219)
 Mood (ATE, page 224)
 Rhyme (ATE, page 225)

Quotables

 Andrew Marvell (ATE, page 213)
 Robert Herrick (ATE, page 220)

Cross-Curricular Connections

 Medieval Japan and Europe (ATE, page 215)
 Robert Herrick (ATE, page 220)

Literary Note

 Japanese Script (ATE, page 217)
 Carpe Diem (ATE, page 220)

Flexible Grouping Suggestions

 Cross-Curricular Activities: Japanese Theater (ATE, page 211)
 Art Smart: Utagawa Hiroshige (ATE, page 212; VLR II, page 31; UR 3, page 62)
 Literary Note: Carpe Diem (ATE, page 220)
 Additional Questions and Activities: Analyzing (ATE, page 221)
 Investigate, Inquire, and Imagine (PE, page 226; UR 3, page 63)
 Speaking and Listening: Acting (PE, page 228)
 Media Literacy: Critical Viewing (PE, page 228)

Homework Suggestions

 Understanding Literature: Frame Story, Foreshadowing, and Irony of Situation (PE, page 227; UR 3, page 64)
 Graphic Organizer (PE, page 227; UR 3, page 65; VLR I, page 28)
 Writer’s Journal: Formal Message, Letter of Complaint, or Itinerary (PE, page 228; UR 3, page 66)
 Language, Grammar, and Style: Using Metaphors (PE, page 228; UR 3, page 67)
 Study and Research: Researching (PE, page 228; UR 3, page 68)
 Vocabulary: Synonyms (UR 3, page 69)
**“The Inn of Lost Time,” page 209**

Teacher’s Name ____________________________ Class __________________ Date __________________

<table>
<thead>
<tr>
<th>Strategies for Developing Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tackle Frame Story</strong></td>
</tr>
<tr>
<td>——— Have students share their answers to the Reader’s Journal question aloud.</td>
</tr>
<tr>
<td>——— Thoroughly read Reader’s Toolbox, focusing especially on the frame story definition.</td>
</tr>
<tr>
<td>——— Present students with information provided in Reading Proficiency (ATE, page 210).</td>
</tr>
<tr>
<td>——— Visually represent the frame story through use of a picture frame: the frame represents the present while the space inside the frame represents the past.</td>
</tr>
<tr>
<td>——— Have students read the beginning of the story aloud.</td>
</tr>
</tbody>
</table>

| Tackle Vocabulary |
|—— Have students preview vocabulary words and footnotes. |
|—— Encourage students to predict meanings of unknown words by using context clues included in the story and in the Words for Everyday Use. |
|—— Use the activities found in the VR (page 30). |

| Tackle Selection Length |
|—— Read story in shorter sections. |
|—— Have pairs answer the Guided Reading Questions as they read. |
|—— To expand students’ understanding, use the Additional Questions and Activities (ATE, pages 211, 213, 216, 218, 219, and 222). |

**Additional Strategies for English Language Learners**

| ——— Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 209). |
|—— Include ELL students in Reading Proficiency activity (ATE, page 210). |
|—— Have ELL students place sticky notes near words they do not understand. |
|—— Have small groups read this story. Have one student read to the first Guided Reading Question; have the group discuss the answer. Then have another student read to the next question; have the group discuss the answer. Continue reading in this manner until the end of the story. |
|—— Have small groups complete the Investigate, Inquire, and Imagine questions (PE, page 226). |
|—— Ask students if text written in their native language is the same as or different from English text, which flows from left to right. (Literary Note, ATE, page 217). |
|—— Have partners complete the Graphic Organizer (PE, page 227). |

**for “The Listeners”**

| ——— Read this poem aloud to the whole class. |
Unit Three
From One World to Another
Closing the Unit, pages 229–237

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 Wolves of Willoughby Chase by Joan Aiken
_________ Book Review (PE, page 229; UR 3, page 76)

Other Books Students May Want to Read
_________ Black Hearts in Battersea, Nightbirds on Nantucket, The Stolen Lake, The Cuckoo Tree, and Dido and Pa by Joan Aiken (PE, page 229)
_________ Village of the Vampire Cat by Lensey Namioka (PE, page 229)
_________ The Black Cauldron by Lloyd Alexander (PE, page 229)
_________ Northanger Abbey by Jane Austen (PE, page 229)

Guided Writing
Expressive Writing: Composing a Personal Letter


Before Writing
_________ Composing a Personal Letter (PE, page 230)
_________ Professional Model (PE, page 230)
_________ Writing Rubric (VLR I, page 122; WR, page 58)
_________ Prewriting (PE, page 231; WR, page 46)
_________ Student Model—Graphic Organizer (PE, page 231; WR, page 48)
_________ Graphic Organizer (VLR I, page 121; WR, page 47)

During Writing
_________ Drafting (PE, page 232)
_________ Student Model—Draft (WR, page 49)
_________ Self– and Peer Evaluation (PE, page 232; WR, page 53)
_________ Language, Grammar, and Style: Adding Colorful Language to Sentences (PE, page 232; WR, page 50)
_________ Student Model—Revised (PE, page 233; WR, page 56)

After Writing
_________ Revising and Proofreading (PE, page 234)
_________ Publishing and Presenting (PE, page 234)
_________ Reflecting (PE, page 230)
Unit Three
From One World to Another
Closing the Unit, pages 229–237

Teacher’s Name ____________________________ Class ______________ Date ______________

Individual Learning Strategies

- Motivation: Viewing a Movie and Discussing Letter Writing (ATE, page 231)
- Reading Proficiency: Types of Reading (ATE, page 231)
- English Language Learning: Writing in a Native Language (ATE, page 231)
- Special Needs: Graphic Organizer (ATE, page 231)
- Enrichment: Discussing Correspondence of a Famous Writer (ATE, page 231)

Flexible Grouping Suggestions

- Special Needs Activity: Graphic Organizer (ATE, page 231; VR I, page 121; WR, page 47)
- Enrichment Activity: Discussing Correspondence of a Famous Writer (ATE, page 231)
- Self- and Peer Evaluation (PE, page 232; WR, page 53)
- Revising and Proofreading (PE, page 234)
- Publishing and Presenting (PE, page 234)

Homework Suggestions

- Graphic Organizer (VLR I; page 121; WR, page 47)
- Language, Grammar, and Style: Adding Colorful Language to Sentences (PE, page 232; WR, page 50)

Unit Three Review

Review and Assessment

- Words for Everyday Use (PE, page 235; UR 3, page 77)
- Vocabulary Development (ATE, page 235)
- Literary Tools (PE, page 235; UR 3, page 78)
- Unit 3 Review (UR 3, page 77)
- Unit 3 Study Guide (UR 3, page 80)
- Unit 3 Test (UR 3, page 84; TG)

Reflecting on Your Reading

- Theme (PE, page 236)
- Genre (PE, page 236)
- Group Project (PE, page 236)
- Critical Thinking (PE, page 237; UR 3, page 79)
- On Your Own (PE, page 237)
Lesson Plan

Unit Four
A Sporting Life
Opening the Unit, pages 238–240

Teacher's Name ___________________________ Class ___________ Date ___________ 

Dates I Plan to Teach This Unit ___________________________ 

Unit 4 Goals/Objectives:
• to enjoy fiction, nonfiction, and poems exploring the theme of the sporting life
• to define and identify examples of anecdote, autobiography, concrete poem, description, dialect, memoir, metaphor, personification, point of view, stage directions, and tone
• to engage in a meaningful independent reading experience by reading a sports poem anthology and writing a related art feature
• to write an autobiographical memoir
• to demonstrate an ability to use subject-verb agreement

Lessons I Plan to Teach

_________ How She Played the Game, page 241
_________ “First Love” and “Point Guard,” page 262
_________ “400-Meter Freestyle,” page 269
_________ Related Reading: The Women’s 400 Meters, page 273
_________ from Off the Court, page 276
_________ Related Reading: “Tennis in the City: for Arthur Ashe,” page 290
_________ Related Reading: “A Black Athlete Looks at Education,” page 291
_________ “Roberto Clemente: A Bittersweet Memoir,” page 295
_________ Insights: Roberto Clemente’s Career Statistics with the Pittsburgh Pirates, page 307
_________ Related Reading: “Searching for January,” page 308
_________ For Your Reading List, page 315
_________ Guided Writing—Narrative Writing: Generating an Autobiographical Memoir, page 316
_________ Unit Four Review, page 322

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 238–239).

Getting Started in the Classroom

_________ Fine Art: André Lhote. Have students discuss how the artwork relates to the title of this unit (PE, page 238).
_________ Echoes (PE, page 240)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 240)

Print Resources
Transparency
Audio Library
Test Generator CD-ROM
Internet

Lesson Plan

How She Played the Game, page 241

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Selection length

Ease Factor: Short sections

Synopsis: A collection of female sports stars take to the stage to tell their stories.

Goals/Objectives:
- to appreciate a play about female athletes
- to name some well-known female athletes
- to define dialect and identify examples of dialect in writing
- to define stage directions and identify stage directions in a play
- to research a sports star
- to prepare and deliver a speech
- to compare and contrast two articles on an athlete

Before Reading
- Daily Oral Language (VLR I, page 30; UR 4, page 1)
- Reader’s Toolbox: Dialect and Stage Directions (PE, page 241)
- Reader’s Resource: Biographies (PE, page 241)
- Reader’s Journal (PE, page 241; UR 4, page 1)
- Vocabulary from the Selection (ATE, page 241)
- Vocabulary: PAVE—Predict, Associate, Verify, Evaluate (VR, page 32)
- Reading Strategy: Organizational Features (RSR)

During Reading
- Reading Strategy: Use Organizational Features as You Read (RSR)
- Fix-Up Idea: Visualize (RSR)
- Guided Reading Questions (PE, page 243; UR 4, page 1)

After Reading
- Reading Strategy: Reflect on Your Experience (RSR)
- Standardized Test Practice: Determine Pattern of Organization (RSR)
- Respond to the Selection (PE, page 258; UR 4, page 4)
- Investigate, Inquire, and Imagine (PE, page 259; UR 4, page 4)
- Understanding Literature: Dialect and Stage Directions (PE, page 259; UR 4, page 6)
- Graphic Organizer (PE, page 260; VLR I, page 30; UR 4, page 6)
- Writer’s Journal: Note, Paragraph, or Stage Directions (PE, page 260; UR 4, page 6)
- Vocabulary: Synonyms (UR 4, page 7)
- Language, Grammar, and Style: Working with Negatives (PE, page 261; UR 4, page 8)
- Study and Research: Researching a Sports Star (PE, page 261)
- Speaking and Listening: Preparing a Speech (PE, page 261)
- Media Literacy: Analyzing an Article (PE, page 261; UR 4, page 9)
- Selection Check Test 4.4.1 (ATE, page 258; UR 4, page 10; TG)
- Selection Test 4.4.2 (UR 4, page 12; TG)
- Internet activities at http://www.emcp.com
- Free reading time
How She Played the Game, page 241

Teacher's Name _____________________________ Class _____________________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Talking about Sports Heroes (ATE, page 242)

Reading Proficiency: Collaborative Learning (ATE, page 242)

English Language Learning: Vocabulary (ATE, page 242)

Special Needs: Watching a Videotape of the Play (ATE, page 242)

Enrichment: Researching an Athlete Who Overcame Adversity (ATE, page 242)

Historical Note

Corset (ATE, page 243)

Hitler and the Holocaust (ATE, page 253)

1936 Olympics (ATE, page 254)

Cross-Curricular Activities

Researching Fashion Revolutions (ATE, page 243)

Polo (ATE, page 244)

“Tennis, Anyone?” (ATE, page 245)

Researching Tennis Players (ATE, page 246)

Researching Someone Who Overcame a Hearing Impairment (ATE, page 248)

Enacting the Play (ATE, page 257)

Pronunciation Key

Names (ATE, page 242)

Art Smart

Examining a Photograph (ATE, page 244)

Quotables

John Webster (ATE, page 245)

William Wordsworth (ATE, page 251)

Additional Questions and Activities

Althea Gibson (ATE, page 247)

Gertrude Ederle (ATE, page 249)

Watching and Writing about Skating (ATE, page 251)

Writing about Priorities (ATE, page 252)

Gretel Bergmann (ATE, page 255)

Discussing “Miss Purple Club” (ATE, page 256)

Sports Day (ATE, page 257)

Tennis Players (ATE, page 246)

Cross-Curricular Activities: Researching Someone Who Overcame a Hearing Impairment (ATE, page 248)

Additional Questions and Activities:

Discussing “Miss Purple Club” (ATE, page 256)

Homework Suggestions

Understanding Literature: Dialect and Stage Directions (PE, page 259; UR 4, page 6)

Graphic Organizer (PE, page 260; UR 4, page 6)

Writer’s Journal: Note, Paragraph, or Stage Directions (PE, page 260; UR 4, page 7)

Vocabulary: Synonyms (UR 4, page 7)

Language, Grammar, and Style: Working with Negatives (PE, page 261; UR 4, page 8)

Speaking and Listening: Preparing a Speech (PE, page 261)

Media Literacy: Analyzing an Article (PE, page 261; UR 4, page 9)

Strategies for Developing Readers

Tackle Selection Length

Read about one woman at a time.

Have pairs read and answer the Guided Reading Questions.

Have students write down important things they learn about each woman.

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, Page 241).

Share information provided in the Pronunciation Key (ATE, page 242).

Give a complete explanation of a collage (PE, page 242).

Have a drama student act out one of the scenes so that students can visualize the action.

Include ELL students, if applicable, in the Reading Proficiency activity (ATE, page 242).

Have students place sticky notes near words or phrases they do not understand.

Read this play in sections. Look at the photo of each athlete before reading. As each section is read, do all of the activities for that section. For example, Eleonora Randolph Sears would include: Corset (ATE, page 243), Examining Photo (PE, page 244), Polo (ATE, page 244). Discuss each woman completely, then continue with the next section.

Have partners complete the grammar exercise (Language, Grammar, and Style, PE, page 261; ur 4, page 8).
Lesson Plan

“First Love” and “Point Guard,” page 262

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Poetic style

Ease Factors: Vocabulary; selection length

Synopsis: Both poems describe basketball players.

Goals/Objectives:
• to enjoy two poems about basketball
• to briefly explain the history of basketball and some of the positions in modern basketball
• to define point of view and identify the point of view used in a poem
• to define tone and recognize the tone of a literary work
• to write a sports article using colorful nouns, verbs, and modifiers
• to work as a group to create and practice a cheer
• to create a time line of basketball history
• to write letters of request and thanks for a sports memorabilia raffle

Before Reading
_________ Daily Oral Language (VLR I, page 32; UR 4, page 18) 
_________ Reader’s Toolbox: Point of View and Tone (PE, page 262)
_________ Reader’s Resource: Sports Connection (PE, page 262)
_________ About the Authors: Carl Lindner and Arnold Adoff (PE, page 265)
_________ Reader’s Journal (PE, page 262; UR 4, page 18)
_________ Vocabulary: Semantic Families (VR, page 36)
_________ Reading Strategy: Read for Tone (RSR)

During Reading
_________ Graphic Organizer (PE, page 267; VLR I, page 32; UR 4, page 20)
_________ Dramatic Recording: “First Love” (AL, 0:55)
_________ Guided Reading Questions (PE, page 263; UR 4, page 18)
_________ Reading Strategy: Use Sticky Notes (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Reflect on Your Sticky Notes (RSR)
_________ Standardized Test Practice: Identify Author’s Tone (RSR)
_________ Respond to the Selection (PE, page 265; UR 4, page 18)
_________ Investigate, Inquire, and Imagine (PE, page 266; UR 4, page 19)
_________ Understanding Literature: Point of View and Tone (PE, page 266; UR 4, page 20)
_________ Writer’s Journal: Critique, Slogan, or Directions (PE, page 267; UR 4, page 20)
_________ Vocabulary: Writing Definitions (UR 4, page 21)
_________ Language, Grammar, and Style: Sports Writing and Broadcasting (PE, page 268; UR 4, page 22)
_________ Collaborative Learning & Speaking and Listening: Creating a Cheer (PE, page 268)
_________ Study and Research: Basketball Past and Present (PE, page 268; UR 4, page 23)
_________ Applied English: Fundraising (PE, page 268)
_________ Selection Check Test 4.4.3 (ATE, page 265; UR 4, page 24; TG)
_________ Selection Test 4.4.4 (UR 4, page 25; 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
Lesson Plan

“First Love” and “Point Guard,” page 262

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: Fundraising (ATE, page 263)
- Reading Proficiency: Reading Expressively (ATE, page 263)
- English Language Learning: Vocabulary (ATE, page 263)
- Special Needs: Panel Discussion about Basketball (ATE, page 263)
- Enrichment: Documentary about Basketball Team (ATE, page 263)

Literary Technique
- Concrete Poem (ATE, page 264)

Additional Questions and Activities
- Sensory Details about Basketball (ATE, page 264)

Flexible Grouping Suggestions
- Enrichment: Documentary about Basketball Team (ATE, page 263)
- Additional Questions and Activities: Sensory Details about Basketball (ATE, page 264)
- Investigate, Inquire, and Imagine (PE, page 266; UR 4, page 19)
- Collaborative Learning & Speaking and Listening: Creating a Cheer (PE, page 268)
- Applied English: Fundraising (PE, page 268)

Homework Suggestions
- Understanding Literature: Point of View and Tone (PE, page 266; UR 4, page 20)
- Graphic Organizer (PE, page 267; UR 4, page 20)
- Writer’s Journal: Critique, Slogan, or Directions (PE, page 267; UR 4, page 20)
- Vocabulary: Writing Definitions (UR 4, page 21)
- Language, Grammar, and Style: Sports Writing and Broadcasting (PE, page 268; UR 4, page 22)
- Study and Research: Basketball Past and Present (PE, page 268; UR 4, page 23)

Strategies for Developing Readers

Tackle Poetic Style
- Share information about concrete poems (Literary Technique, ATE, page 264).
- Be sure students understand that poets often break grammatical rules and use unique sentence structures. Students should be aware that poetry allows writers to be creative—more than any other medium—in sentence structure, style, grammar, and language.
- Have students read the poems aloud using appropriate vocal expression.
- Advise students to read to the end of a thought, not to the end of a line.

Additional Strategies for English Language Learners
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 262).
- Take students to the gym and have someone demonstrate the following terms: set shot, jump shot, layup, and hook.
- Include all students in the Reading Proficiency activity (ATE, page 263).
- Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 266; UR 4, page 19); then have a whole-class discussion.
- Use activities for Spanish speakers (SR, page 46).
Lesson Plan

“400-Meter Freestyle,” page 269

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Poetic style and structure

Ease Factor: Selection length

Synopsis: A concrete poem describes a swim meet event.

Goals/Objectives:

• to have a positive experience reading a concrete poem
• to define concrete poem and explain how the shape of the poem contributes to its meaning
• to define metaphor and personification and point to the use of these literary techniques
• to view a race critically and analyze elements of the race
• to prepare an oral interpretation

Related Reading: “The Women’s 400 Meters” (page 273)

Before Reading

Daily Oral Language (VLR I, page 34; UR 4, page 28)

Reader’s Toolbox: Concrete Poem, Metaphor, and Personification (PE, page 269)

Reader’s Resource: Sports Connection (PE, page 269)

About the Author: Maxine Kumin (PE, page 272)

Reader’s Journal (PE, page 269; UR 4, page 28)

Vocabulary from the Selection (ATE, page 269)

Vocabulary: Pronunciations and Accented Syllables (VR, page 38)

Reading Strategy: Preview Organization (RSR)

During Reading

Graphic Organizer (PE, page 269; VLR I, page 35; UR 4, page 29)

Dramatic Recording: “400-Meter Freestyle” (AL, 1:05)

Guided Reading Questions (PE, page 270; UR 4, page 30)

Reading Strategy: Use Organization as You Read (RSR)

Fix-Up Idea: Listen to the Selection (RSR)

After Reading

Reading Strategy: Discuss Effect of Organizational Features (RSR)

Standardized Test Practice: Identify Organizational Patterns (RSR)

Respond to the Selection (PE, page 272; UR 4, page 30)

Investigate, Inquire, and Imagine (PE, page 274; UR 4, page 31)

Understanding Literature: Concrete Poem, Metaphor, and Personification (PE, page 274; UR 4, page 31)

Writer’s Journal: Concrete Poem, News Story, or Rules of Play (PE, page 275; UR 4, page 32)

Vocabulary: Using Vivid Verbs (PE, page 275; UR 4, page 33)

Language, Grammar, and Style: Reviewing Verb Tense (PE, page 275; UR 4, page 33)

Media Literacy: Recording a Race (PE, page 275)

Speaking and Listening: Oral Interpretation (PE, page 275)

Related Reading: “The Women’s 400 Meters” (PE, page 273)

Dramatic Recording: “The Women’s 400 Meters” (AL, 0:29)

Related Reading Questions (ATE, page 273; UR 4, page 30)

Selection Check Test 4.4.5 (ATE, page 272; UR 4, page 34; TG)

Selection Test 4.4.6 (UR 4, page 36; TG)

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

Free reading time

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UNIT 4 EXPLORING LITERATURE LESSON PLANS
Lesson Plan

“400-Meter Freestyle,” page 269

Teacher’s Name ___________________________________ Class __________________ Date ____________________

Teaching Options

Individual Learning Strategies

Motivation: Watching Swimming (ATE, page 270)
Reading Proficiency: Reading Aloud (ATE, page 270)
English Language Learning: Vocabulary (ATE, page 270)
Special Needs: Guided Reading Questions (ATE, page 270)
Enrichment: Writing a Concrete Poem (ATE, page 270)

Additional Questions and Activities

Using Text Effectively (ATE, page 271)

Literary Technique

Simile (ATE, page 273)
Metaphor (ATE, page 273)

Flexible Grouping Suggestions

Additional Questions and Activities: Using Text Effectively (ATE, page 271)
Investigate, Inquire, and Imagine (PE, page 274; UR 4, page 31)
Speaking and Listening: Oral Interpretation (PE, page 275)

Homework Suggestions

Understanding Literature: Concrete Poem, Metaphor, and Personification (PE, page 274; UR 4, page 31)
Writer’s Journal: Concrete Poem, News Story, or Rules of Play (PE, page 275; UR 4, page 32)
Vocabulary: Using Vivid Verbs (UR 4, page 33)
Language, Grammar, and Style: Reviewing Verb Tense (PE, page 275; UR 4, page 33)
Media Literacy: Recording a Race (PE, page 275)

Strategies for Developing Readers

Tackle Poetic Style and Structure

Thoroughly read the Reader’s Toolbox information. Discuss the questions about concrete poems before reading the poem.
Explain to students that in poetry, people are allowed to break grammatical rules and sentence structure. Advise students that poetry allows writers to be more creative in sentence structure, style, grammar, and language than in any other medium.
Have students read to the end of a thought, not to the end of a line.
Have students read the poem aloud using appropriate vocal expression.

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 269).
Help students fill in the Graphic Organizer (PE, page 269; VLR I, page 35; UR 4, page 29).
Include ELL students, if applicable, in the Reading Proficiency activity (ATE, page 270).
Have small groups complete Investigate, Inquire, and Imagine questions (PE, page 274, UR 4, page 31).
Help students complete the grammar exercise (Language, Grammar and Style: Reviewing Verb Tense, PE, page 275; UR 4, page 33).
Lesson Plan

from Off the Court, page 276

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Tennis terms; selection length

Ease Factor: Author’s style

Synopsis: Arthur Ashe discusses his early years of tennis training.

Goals/Objectives:
• to appreciate an autobiographical work about the rise of a tennis star despite discrimination
• to define autobiography and recognize what the details of an autobiography reveal about the character of its author
• to define description and understand how sensory detail contributes to description
• to use verbs correctly in sentences
• to read a statistical chart
• to research an unfamiliar sport with a partner

Related Readings: “Tennis in the City” (page 290) and “A Black Athlete Looks at Education” (page 291)

Before Reading

_________ Daily Oral Language (VLR I, page 36; UR 4, page 39)
_________ Reader’s Toolbox: Autobiography and Description (PE, page 276)
_________ Reader’s Resource: History Connection (PE, page 276)
_________ About the Author: Arthur Ashe (PE, page 289)
_________ Reader’s Journal (PE, page 276; UR 4, page 40)
_________ Vocabulary from the Selection (ATE, page 278)
_________ Vocabulary: Morphemes and Spelling Patterns (VR, page 39)
_________ Reading Strategy: Prepare a Two-Column Chart (RSR)

During Reading

_________ Graphic Organizer (PE, page 276; VLR I, page 36; UR 4, page 40)
_________ Guided Reading Questions (PE, page 278; UR 4, page 40)
_________ Reading Strategy: Fill in Your Chart as You Read (RSR)
_________ Fix-Up Idea: Unlock Difficult Words and Specialized Vocabulary (RSR)

After Reading

_________ Reading Strategy: Discuss What You Wrote (RSR)
_________ Standardized Test Practice: Determine Main Idea and Identify Relevant Details (RSR)
_________ Respond to the Selection (PE, page 289; UR 4, page 42)
_________ Investigate, Inquire, and Imagine (PE, page 292; UR 4, page 44)
_________ Understanding Literature: Autobiography and Description (PE, page 292; UR 4, page 45)
_________ Writer’s Journal: Autobiographical Story, Promotional Poster, or Biographical Sketch (PE, page 293; UR 4, page 45)
_________ Vocabulary: Mastering Verbs (PE, page 293; UR 4, page 46)
_________ Language, Grammar, and Style: Using I and Me (UR 4, page 48)
_________ Media Literacy: Reading Statistical Charts (PE, page 294)
_________ Collaborative Learning & Speaking and Listening: Learning and Demonstrating a Sport (PE, page 294)
_________ Related Reading: “Tennis in the City” (PE, page 290)
_________ Dramatic Recording: “Tennis in the City” (AL, 0:59)
_________ Related Reading: “A Black Athlete Looks at Education” (PE, page 291)
_________ Dramatic Recording: “A Black Athlete Looks at Education” (AL, 3:15)
_________ Related Reading Questions (PE, page 290; ATE, page 291; UR 4, page 43)
_________ Selection Check Test 4.4.7 (ATE, page 289; UR 4, page 49; TG)
_________ Selection Test 4.4.8 (UR 4, page 51; TG)
_________ Internet activities at http://www.emcp.com

Free reading time

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EXPLORING LITERATURE LESSON PLANS 51
Teacher's Name ____________________________ Class ______________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Watching and Discussing Tennis (ATE, page 277)
- Reading Proficiency: Getting to Know Tennis Terms (ATE, page 277)
- English Language Learning: Vocabulary (ATE, page 277)
- Special Needs: Identifying Main Events (ATE, page 277)
- Enrichment: Autobiographical Essay (ATE, page 277)

**Art Smart**
- Arthur Ashe Statue (ATE, page 277)

**Biographical Note**
- Tennis Players (ATE, page 279)
- Black Heroes (ATE, page 281)

**Cross-Curricular Activities**
- Civil Rights Research (ATE, page 280)

**Additional Questions and Activities**
- Discussing Ashe’s Friends (ATE, page 285)
- Journal Entries about a “Fresh Start” (ATE, page 286)
- Reading Comprehension (ATE, page 291)

**Flexible Grouping Suggestions**
- Special Needs: Identifying Main Events (ATE, page 277)
- Cross-Curricular Activities: Civil Rights Research (ATE, page 280)
- Additional Questions and Activities: Reading Comprehension (ATE, page 291)
- Investigate, Inquire, and Imagine (PE, page 292; UR 4, page 44)
- Collaborative Learning & Speaking and Listening: Learning and Demonstrating a Sport (PE, page 294)

**Homework Suggestions**
- Understanding Literature: Autobiography and Description (PE, page 292; UR 4, page 45)
- Writer’s Journal: Autobiographical Story, Promotional Poster, or Biographical Sketch (PE, page 293; UR 4, page 45)
- Vocabulary: Mastering Verbs (PE, page 293; UR 4, page 46)

**Strategies for Developing Readers**

**Tackle Tennis Terms**
- Read and discuss Reader’s Resource aloud.
- Present students with information provided in the Reading Proficiency activity (ATE, page 277).
- Invite a student who plays tennis or a gym teacher to perform certain tennis maneuvers (such as forehand, backhand, serve, overhead, and volley) and explain the scoring system.

**Tackle Selection Length**
- Read short sections of the story at a time.
- Have pairs read and answer the Guided Reading Questions.
- To help students understand story events, share information included in Additional Questions and Activities (ATE, pages 285 and 287).

**Additional Strategies for English Language Learners**
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 276).
- Unless students are very familiar with tennis, include ELL students in Reading Proficiency and Special Needs activities (ATE, page 277).
- Pair ELL students with advanced readers and have them read and answer Guided Reading Questions.
- Have students place sticky notes near words they do not understand.
- Have small groups complete Vocabulary: Mastering Verbs (PE, page 293; UR 4, page 46) and Vocabulary: Morphemes and Spelling Patterns (VR, page 39).
- Have partners complete the Media Literacy activity (PE, page 294).

**for “Tennis in the City” and “A Black Athlete Looks at Education”**
- Use the dramatic recording: “Tennis in the City” (AL, 0:59).
- Use the dramatic recording: “A Black Athlete Looks at Education” (AL, 3:15).
“Roberto Clemente: A Bittersweet Memoir,” page 295

Teacher’s Name ___________________________ Class _______________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Selection length

**Ease Factor:** Vocabulary

**Synopsis:** Sportswriter Jerry Izenberg describes the success of Roberto Clemente on and off the baseball diamond and relates how Clemente died at the age of thirty-eight while on his way to help Nicaraguan earthquake victims.

**Goals/Objectives:**
- to enjoy a biographical memoir of a baseball player
- to define memoir and analyze the effectiveness of a biographical memoir
- to define anecdote and recognize anecdotes in the selection
- to define oxymoron and point to examples of oxymoron
- to evaluate Internet sites

**Insights:** Roberto Clemente’s Career Statistics with the Pittsburgh Pirates (page 307)

**Related Reading:** “Searching for January” (page 308)

**Before Reading**
- Daily Oral Language (VLR I, page 37; UR 4, page 54)
- Reader’s Toolbox: Memoir and Anecdote (PE, page 295)
- Reader’s Resource: History Connection (PE, page 295)
- About the Author: Jerry Izenberg (PE, page 306)
- Vocabulary from the Selection (ATE, page 295)
- Vocabulary: Word Origins (VR, page 43)
- Reading Strategy: Prepare a Two-Column Chart (RSR)

**During Reading**
- Dramatic Recording (AL, 28:03)
- Guided Reading Questions (PE, page 297; UR 4, page 54)
- Reading Strategy: Write Down Topic and Details (RSR)
- Fix-Up Idea: Read Aloud/Think Aloud (RSR)

**After Reading**
- Reading Strategy: Summarize What You Wrote (RSR)
- Standardized Test Practice: Analyze Character (RSR)
- Respond to the Selection (PE, page 306; UR 4, page 57)
- Investigate, Inquire, and Imagine (PE, page 312; UR 4, page 59)
- Understanding Literature: Memoir and Anecdote (PE, page 313; UR 4, page 61)
- Graphic Organizer (PE, page 313; VLR I, page 37; UR 4, page 61)
- Writer’s Journal: Headline, Trivia Question, or Tribute (PE, page 313; UR 4, page 62)
- Language, Grammar, and Style: Looking at Oxymorons (PE, page 314; UR 4, page 63)
- Study and Research & Media Literacy: Evaluating Internet Sites (PE, page 314; UR 4, page 63)
- Vocabulary: Verbs (PE, page 314; UR 4, page 64)
- Insights: Roberto Clemente’s Career Statistics with the Pittsburgh Pirates (PE, page 307)
- Insights Questions (PE, page 307; UR 4, page 58)
- Related Reading: “Searching for January” (PE, page 308)
- Related Reading Questions (ATE, page 308; UR 4, page 58)
- Selection Check Test 4.4.9 (ATE, page 306; UR 4, page 65; TG)
- Selection Test 4.4.10 (UR 4, page 66; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time
“Roberto Clemente: A Bittersweet Memoir,” page 295

Teacher’s Name ________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Watching Baseball (ATE, page 296)

Reading Proficiency: Identifying Main Ideas (ATE, page 296)

English Language Learning: Vocabulary (ATE, page 296)

Guided Reading Questions (ATE, page 296)

Enrichment: Book of Baseball Greats (ATE, page 296)

Cross-Curricular Connections

Baseball History (ATE, page 297)

Additional Questions and Activities

Reading Comprehension (ATE, pages 298, 305, and 311)

Discussing Tragedies (ATE, page 300)

Maria Isabella Casares (ATE, page 301)

Related Reading Questions (ATE, page 308)

Analyzing Clemente’s Values (ATE, page 310)

Cross-Curricular Activities

Earthquakes (ATE, page 299)

Puerto Rico (ATE, page 300)

Concrete and Abstract Qualities (ATE, page 302)

Quotables

Henry Adams (ATE, page 301)

George Herman (aka “Babe” Ruth) (ATE, page 305)

Biographical Note

Willie Mays (ATE, page 303)

Literary Technique

Metaphor (ATE, page 304)

Flexible Grouping Suggestions

Reading Proficiency: Identifying Main Ideas (ATE, page 296)

Guided Reading Questions (ATE, page 296)

Enrichment: Book of Baseball Greats (ATE, page 296)

Earthquakes (ATE, page 299)

Puerto Rico (ATE, page 300)

Analyzing Clemente’s Values (ATE, page 310)

Investigate, Inquire, and Imagine (PE, page 312; UR 4, page 59)

Homework Suggestions

Understanding Literature: Memoir and Anecdote (PE, page 313; UR 4, page 61)

Graphic Organizer (PE, page 313; UR 4, page 61)

Writer’s Journal: Headline, Trivia Question, or Tribute (PE, page 313; UR 4, page 62)

Language, Grammar, and Style: Looking at Oxymorons (PE, page 314; UR 4, page 63)

Internet: Evaluating Internet Sites (PE, page 314; UR 4, page 63)

Verbs (PE, page 314; UR 4, page 64)

Strategies for Developing Readers

Tackle Selection Length

Read story in shorter sections.

Have pairs read and answer the Guided Reading Questions.

Use Additional Questions and Activities to help students follow events (ATE, pages 298, 300, 301, 304, and 305).

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 296).

Before reading, find out more information about the Baseball Hall of Fame (Study and Research & Media Literacy, PE, page 314; UR 4, page 63).

Have students place sticky notes near words they do not understand.

Have students read short sections at a time.

Have small groups read to the end of the first paragraph, column 2, and discuss what has happened so far (PE, page 300). Have students discuss unfamiliar words they marked with their sticky notes. Have students continue reading to the end in this same manner, stopping after every page or two. Help students define any words the group cannot define.

Have partners complete the grammar activity (Language, Grammar and Style, PE, page 13; UR 4, page 63).

Use activities for Spanish speakers (SR, page 51).

for “Searching for January”

Have small groups read and evaluate Clemente’s values (Additional Questions and Activities, ATE, page 310).

Help students compare evidence lists they create (Additional Questions and Activities, ATE, page 309).
Lesson Plan

Unit Four
A Sporting Life
Closing the Unit, pages 315–323

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

_________ American Sports Poems selected by R. R. Knudsen and May Swenson (PE, page 315)
_________ Write Your Own Art Smart (PE, page 315; UR 4, page 70)

Other Books Students May Want to Read

_________ The Best American Sports Writing, eds. Glen Stout and Bill Littlefield (PE, page 315)
_________ Bat 6 by Virginia Euwer Wolff (PE, page 315)
_________ A Whole Other Ball Game: Women’s Literature on Women’s Sports by Joli Sandoz (PE, page 315)

Guided Writing

Narrative Writing: Generating an Autobiographical Memoir

Assignment: Students write an autobiographical memoir (PE, pages 316–321).

Before Writing

_________ Generating an Autobiographical Memoir (PE, page 316)
_________ Professional Model (PE, page 316)
_________ Writing Rubric (VLR I, page 125; WR, page 73)
_________ Prewriting (PE, page 317; WR, page 59)
_________ Student Model—Graphic Organizer (PE, page 317; WR, page 62)
_________ Graphic Organizer (VLR I, page 123; WR, page 61)

During Writing

_________ Drafting (PE, page 318)
_________ Student Model—Draft (PE, page 319; VLR I, page 124; WR, page 63)
_________ Self- and Peer Evaluation (PE, page 319; WR, page 67)
_________ Language, Grammar, and Style: Subject-Verb Agreement (PE, page 318; WR, page 64)
_________ Student Model—Revised (PE, page 321; WR, page 71)

After Writing

_________ Revising and Proofreading (PE, page 320)
_________ Publishing and Presenting (PE, page 321)
_________ Reflecting (PE, page 318)

SOUTH CAROLINA STATE STANDARDS

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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 Four
A Sporting Life
Closing the Unit, pages 315–323

Teacher's Name __________________________ Class __________________ Date __________________

Individual Learning Strategies

— Motivation: Comparing a Memoir and a Movie (ATE, page 316)
— Reading Proficiency: Predicting (ATE, page 316)
— English Language Learning: Predicting (ATE, page 317)
— Special Needs: Generating Ideas (ATE, page 317)
— Enrichment: Reviewing a Memoir (ATE, page 317)

Flexible Grouping Suggestions

— Special Needs Activity: Generating Ideas (ATE, page 317)
— Self- and Peer Evaluation (PE, page 319; WR, page 67)
— Revising and Proofreading (PE, page 320)
— Publishing and Presenting (PE, page 321)

Homework Suggestions

— Graphic Organizer (VLR I, page 123; WR, page 61)
— Language, Grammar, and Style; Subject-Verb Agreement (PE, page 318; WR, page 64)

Unit Four Review

Review and Assessment

— Words for Everyday Use (PE, page 322; UR 4, page 71)
— Vocabulary Development (ATE, page 322)
— Literary Tools (PE, page 322; UR 4, page 72)
— Unit 4 Review (UR 4, page 71)
— Unit 4 Study Guide (UR 4, page 74)
— Unit 4 Test (UR 4, page 77; TG)

Reflecting on Your Reading

— Theme (PE, page 322)
— Genre (PE, page 323)
— Group Project (PE, page 323)
— Critical Thinking (PE, page 323; UR 4, page 73)
— On Your Own (PE, page 323)
Unit Five
Chills and Thrills
Opening the Unit, pages 324–325

Unit 5 Goals/Objectives:
• to enjoy fiction and poems exploring unusual, scary, and spooky occurrences
• to define and identify examples of aim, antagonist, foreshadowing, mood, motivation, narrator, point of view, protagonist, style, and suspense
• to engage in a meaningful independent reading experience by reading a suspense story with a book club
• to write about a suspenseful setting
• to demonstrate an ability to use prepositional phrases effectively

Lessons I Plan to Teach
_________ “The 11:59,” page 327
_________ Insights: The Brotherhood of Sleeping Car Porters,” page 336
_________ “Pets,” page 341
_________ “QWERTYUIOP,” page 357
_________ “The Foghorn,” page 370
_________ Related Reading: “Once by the Pacific,” page 380
_________ Insights: The World’s Most Famous Underwater Creature, page 381
_________ “The Tell-Tale Heart,” page 385
_________ For Your Reading List, page 394
_________ Guided Writing—Imaginative Writing: Creating a Setting, page 395
_________ Unit Five Review, page 399

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 324–325).

Getting Started in the Classroom
_________ Fine Art: Albert Pinkham Ryder. Have students discuss how the artwork relates to the title of this unit (PE, page 324).
_________ Echoes (PE, page 326)
_________ Additional Questions and Activities: Discussing Quotes (ATE, page 326)
“The 11:59,” page 327

Teacher’s Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Foreshadowing

**Ease Factors:** Short sentences and paragraphs

**Synopsis:** After a lifetime of telling eerie stories about a train that comes at 11:59, porter Lester Simmons hears its whistle.

**Goals/Objectives:**
- to appreciate a spine-tingling story
- to briefly explain a few historical facts about Pullman cars and porters
- to define dialect and identify dialect in works
- to define suspense and identify suspenseful elements in a literary work
- to compare and contrast modes of travel
- to write a classified advertisement
- to identify antonyms

**Insights:** The Brotherhood of Sleeping Car Porters (page 336)

**Before Reading**
- Daily Oral Language (VLR I, page 39; UR 5, page 1)
- Reader's Toolbox: Foreshadowing and Suspense (PE, page 327)
- Reader's Resource: History Connection (PE, page 327)
- About the Author: Patricia McKissack (PE, page 335)
- Reader’s Journal (PE, page 327; UR 5, page 2)
- Vocabulary from the Selection (ATE, page 328)
- Vocabulary: Words with Multiple Meanings (VR, page 45)
- Reading Strategy: Gather Information (RSR)

**During Reading**
- Graphic Organizer (PE, page 327; VLR I, page 39; UR 5, page 1)
- Dramatic Recording: “The 11:59” (AL, 15:30)
- Guided Reading Questions (PE, page 330; UR 5, page 2)
- Reading Strategy: Make Predictions (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Assess Your Prediction (RSR)
- Standardized Test Practice: Recognize Cause-and-Effect Relationships (RSR)
- Respond to the Selection (PE, page 335; UR 5, page 3)
- Investigate, Inquire, and Imagine (PE, page 338; UR 5, page 4)
- Understanding Literature: Suspense and Foreshadowing (PE, page 338; UR 5, page 5)
- Writer's Journal: Scene, Advertisement, or Eulogy (PE, page 339: UR 5, page 5)
- Critical Thinking & Study and Research: Comparing and Contrasting Modes of Travel (PE, page 339)
- Speaking and Listening & Media Literacy: Storytelling (PE, page 339)
- Applied English: Writing a Classifieds Advertisement (PE, page 340)
- Vocabulary: Antonyms (PE, page 340; UR 5, page 6)
- Insights: The Brotherhood of Sleeping Car Porters (PE, page 336)
- Dramatic Recording: “The Brotherhood of Sleeping Car Porters” (AL, 4:01)
- Selection Check Test 4.5.1 (ATE, page 335; UR 5, page 8, TG)
- Selection Test 4.5.2 (UR 5, page 10, TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**SOUTH CAROLINA STATE STANDARDS**

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Lesson Plan

“The 11:59,” page 327

Teacher’s Name ___________________________ Class __________________ Date __________________

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<td>——— English Language Learning: Vocabulary (ATE, page 328)</td>
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<td>——— Critical Thinking &amp; Study and Research: Comparing and Contrasting Modes of Travel (PE, page 339)</td>
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<td><strong>Tackle Foreshadowing</strong></td>
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<td>——— Read Reader’s Toolbox, focusing especially on foreshadowing (PE, page 327).</td>
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<td>——— As they read, have students make a list of hints that add up to Lester’s death.</td>
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<tr>
<td>——— Answer the questions posed in Understanding Literature under Foreshadowing (PE, page 327).</td>
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<td>——— Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 327).</td>
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<td>——— For background information on the Pullman porters, include ELL students in Reading Proficiency: Understanding Train Language (ATE, page 328).</td>
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<td>——— Before reading the text, read the Cross-Curricular Connections (ATE, pages 336 and 337).</td>
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<td>——— Explain the significance of a gold watch and who Paul Bunyan is.</td>
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<td>——— Discuss additional vocabulary and phrases: clear up earthly matters, shards, and a gallon of children.</td>
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<tr>
<td>——— Have students place a sticky note near the phrases in the story that show elements of suspense as they read and fill out the Graphic Organizer (PE, page 327; VLR I, page 39; UR 5, page 1).</td>
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“Pets,” page 341

Teacher's Name _____________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Selection length

Ease Factor: Author's style

Synopsis: Eve Hubbard is haunted by the ghost of a dead pet.

Goals/Objectives:
- to enjoy a thrilling story about pets
- to define motif and recognize motifs in a literary work
- to define protagonist and antagonist and identify both types of characters in a literary work
- to research ghosts and think about them critically

Before Reading
- Daily Oral Language (VLR I, page 40; UR 5, page 14)
- Reader's Toolbox: Mood, Protagonist, and Antagonist (PE, page 341)
- Reader's Resource: Science Connection (PE, page 341)
- About the Author: Avi (PE, page 353)
- Reader's Journal (PE, page 341; UR 5, page 14)
- Vocabulary from the Selection (ATE, page 343)
- Vocabulary: Suffixes (VR, page 48)
- Reading Strategy: Gather Information and Make Initial Predictions (RSR)

During Reading
- Guided Reading Questions (PE, page 343; UR 5, page 14)
- Reading Strategy: Continue Making Predictions (RSR)
- Fix-Up Idea: Refocus (RSR)

After Reading
- Reading Strategy: Assess Your Predictions (RSR)
- Standardized Test Practice: Recognize Cause-and-Effect Relationships (RSR)
- Respond to the Selection (PE, page 353; UR 5, page 17)
- Investigate, Inquire, and Imagine (PE, page 354; UR 5, page 18)
- Understanding Literature: Mood, Protagonist, and Antagonist (PE, page 354; UR 5, page 19)
- Graphic Organizer (PE, page 355; VLR I, page 40; UR 5, page 19)
- Writer's Journal: Epitaphs, Diary Entry, or Short Essay (PE, page 356; UR 5, page 20)
- Study and Research & Media Literacy: Internet Research (PE, page 356; UR 5, page 21)
- Vocabulary: Using a Thesaurus (PE, page 356; UR 5, page 20)
- Language, Grammar, and Style: Adverbs (UR 5, page 23)
- Media Literacy: Analyzing and Writing News Copy (PE, page 356)
- Selection Check Test 4.5.3 (ATE, page 353; UR 5, page 24; TG)
- Selection Test 4.5.4 (UR 5, page 26; TG)
- Internet activities at http://www.emcp.com
- Free reading time

South Carolina State Standards

Reading Strategies Resource, page 85
- Reading Strategy: Make Predictions
- Fix-Up Idea: Refocus
- Standardized Test Practice: Recognize Cause-and-Effect Relationships

Lesson Plan

Select a topic from the list below to explore in your lesson plan:

- 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

Print Resources Transparency Audio Library Test Generator CD-ROM Internet
“Pets,” page 341

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<tr>
<td>Enrichment: Bulletin Board (ATE, page 342)</td>
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<tr>
<td>Art Smart: Examining Images (ATE, page 343)</td>
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<tr>
<td>Additional Questions and Activities: Is Angel a Ghost? (ATE, page 346)</td>
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<td>Art Smart: Black Cat by a Pond (ATE, page 347)</td>
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<td>Investigate, Inquire, and Imagine (PE, page 354; UR 5, page 18)</td>
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<td>Homework Suggestions</td>
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<tr>
<td>Understanding Literature: Mood, Protagonist, and Antagonist (PE, page 354; UR 5, page 19)</td>
</tr>
<tr>
<td>Graphic Organizer (PE, page 355; UR 5, page 19)</td>
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<tr>
<td>Writer’s Journal: Epitaphs, Diary Entry, or Short Essay (PE, page 356; UR 5, page 20)</td>
</tr>
</tbody>
</table>

| Strategies for Developing Readers |
| Tackle Selection Length |
| Read and discuss short sections at a time. |
| Have pairs read and answer the Guided Reading Questions. |
| Use the Additional Questions and Activities to help students follow story events (ATE, pages 345, 346, 348, and 351). |
| Have small groups read portions of the dialogue aloud. |
| Additional Strategies for English Language Learners |
| Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 341). |
| Have students place sticky notes near words they do not understand. |
| Have students read to the bottom of page 346 and do a re-telling of the story to this point. Discuss any misconceptions or additional vocabulary. Then have students read to the first Guided Reading Question on page 350, stop, retell, and ask questions. Have students continue reading in this way to the end. |
Lesson Plan

“QWERTYUIOP,” page 357

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Supernatural events; selection length

Ease Factors: Section breaks; short paragraphs

Synopsis: Lucy, a young secretary, has to outwit the ghost of a former secretary.

Goals/Objectives:
• to have a positive experience reading a story about a mysterious typewriter
• to briefly explain some of the skills required by secretaries
• to define inciting incident and identify the inciting incident in a work of fiction
• to define aim and identify the aim of a literary work
• to fill out a job application
• to enact a scene from a story

Before Reading

—— Daily Oral Language (VLR I, page 41; UR 5, page 31)
—— Reader’s Toolbox: Motivation and Aim (PE, page 357)
—— Reader’s Resource: Applied English Connection (PE, page 357)
—— About the Author: Vivien Alcock (PE, page 367)
—— Reader’s Journal (PE, page 357; UR 5, page 32)
—— Vocabulary from the Selection (ATE, page 358)
—— Vocabulary: Commonly Misspelled Words (VR, page 50)
—— Reading Strategy: Think About What You Know (RSR)

During Reading

—— Graphic Organizer (PE, page 357; VLR I, page 41; UR 5, page 31)
—— Guided Reading Questions (PE, page 359; UR 5, page 32)
—— Reading Strategy: Use What You Know as You Read (RSR)
—— Fix-Up Idea: Guided Reading Questions (RSR)

After Reading

—— Reading Strategy: Reflect on Your Experience (RSR)
—— Standardized Test Practice: Recognize Cause-and-Effect Questions (RSR)
—— Respond to the Selection (PE, page 367; UR 5, page 34)
—— Investigate, Inquire, and Imagine (PE, page 368; UR 5, page 35)
—— Understanding Literature: Motivation and Aim (PE, page 369; UR 5, page 36)
—— Vocabulary: Onomatopoeia (UR 5, page 37)
—— Language, Grammar, and Style: Common Usage Problems (UR 5, page 38)
—— Applied English: Job Applications (PE, page 369)
—— Collaborative Learning: Acting (PE, page 369)
—— Selection Check Test 4.5.5 (ATE, page 366; UR 5, page 39; TG)
—— Selection Test 4.5.6 (UR 5, page 41; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time

Reading Strategy Resource, Page 89

Reading Strategy: Connect to Prior Knowledge

Fix-Up Idea: Use Guided Reading Questions

Standardized Test Practice: Recognize Cause and Effect

South Carolina State Standards

Click this box for details
Lesson Plan

“QWERTYUIOP,” page 357

Teacher’s Name ____________________ Class __________________ Date __________________

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<td>________ Reading Proficiency: Pointing out Footnotes (ATE, page 358)</td>
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<td>________ English Language Learning: Vocabulary (ATE, page 358)</td>
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<td>________ Special Needs: Guided Reading Questions (ATE, page 358)</td>
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<td>________ Enrichment: Personal Essay about Career Goals (ATE, page 358)</td>
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<td>________ Simile (ATE, page 360)</td>
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<td>________ Metaphor (ATE, page 360)</td>
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<td><strong>Cross-Curricular Connections</strong></td>
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<td>________ QWERTY Keyboard (ATE, page 362)</td>
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<td><strong>Additional Questions and Activities</strong></td>
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<td>________ Examining Character (ATE, page 363)</td>
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<td>________ Discussing Miss Broome’s Situation (ATE, page 365)</td>
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<td><strong>Cross-Curricular Activities</strong></td>
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<td>________ Career Fair (ATE, page 364)</td>
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<td>________ Cross-Curricular Activities: Career Fair (ATE, page 364)</td>
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<td>________ Additional Questions and Activities: Discussing Miss Broome’s Situation (ATE, page 365)</td>
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<tr>
<td>________ Investigate, Inquire, and Imagine (PE, page 368; UR 5, page 35)</td>
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<td>________ Collaborative Learning: Acting (PE, page 369)</td>
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<td><strong>Homework Suggestions</strong></td>
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<tr>
<td>________ Understanding Literature: Motivation and Aim (PE, page 369; UR 5, page 36)</td>
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<td>________ Vocabulary: Onomatopoeia (UR 5, page 37)</td>
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<tr>
<td>________ Language, Grammar, and Style: Common Usage Problems (UR 5, page 38)</td>
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<td>________ Applied English: Job Applications (PE, page 369)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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</thead>
<tbody>
<tr>
<td><strong>Tackle Supernatural Events</strong></td>
</tr>
<tr>
<td>________ Prepare students for the presence of unusual events in this selection by talking about foreshadowing (ATE, pages 359 and 361).</td>
</tr>
<tr>
<td>________ Inform students that Miss Broome’s ghost appears on page 362; its presence is designated by type that is in all caps.</td>
</tr>
<tr>
<td><strong>Tackle Selection Length</strong></td>
</tr>
<tr>
<td>________ Read story in shorter sections.</td>
</tr>
<tr>
<td>________ Use Guided Reading Questions.</td>
</tr>
<tr>
<td>________ Read portions of the dialogue aloud.</td>
</tr>
<tr>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>________ Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 357).</td>
</tr>
<tr>
<td>________ Before reading, for background on what a typewriter is, look at the pictures (PE, pages 361 and 364).</td>
</tr>
<tr>
<td>________ Discuss the title and read the information given in Cross-Curricular Connections: QWERTY Keyboard (ATE, page 362). Explain that these keys are the same on a computer keyboard.</td>
</tr>
<tr>
<td>________ Explain: <em>strings of O levels, come into the parlor said the spider to the fly, cupboard (as used in this story), get the chop, biscuits (as used in this story), and gave her the push.</em></td>
</tr>
<tr>
<td>________ Discuss Investigate, Inquire, and Imagine questions with a partner (PE, page 368; UR 5, page 68).</td>
</tr>
<tr>
<td>________ Use activities for Spanish speakers (SR, page 59).</td>
</tr>
</tbody>
</table>

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Lesson Plan

“The Foghorn,” page 370

Teacher’s Name ________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factors: Author’s conversational style; monster picture on page 377

Synopsis: The narrator and another lighthouse keeper, McDunn, experience a monstrous attack on their lighthouse.

Goals/Objectives:
• to appreciate a story that creates a definite mood
• to explain some of the arguments for and against the existence of the Loch Ness Monster
• to define style and describe the style in which a work is written
• to define mood and identify the mood of a literary work
• to research underwater creatures

Related Reading: “Once by the Pacific” (page 380)

Insights: The World’s Most Famous Underwater Creature (page 381)

Before Reading
_________ Daily Oral Language (VLR I, page 42; UR 5, page 45)
_________ Reader’s Toolbox: Style and Mood (PE, page 370)
_________ Reader’s Resource: Science Connection and History Connection (PE, page 370)
_________ About the Author: Ray Bradbury (PE, page 379)
_________ Reader’s Journal (PE, page 370)
_________ Fine Art: Arthur Dove (PE, page 371; VLR II, page 37)
_________ Vocabulary from the Selection (ATE, page 371)
_________ Vocabulary: Morphemes (VR, page 52)
_________ Reading Strategy: Begin to Make Mind Pictures (RSR)

During Reading
_________ Guided Reading Questions (PE, page 372; UR 5, page 45)
_________ Reading Strategy: Keep Making Mind Pictures as You Read (RSR)
_________ Fix-Up Strategy: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Sketch or Summarize Your Mind Pictures (RSR)
_________ Standardized Test Practice: Identify Setting (RSR)
_________ Respond to the Selection (PE, page 379; UR 5, page 47)
_________ Investigate, Inquire, and Imagine (PE, page 382; UR 5, page 48)
_________ Understanding Literature: Style and Mood (PE, page 382; UR 5, page 49)
_________ Graphic Organizer (PE, page 383; VLR I, page 42; UR 5, page 50)
_________ Writer’s Journal: News Story, Job Description, or Poem (PE, page 383; UR 5, page 51)
_________ Vocabulary: Forming Adverbs (UR 5, page 53)
_________ Study and Research: Researching Underwater Creatures (PE, page 384; UR 5, page 51)
_________ Language, Grammar, and Style: Correcting Sentence Run-ons (PE, page 384; UR 5, page 54)
_________ Collaborative Learning: Interpreting Description (PE, page 384)
_________ Related Reading: “Once by the Pacific” (PE, page 380)
_________ Dramatic Recording: The World’s Most Famous Underwater Creature (AL, 1:41)
_________ Related Reading Questions (ATE, page 380; UR 5, page 47)
_________ Insights: The World’s Most Famous Underwater Creature (PE, page 381)
_________ Art Smart: Thomas Moran (PE, page 381; VLR II, page 40)
_________ Selection Check Test 4.5.7 (ATE, page 379; UR 5, page 56; TG)
_________ Selection Test 4.5.8 (UR 5, page 58; TG)
_________ Internet activities at http://www.emcp.com

Free reading time
**“The Foghorn,” page 370**

Teacher’s Name __________________________________ Class __________________ Date __________________

### Teaching Options

#### Individual Learning Strategies
- Motivation: Loch Ness Monster Models (ATE, page 371)
- Reading Proficiency: Reading Aloud (ATE, page 371)
- English Language Learning: Vocabulary (ATE, page 371)
- Special Needs: Creating Outlines (ATE, page 371)
- Enrichment: Debate about Dinosaurs (ATE, page 371)

#### Pronunciation Key
- Names (ATE, page 371)

#### Literary Technique
- Simile (ATE, page 372)
- Metaphor (ATE, page 372)
- Exposition (ATE, page 373)
- Mood (ATE, page 373)
- Suspense (ATE, page 373)
- Characterization (ATE, page 375)
- Dialogue (ATE, page 375)

#### Quotables
- Matthew Arnold (ATE, page 373)
- Elbert Hubbard (ATE, page 376)
- Carl Sandburg (ATE, page 377)
- T. S. Elliot (ATE, page 377)

#### Literary Note
- Science Fiction (ATE, page 374)

#### Historical Note
- Lighthouses (ATE, page 376)

#### Cross-Curricular Activities
- Fog (ATE, page 377)

#### Additional Questions and Activities
- Sympathizing with the Monster (ATE, page 378)
- Related Reading Questions (ATE, page 380; UR 5, page 47)

#### Flexible Grouping Suggestions
- Special Needs: Creating Outlines (ATE, page 371)
- Cross-Curricular Activities: Fog (ATE, page 377)

### Strategies for Developing Readers

#### Tackle Vocabulary
- Allow students to preview vocabulary words.
- Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.
- Use activities found in the VR (page 52).

#### Additional Strategies for English Language Learners
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 370).
- Before reading, provide additional information about lighthouses (Historical Note, ATE, page 376).
- Before reading, read The World’s Most Famous Underwater Creature aloud (PE, page 381).
- Include all students in Reading Proficiency activity (ATE, page 371). Have students keep track of suspenseful events.
- Have students discuss Investigate, Inquire, and Imagine questions in small groups (PE, page 382; UR 5, page 48).
- Have partners complete the Language, Grammar, and Style exercise (PE, page 384; UR 5, page 54).
“The Tell-Tale Heart,” page 385

Teacher’s Name __________________________________Class __________________Date __________________

Reading Level: Moderate

Difficulty Considerations: Subject matter; sentence structure; vocabulary

Ease Factor: Thrilling horror story

Synopsis: The selection is a classic study of one man’s journey into madness.

Goals/Objectives:
• to appreciate a story told by an unreliable narrator
• to define suspense and identify elements of a story that create suspense
• to define narrator and distinguish between reliable and unreliable narrators
• to define point of view and explain the effect point of view can have on a story
• to write a letter of advice
• to stage a mock trial
• to prepare an oral interpretation

Before Reading
_________ Daily Oral Language (VLR I, page 43; UR 5, page 61)
_________ Reader’s Toolbox: Suspense, Narrator, and Point of View (PE, page 385)
_________ Reader’s Resource: Criminologists and Mental Illness (PE, page 385)
_________ About the Author: Edgar Allan Poe (PE, page 391)
_________ Reader’s Journal (PE, page 385; UR 5, page 61)
_________ Fine Art: Theodor Gericault (PE, page 386, VLR II, page 43)
_________ Vocabulary from the Selection (ATE, page 387)
_________ Vocabulary: Honing Your Word Study Skills (VR, page 56)
_________ Reading Strategy: Make a Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 385; VLR I, page 43; UR 5, page 61)
_________ Dramatic Recording (AL, 13:50)
_________ Guided Reading Questions (PE, page 387; UR 5, page 62)
_________ Reading Strategy: Complete the Chart as You Read (RSR)
_________ Fix-Up Idea: Read Aloud/Think Aloud (RSR)

After Reading
_________ Reading Strategy: Summarize What You Wrote (RSR)
_________ Standardized Test Practice: Analyze the Narrator (RSR)
_________ Respond to the Selection (PE, page 390; UR 5, page 62)
_________ Investigate, Inquire, and Imagine (PE, page 392; UR 5, page 63)
_________ Understanding Literature: Suspense, Narrator, and Point of View (PE, page 392; UR 5, page 64)
_________ Writer’s Journal: Sequel, Police Report, or Literary Review (PE, page 393; UR 5, page 64)
_________ Vocabulary: Interjections (UR 5, page 65)
_________ Language, Grammar, and Style: Using I and Me (UR 5, page 67)
_________ Applied English: Writing a Letter of Advice (PE, page 393)
_________ Cooperative Learning: Staging a Mock Trial (PE, page 393)
_________ Speaking and Listening: Oral Interpretation (PE, page 393)
_________ Selection Check Test 4.5.9 (ATE, page 391; UR 5, page 68; TG)
_________ Selection Test 4.5.10 (UR 5, page 70; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“The Tell-Tale Heart,” page 385

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

——— Motivation: Oral Interpretation (ATE, page 386)
——— Reading Proficiency: Describing the Narrator (ATE, page 386)
——— English Language Learning: Vocabulary (ATE, page 386)
——— Special Needs: Guided Reading Questions (ATE, page 386)
——— Enrichment: Researching Mental Illness (ATE, page 386)

Cross-Curricular Connections

——— Researching Careers in Criminal Justice (ATE, page 387)

Additional Questions and Activities

——— Discussing Unreliable Narrator (ATE, page 388)
——— Creating a First-person Narrative (ATE, page 390)

Cross-Curricular Activities

——— Judicial System (ATE, page 389)

Literary Technique

——— Ambiguity (ATE, page 388)
——— Tone (ATE, page 390)

Flexible Grouping Suggestions

——— Motivation: Oral Interpretation (ATE, page 386)
——— Enrichment: Researching Mental Illness (ATE, page 386)
——— Cross-Curricular Connections: Researching Careers in Criminal Justice (ATE, page 387)
——— Cross-Curricular Activities: Judicial System (ATE, page 389)
——— Investigate, Inquire, and Imagine (PE, page 392; UR 5, page 63)
——— Cooperative Learning: Staging a Mock Trial (PE, page 393)
——— Speaking and Listening: Oral Interpretation (PE, page 393)

Homework Suggestions

——— Understanding Literature: Suspense, Narrator, and Point of View (PE, page 392; UR 5, page 64)

Strategies for Developing Readers

Tackle Subject Matter

——— Read Prereading information aloud. Discuss mental illness (PE, page 95).
——— Remind students that the narrator’s mental state is unstable, making him an unreliable narrator.
——— Share information about Poe’s frequent use of insane narrators Additional Questions and Activities, (ATE, page 388).

Tackle Sentence Structure

——— Direct students to page 910 of the Language Arts Survey. Go over the information on dashes.
——— Play the audio version of the story, or have skilled readers read the selection aloud.
——— Replay or reread difficult sections.

Tackle Vocabulary

——— Allow students to preview new vocabulary words.
——— Encourage students to predict meanings of unknown words by using context clues in the story and in the Words for Everyday Use.
——— Use activities found in the VR before reading (page 56).

Additional Strategies for English Language Learners

——— Share the additional vocabulary listed under English Language Learning (ATE, page 386).
——— Have students share a suspenseful story that is popular in their native culture.
——— Ask students to find an author from their native country who writes horror stories. Then have them compare and contrast the author’s story with the stories of Edgar Allan Poe.
——— Use activities for Spanish speakers (SR, page 66).
Lesson Plan

Unit Five
Chills and Thrills
Closing the Unit, pages 394–401

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 Man Who Was Poe by Avi (PE, page 394)
- Book Club (PE, page 394; UR 5, page 74)

Other Books Students May Want to Read

- 18 Best Stories by Edgar Allan Poe (PE, page 394)
- The Stonewalkers by Vivien Alcock (PE, page 394)

Guided Writing

Imaginative Writing: Creating a Setting

Assignment: Students write a setting for a story (PE, pages 395–398).

Before Writing

- Creating a Setting (PE, page 395)
- Professional Model (PE, page 395)
- Writing Rubric (VLR I, page 128; WR, page 86)
- Prewriting (PE, page 395; WR, page 74)
- Student Model—Graphic Organizer (PE, page 396; WR, page 77)
- Graphic Organizer (VLR I, page 126; WR, page 76)

During Writing

- Drafting (PE, page 396)
- Student Model—Draft (PE, page 397; VLR I, page 127; WR, page 78)
- Self- and Peer Evaluation (PE, page 397; WR, page 81)
- Student Model—Revised (PE, page 398; WR, page 85)

After Writing

- Revising and Proofreading (PE, page 398)
- Publishing and Presenting (PE, page 398)
- Reflecting (PE, page 395)

Individual Learning Strategies

- Motivation: Describing a Movie Setting (ATE, page 396)
- Reading Proficiency: Anticipating Section Requirements (ATE, page 396)
- English Language Learning: Creating a Cultural Setting (ATE, page 396)
- Special Needs: Creating Setting on Tape (ATE, page 396)
- Enrichment: Incorporating the Setting into a Story (ATE, page 396)
Unit Five
Chills and Thrills
Closing the Unit, pages 394–401

Flexible Grouping Suggestions

- Self- and Peer Evaluation (PE, page 397; WR, page 81)
- Revising and Proofreading (PE, page 398)
- Publishing and Presenting (PE, page 398)

Homework Suggestions

- Graphic Organizer (VLR I, page 126; WR, page 76)

Unit Five Review

Review and Assessment

- Words for Everyday Use (PE, page 399; UR 5, page 76)
- Vocabulary Development (ATE, page 399)
- Literary Tools (PE, page 399; UR 5, page 77)
- Unit 5 Review (UR 5, page 76)
- Unit 5 Study Guide (UR 5, page 79)
- Unit 5 Test (UR 5, page 83; TG)

Reflecting on Your Reading

- Genre and Theme (PE, page 400)
- Group Project (PE, page 400)
- Critical Thinking (PE, page 400)

Teacher’s Name ___________________________ Class __________________ Date __________________

M T W TH F
Unit Six
Taking Flight
Opening the Unit, pages 402–404

Teacher's Name ____________________________ Class ________________ Date ____________

Dates I Plan to Teach This Unit _____________________________________________

Unit 6 Goals/Objectives:
• to appreciate fiction, nonfiction, and poetry exploring the theme of taking flight
• to define and identify examples of climax, diction, free verse, lyric poem, personal essay, point of view, setting, stanza, style, and tone
• to read independently to understand aviation and to learn to use books as research tools
• to write a narrative research paper
• to document sources

Lessons I Plan to Teach

_________ “The Hummingbird That Lived through Winter,” page 405
_________ Related Reading: “Mute Dancers: How to Watch a Hummingbird,” page 410
_________ Related Reading: Humming Bird, page 413
_________ “Sympathy” and “Caged Bird,” page 417
_________ “The Challenger Disaster,” page 424
_________ Related Reading: “Something Dreadfully Wrong in What Appeared to be a Picture-Perfect Launch,” page 427
_________ Related Reading: “High Flight,” page 428
_________ “Flying,” page 432
_________ Related Reading: “The Spirit of Charles Lindbergh,” page 440
_________ “Feel Like a Bird,” page 447
_________ Related Reading: “Freedom,” page 450
_________ For Your Reading List, page 454
_________ Guided Writing—Narrative Writing: Constructing a Narrative Research Paper, page 445
_________ Unit Six Review, page 466

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 402–403).

Getting Started in the Classroom

_________ Fine Art: Peter Sickles. Have students discuss how the artwork relates to the title of this unit (PE, page 402).
_________ Echoes (PE, page 404)
_________ Additional Questions and Activities: Identifying Themes (ATE, page 404)
Lesson Plan

“The Hummingbird That Lived through Winter,” page 405

Teacher’s Name ______________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Background knowledge about hummingbirds

**Ease Factor:** Selection length

**Synopsis:** A young man helps an old man rescue a hummingbird.

**Goals/Objectives:**
- to enjoy a story about a hummingbird
- to briefly describe some facts about hummingbirds
- to define and identify point of view in a literary work
- to define setting and point out the settings portrayed in a literary work
- to research hummingbird myths and legends
- to use quotation marks correctly

**Related Readings:** “Mute Dancers: How to Watch a Hummingbird” (page 410) and “Humming Bird” (page 413)

**Before Reading**
- Daily Oral Language (VLR I, page 46; UR 6, page 1)
- Reader’s Toolbox: Point of View and Setting (PE, page 405)
- Reader’s Resource: Science Connection (PE, page 405)
- About the Author: William Saroyan (PE, page 409)
- Reader’s Journal (PE, page 405; UR 6, page 2)
- Vocabulary from the Selection (ATE, page 407)
- Vocabulary: PAVE—Predict, Associate, Verify, Evaluate (VR, page 58)
- Fine Art: Martin Johnson Heade (Art Smart, PE, page 407; UR 6, page 3)
- Reading Strategy: Prepare to Write Down the Elements (RSR)

**During Reading**
- Graphic Organizer (PE, page 405; VLR I, page 46; UR 6, page 1)
- Dramatic Recording: “The Hummingbird That Lived through Winter” (AL, 6:02)
- Guided Reading Questions (PE, page 407; UR 6, page 2)
- Reading Strategy: Write Down the Elements as You Read (RSR)
- Fix-Up Idea: Refocus (RSR)

**After Reading**
- Reading Strategy: Summarize What You Wrote (RSR)
- Standardized Test Practice: Understand Elements of Plot (RSR)
- Fine Art: Hummingbird Photograph (Art Smart, PE and ATE, page 415; UR 6, page 6)
- Respond to the Selection (PE, page 409; UR 6, page 3)
- Investigate, Inquire, and Imagine (PE, page 414; UR 6, page 5)
- Understanding Literature: Setting and Point of View (PE, page 415; UR 6, page 6)
- Writer’s Journal: Letter, Poem, or Dialogue (PE, page 415; UR 6, page 6)
- Vocabulary: Changing Verbs into Nouns (UR 6, page 8)
- Collaborative Learning & Critical Thinking: Discussing the Story (PE, page 415)
- Study and Research & Speaking and Listening: Hummingbird Myths and Legends (PE, page 416; UR 6, page 8)
- Media Literacy: Wildlife Rehabilitation Centers (PE, page 416; UR 6, page 10)
- Language, Grammar, and Style: Using Quotation Marks (PE, page 416; UR 6, page 9)
- Related Reading: “Mute Dancers: How to Watch a Hummingbird” (PE, page 410)
- Dramatic Recording: “Mute Dancers: How to Watch a Hummingbird” (AL, 8:00)
- Related Reading: “Humming Bird” (PE, page 413)
- Related Reading Questions (ATE, page 410; UR 6, page 6)
- Selection Check Test 4.6.1 (ATE, page 409; UR 6, page 11; TG)
- Selection Test 4.6.2 (UR 6, page 13; TG)
- Internet activities at http://www.emcp.com

Free reading time

**Reading Strategies Resource, Page 101**

**Reading Strategy:** Write Things Down

**Fix-Up Idea:** Refocus

**Standardized Test Practice:** Understand Elements of Plot

**South Carolina State Standards**

[Click for details]
Lesson Plan

“The Hummingbird That Lived through Winter,” page 405

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Hummingbird Documentary (ATE, page 406)
- Reading Proficiency: Dramatic Recording Cassette (ATE, page 406; AL, 6:02)
- English Language Learning: Informal Language (ATE, page 406)
- Special Needs: Role-Playing Session (ATE, page 406)
- Enrichment: Researching Hummingbirds (ATE, page 406)

Motivation

Reading Proficiency

Language Learning

Special Needs

Enrichment

Pronunciation Key

Names (ATE, pages 407 and 410)

Cross-Curricular Activities

- Hummingbird Feeder (ATE, page 408)
- Researching Armenia (ATE, page 408)
- Plant Reproduction (ATE, page 412)

Additional Questions and Activities

- Hummingbird Facts (ATE, page 410)
- Analyzing a Poem (ATE, page 413)

Art Smart

- Aztec Artist (ATE, page 411)

Historical Note

- Aztec Tradition (ATE, page 411)

Literary Technique

- Alliteration (ATE, page 413)
- Description (ATE, page 413)

Flexible Grouping Suggestions

- Special Needs: Role-Playing Session (ATE, page 406)
- Enrichment: Researching Hummingbirds (ATE, page 406)
- Cross-Curricular Activities: Hummingbird Feeder (ATE, page 408)
- Cross-Curricular Activities: Researching Armenia (ATE, page 408)
- Additional Questions and Activities: Hummingbird Facts (ATE, page 410)
- Investigate, Inquire, and Imagine (PE, page 414; UR 6, page 5)
- Collaborative Learning & Critical Thinking: Discussing the Story (PE, page 415)

Homework Suggestions

- Understanding Literature: Setting and Point of View (PE, page 415; UR 6, page 6)
- Writer’s Journal: Letter, Poem, or Dialogue (PE, page 415; UR 6, page 6)
- Vocabulary: Changing Verbs into Nouns (UR 6, page 8)
- Media Literacy: Wildlife Rehabilitation Centers (PE, page 416; UR 6, page 10)
- Language, Grammar, and Style: Using Quotation Marks (PE, page 416; UR 6, page 9)

Strategies for Developing Readers

Tackle Background Knowledge about Hummingbirds

- Read and discuss the information in the Reader’s Resource (PE, page 405).
- Discuss the pictures on pages 406, 409, 411, and 413.
- Have students find out more about hummingbirds (Cross-Curricular Activities, ATE, page 408).
- Read the Related Readings aloud. Use the Additional Questions and Activities (ATE, pages 410 and 413).
- Share information in the Historical Note (ATE, page 411).

Additional Strategies for English Language Learners

- Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 405).
- For more background information, read aloud the Related Reading before reading the story (PE, page 411).
- Ask ELL students if hummingbirds live in their native lands and how they would say the word for “hummingbird” in their language. Make a list of these names on the board.
- Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 414; UR 6, page 5).
- To hear the alliteration correctly, read “Humming Bird” aloud (PE, page 413).
- Use activities for Spanish speakers (SR, page 72).
Lesson Plan

“Sympathy” and “Caged Bird,” page 417

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate, Moderate

Difficulty Considerations: Poetic devices; poetic syntax; vocabulary

Ease Factor: Selection length

Synopsis: Two speakers give their thoughts about caged birds and freedom.

Goals/Objectives:
• to have a positive experience reading two poems on the same subject—caged birds
• to define stanza and analyze stanzas of a poem
• to define tone and identify the tone of a literary work
• to write lyrics on freedom
• to research human or animal rights issues
• to distinguish between the active and the passive voice

Before Reading
— Daily Oral Language (VLR I, page 47; UR 6, page 17)
— Reader’s Toolbox: Stanza and Tone (PE, page 417)
— Reader’s Resource: About the Selections (PE, page 417)
— About the Authors: Paul Laurence Dunbar and Maya Angelou (PE, page 420)
— Reader’s Journal (PE, page 417; UR 6, page 17)
— Vocabulary: High-Frequency Spelling Rules (VR, page 63)
— Reading Strategy: Set a Purpose for Reading (RSR)

During Reading
— Dramatic Recording: “Sympathy” (AL, 1:21)
— Dramatic Recording: “Caged Bird” (AL, 1:40)
— Guided Reading Questions (PE, page 418; UR 6, page 17)
— Reading Strategy: Read with a Purpose in Mind (RSR)
— Fix-Up Strategy: Write Things Down (RSR)

After Reading
— Reading Strategy: Reflect on Your Purpose (RSR)
— Standardized Test Practice: Compare and Contrast Poems (RSR)
— Respond to the Selection (PE, page 420; UR 6, page 18)
— Investigate, Inquire, and Imagine (PE, page 421; UR 6, page 18)
— Understanding Literature: Stanza and Tone (PE, page 421; UR 6, page 19)
— Writer’s Journal: Persuasive Speech, Letter, or Definition (PE, page 422; UR 6, page 20)
— Vocabulary: Antonyms (UR 6, page 21)
— Speaking and Listening & Collaborative Learning: Writing Lyrics (PE, page 422)
— Study and Research: Researching an Issue (PE, page 422; UR 6, page 22)
— Language, Grammar, and Style: Active and Passive Voice (PE, page 422; UR 6, page 23)
— Graphic Organizer (PE, page 423; VLR I, page 47; UR 6, page 23)
— Selection Check Test 4.6.3 (ATE, page 420; UR 6, page 24; TG)
— Selection Test 4.6.4 (UR 6, page 25; TG)
— Internet activities at http://www.emcp.com
— Free reading time

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

“Sympathy” and “Caged Bird,” page 417

Teacher's Name ___________________________________ Class __________________ Date __________________

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<thead>
<tr>
<th>Teaching Options</th>
<th>Strategies for Developing Readers</th>
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<tr>
<td>Individual Learning Strategies</td>
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<tr>
<td>Motivation: Bulletin Board (ATE, page 418)</td>
<td>Remind students that certain devices or techniques are used in poetry such as symbolism, metaphor, and imagery.</td>
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<tr>
<td>Reading Proficiency: Reading Aloud (ATE, page 418)</td>
<td>Present students with the Literary Technique information (ATE, page 419).</td>
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<tr>
<td>English Language Learning: Vocabulary (ATE, page 418)</td>
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<td>Special Needs: Enacting the Poems (ATE, page 418)</td>
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<td>Motivation: Bulletin Board (ATE, page 418)</td>
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<tr>
<td>Special Needs: Enacting the Poems (ATE, page 418)</td>
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<tr>
<td>Investigate, Inquire, and Imagine (PE, page 421; UR 6, page 18)</td>
<td>Direct students to page 910 of the Language Arts Survey. Go over the information on dashes.</td>
</tr>
<tr>
<td>Speaking and Listening &amp; Collaborative Learning: Writing Lyrics (PE, page 422)</td>
<td>“Caged Bird” consists of run-on sentences. Explain to students that in poetry, people are allowed to break grammatical rules.</td>
</tr>
<tr>
<td>Study and Research: Researching an Issue (PE, page 422; UR 6, page 22)</td>
<td>Allow students to rewrite “Caged Bird,” filling in the correct punctuation, to help them understand the flow of each thought.</td>
</tr>
<tr>
<td>Play the audio version of the poems.</td>
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<tr>
<td>Tackle Poetic Devices</td>
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<tr>
<td>Tackle Poetic Syntax</td>
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<tr>
<td>Direct students to page 910 of the Language Arts Survey. Go over the information on dashes.</td>
<td>“Caged Bird” consists of run-on sentences. Explain to students that in poetry, people are allowed to break grammatical rules.</td>
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<td>Allow students to rewrite “Caged Bird,” filling in the correct punctuation, to help them understand the flow of each thought.</td>
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<tr>
<td>Play the audio version of the poems.</td>
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<tr>
<td>Tackle Vocabulary</td>
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<td>Allow students to preview vocabulary words.</td>
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<tr>
<td>Encourage students to predict the meaning of unknown words by using context clues in the poems and in the Words for Everyday Use.</td>
<td>Use activities found in the VR (page 63).</td>
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<tr>
<td>Use activities found in the VR (page 63).</td>
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</tbody>
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<thead>
<tr>
<th>Additional Strategies for English Language Learners</th>
<th></th>
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<tbody>
<tr>
<td>Read the Reader’s Toolbox and Reader’s Resource aloud (PE, page 417).</td>
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<tr>
<td>Read both of these poems aloud so students can hear the rhythm and tone. Then have students reread silently.</td>
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<tr>
<td>Have small groups complete Investigate, Inquire, and Imagine questions (PE, page 414; UR 6, page 5); then have a whole-class discussion.</td>
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<tr>
<td>Have partners complete the Language, Grammar, and Style activity (PE, page 422; UR 6, page 23).</td>
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</tbody>
</table>
Lesson Plan

“The Challenger Disaster,” page 424

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: References to other events

Ease Factor: Selection length

Synopsis: This speech is a nonfiction account of the explosion of the space shuttle Challenger.

Goals/Objectives:
- to appreciate the importance of the Challenger disaster
- to define style and identify the style in which a speech is written
- to define diction and examine a writer’s diction
- to research the Challenger Centers for Space Science Education
- to use the dictionary to define words
- to write and deliver a speech
- to think about possible future space accomplishments

Related Readings: “Something Dreadfully Wrong...” (page 427) and “High Flight” (page 428)

Before Reading
- Daily Oral Language (VLR I, page 48; UR 6, page 29)
- Reader’s Toolbox: Style and Diction (PE, page 424)
- Reader’s Resource: History Connection and Science Connection (PE, page 424)
- About the Author: Peggy Noonan (PE, page 426)
- Reader’s Journal (PE, page 424; UR 6, page 29)
- Vocabulary: Verb Tenses (VR, page 65)
- Reading Strategy: Think about What You Know (RSR)

During Reading
- Guided Reading Questions (PE, page 425; UR 6, page 29)
- Reading Strategy: Use What You Know as You Read (RSR)
- Fix-Up Idea: Listen to the Selection (RSR)

After Reading
- Reading Strategy: Reflect on What You Learned (RSR)
- Standardized Test Practice: Recognize Author’s Purpose (RSR)
- Respond to the Selection (PE, page 426; UR 6, page 30)
- Investigate, Inquire, and Imagine (PE, page 429; UR 6, page 31)
- Understanding Literature: Diction and Style (PE, page 429; UR 6, page 32)
- Graphic Organizer (PE, page 430; VLR I, page 48; UR 6, page 32)
- Writer’s Journal: Newswire Copy, Test, or Caption (PE, page 430; UR 6, page 33)
- Language, Grammar, and Style: Parts of Speech (UR 6, page 36)
- Media Literacy: Computer Research (PE, page 430; UR 6, page 34)
- Vocabulary: Reviewing New Words (PE, page 431; UR 6, page 35)
- Study and Research & Speaking and Listening: Speaking Out about the News (PE, page 431; UR 6, page 37)
- Collaborative Learning: Thinking about the Future (PE, page 431)
- Related Reading: “Something Dreadfully Wrong...” (PE, page 427)
- Related Reading: “High Flight” (PE, page 428)
- Dramatic Recording: “High Flight” (AL, 0.48)
- Related Reading Questions (ATE, page 428; UR 6, page 30)
- Selection Check Test 4.6.5 (ATE, page 426; UR 6, page 38; TG)
- Selection Test 4.6.6 (UR 6, page 39; TG)
- Internet activities at http://www.emcp.com

Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

“The Challenger Disaster,” page 424

Teacher’s Name ___________________________ Class ____________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Brainstorming about the Future (ATE, page 424)
- Reading Proficiency: Seeing Reagan Deliver the Speech (ATE, page 424)
- English Language Learning: Vocabulary (ATE, page 425)
- Special Needs: Comparing Speech Writing and Speech Making (ATE, page 425)
- Enrichment: Famous American Speeches (ATE, page 425)

Additional Questions and Activities

- Analyzing Opening of Speech (ATE, page 425)
- Analyzing a Poem (ATE, page 428)

Cross-Curricular Connections

- History of Space Program (ATE, page 426)

Literary Technique

- Point of View (ATE, page 427)

Flexible Grouping Suggestions

- Enrichment: Famous American Speeches (ATE, page 425)
- Additional Questions and Activities: Analyzing Opening of Speech (ATE, page 425)
- Additional Questions and Activities: Analyzing a Poem (ATE, page 428)
- Investigate, Inquire, and Imagine (PE, page 429; UR 6, page 31)
- Collaborative Learning: Thinking about the Future (PE, page 431)

Homework Suggestions

- Understanding Literature: Diction and Style (PE, page 429; UR 6, page 32)
- Graphic Organizer (PE, page 430; VLR I, page 48; UR 6, page 32)
- Writer’s Journal: Newswire Copy, Test, or Caption (PE, page 430; UR 6, page 33)
- Language, Grammar, and Style: Parts of Speech (UR 6, page 36)
- Media Literacy: Computer Research (PE, page 430; UR 6, page 34)
- Vocabulary: Reviewing New Words (PE, page 431; UR 6, page 35)
- Study and Research & Speaking and Listening: Speaking Out about the News (PE, page 431; UR 6, page 37)

Strategies for Developing Readers

Tackle References to Other Events

- Read Prereading information aloud (PE, page 424).
- As a Prereading activity, you might have students ask their parents or an adult friend to describe what it was like to witness the Challenger disaster.
- Bring in newspaper clippings of the event to give students a sense of the country’s atmosphere surrounding the event.

Additional Strategies for English Language Learners

- Reader’s Journal (PE, page 424) may bring up memories of the 9/11/02 tragedies and may be difficult for many students, not just ELL students.
- Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 424).
- Help students understand the Science Connection (PE, page 424).
- Before reading the poem, read Cross-Curricular Connections: History of the Space Program (ATE, page 426).
- Use Dramatic Recording: “High Flight” (AL, 0:48).
- Have partners complete the Graphic Organizer (PE, page 430; VLR I, page 48; UR 6, page 32).
“Flying,” page 432

Reading Level: Moderate

Difficulty Consideration: Long sentences

Ease Factor: Written for young adults

Synopsis: The youngest Lindbergh child recalls a memorable flight with her father.

Goals/Objectives:
- to enjoy a personal essay about flying with a famous aviator
- to define personal essay and explain what such an essay reveals about the writer and his or her relationships
- to define climax and identify the climax in a nonfiction work
- to examine media articles on Charles Lindbergh
- to write a story with a climax
- to write a paragraph using vocabulary words
- to identify the four types of sentences

Related Reading: “The Spirit of Charles Lindbergh” (page 440)

Before Reading
- Daily Oral Language (VLR I, page 49; UR 6, page 42)
- Reader’s Toolbox: Personal Essay and Climax (PE, page 432)
- Reader’s Resource: History Connection (PE, page 432)
- About the Author: Reeve Lindbergh (PE, page 439)
- Reader’s Journal (PE, page 432; UR 6, page 42)
- Vocabulary from the Selection (ATE, page 433)
- Vocabulary: Spelling by Syllables (VR, page 66)
- Reading Strategy: Make a Sequence Chart (RSR)

During Reading
- Graphic Organizer (PE, page 432; VLR I, page 49; UR 6, page 43)
- Dramatic Recording: “Flying” (AL, 16:20)
- Guided Reading Questions (PE, page 434; UR 6, page 42)
- Reading Strategy: Fill in the Sequence Chart (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
- Reading Strategy: Review the Sequence Chart (RSR)
- Standardized Test Practice: Identify Elements of Plot (RSR)
- Respond to the Selection (PE, page 439; UR 6, page 45)
- Investigate, Inquire, and Imagine (PE, page 444; UR 6, page 46)
- Understanding Literature: Personal Essay and Climax (PE, page 445; UR 6, page 47)
- Writer’s Journal: Instructions, Essay, or List (PE, page 445; UR 6, page 48)
- Study and Research & Media Literacy: Examining the Press (PE, page 445; UR 6, page 49)
- Collaborative Learning & Speaking and Listening: Creating a Climax (PE, page 446)
- Vocabulary: Using New Words (PE, page 446; UR 6, page 50)
- Language, Grammar, and Style: Types of Sentences (PE, page 446; UR 6, page 51)
- Related Reading: “The Spirit of Charles Lindbergh” (PE, page 440)
- Dramatic Recording: “The Spirit of Charles Lindbergh” (AL, 10:37)
- Related Reading Questions (ATE, page 440; UR 6, page 45)
- Selection Check Test 4.6.7 (ATE, page 439; UR 6, page 52; TG)
- Selection Test 4.6.8 (UR 6, page 54; 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
“Flying,” page 432

Teacher’s Name _______________________________ Class __________________ Date __________________

M T W Th F

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Discussing Small Planes (ATE, page 434)
- Reading Proficiency: Vocabulary and Footnotes (ATE, page 434)
- English Language Learning: Vocabulary (ATE, page 434)
- Special Needs: Graphic Organizer (ATE, page 435)
- Enrichment: Researching Aviators (ATE, page 435)

**Cross-Curricular Activities**
- Researching the U.S. Military (ATE, page 435)
- Researching and Reporting on Flight (ATE, page 437)
- A Model (ATE, page 437)
- Researching Lindbergh’s Environmental Causes (ATE, page 443)

**Additional Questions and Activities**
- Analyzing Anne’s Statement (ATE, page 436)
- Engaging Activities (ATE, page 438)
- Documenting Sources (ATE, page 440)
- Lindbergh’s Historic Flight (ATE, page 441)

**Historical Note**
- Lindbergh Kidnapping (ATE, page 442)

**Flexible Grouping Suggestions**
- Graphic Organizer (PE, page 432; VLR I, page 49; UR 6, page 43)
- Motivation: Discussing Small Planes (ATE, page 434)
- Special Needs: Graphic Organizer (ATE, page 435)
- Enrichment: Researching Aviators (ATE, page 435)
- Cross-Curricular Activities: Researching the U.S. Military (ATE, page 435)
- Cross-Curricular Activities: Researching and Reporting on Flight (ATE, page 437)
- Cross-Curricular Activities: A Model (ATE, page 437)
- Cross-Curricular Activities: Researching Lindbergh’s Environmental Causes (ATE, page 443)

**Homework Suggestions**
- Investigate, Inquire, and Imagine (PE, page 444; UR 6, page 46)
- Collaborative Learning & Speaking and Listening: Creating a Climax (PE, page 446)

**Strategies for Developing Readers**

**Tackle Long Sentences**
- Play the audio version of the story, or have skilled readers read the selection aloud.
- Replay or reread difficult sections of the story.
- Use Guided Reading Questions to check understanding.
- Use Additional Questions and Activities to aid students’ understanding of the story (ATE, pages 436 and 438).

**Additional Strategies for English Language Learners**
- Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 432).
- Read “Notes from Reeve Lindbergh” before reading (PE, page 439).
- Use the Dramatic Recording of “The Spirit of Charles Lindbergh” before reading (AL, 10:37).
- Include ELL students in Reading Proficiency activity (ATE, page 434) and, if applicable, in Special Needs activity (ATE, page 439).
- Have small groups complete Investigate, Inquire, and Imagine questions (PE, page 444; UR 6, page 46).
- Use activities for Spanish speakers (SR, page 77).

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

Lesson Plan

“Feel Like a Bird,” page 447

Teacher’s Name __________________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Considerations:** Unusual punctuation and capitalization

**Ease Factor:** Selection length

**Synopsis:** The poem imaginatively compares humans and birds.

**Goals/Objectives:**
- to have a positive experience reading a free verse poem about a bird
- to define *lyric poem* and identify the defining qualities of lyric poems
- to define *free verse* and recognize free verse when reading
- to use sources to identify a bird
- to form compound words
- to correct wordy sentences

**Related Reading:** “Freedom” (page 450)

**Before Reading**
- Daily Oral Language (VLR I, page 50; UR 6, page 58)
- Reader’s Toolbox: Lyric Poem and Free Verse (PE, page 447)
- Reader’s Resource: About the Selection (PE, page 447)
- About the Author: May Swenson (PE, page 449)
- Reader’s Journal (PE, page 447; UR 6, page 59)
- Vocabulary: Compound Words (VR, page 68)
- Reading Strategy: Set a Purpose (RSR)

**During Reading**
- Graphic Organizer (PE, page 447; VLR I, page 50; UR 6, page 58)
- Dramatic Recording: “Feel Like a Bird” (AL, 1:04)
- Guided Reading Questions (PE, page 448; UR 6, page 59)
- Reading Strategy: Use the Purpose as You Read (RSR)
- Fix-Up Idea: Connect to Prior Knowledge (RSR)

**After Reading**
- Reading Strategy: Respond to the Purpose (RSR)
- Standardized Test Practice: Understand Author’s Point of View (RSR)
- Fine Art: Willard Stone (Art Smart, PE and ATE, page 449; UR 6, page 60)
- Fine Art: Assyrian Artist (Art Smart, PE and ATE, page 451; UR 6, page 60)
- Respond to the Selection (PE, page 449; UR 6, page 59)
- Investigate, Inquire, and Imagine (PE, page 451; UR 6, page 61)
- Understanding Literature: Lyric Poem and Free Verse (PE, page 452; UR 6, page 62)
- Writer’s Journal: Free Verse Poem, Petition, or Lists (PE, page 452; UR 6, page 62)
- Study and Research: Bird Identification (PE, page 452; UR 6, page 63)
- Vocabulary: Forming Compounds (PE, page 453; UR 6, page 64)
- Media Literacy & Collaborative Learning: Birds in the Media (PE, page 453)
- Language, Grammar, and Style: Correcting Wordy Sentences (PE, page 453; UR 6, page 64)
- Related Reading: “Freedom” (PE, page 450)
- Dramatic Recording: “Freedom” (AL, 0:38)
- Related Reading Questions (ATE, page 450; UR 6, page 60)
- Selection Check Test 4.6.9 (ATE, page 449; UR 6, page 66; TG)
- Selection Test 4.6.10 (UR 6, page 67; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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

**SOUTH CAROLINA STATE STANDARDS**

- click this box for details

**READING STRATEGIES RESOURCE, PAGE 117**

- **Reading Strategy:** Find a Purpose for Reading
- **Fix-Up Idea:** Connect to Prior Knowledge
- **Standardized Test Practice:** Understand Author’s Point of View
“Feel Like a Bird,” page 447

Teacher’s Name ________________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Researching Species of Birds (ATE, page 448)
- Reading Proficiency: Reading Aloud (ATE, page 448)
- English Language Learning: Vocabulary (ATE, page 448)
- Special Needs: Guided Reading Questions (ATE, page 448)
- Enrichment: Concrete Descriptions (ATE, page 448)

**Additional Questions and Activities**
- Analyzing a Poem (ATE, page 450)

**Flexible Grouping Strategies**
- Motivation: Researching Species of Birds (ATE, page 448)
- Reading Proficiency: Reading Aloud (ATE, page 448)
- Special Needs: Guided Reading Questions (ATE, page 448)
- Art Smart: Willard Stone (PE, page 449; UR 6, page 60)
- Additional Questions and Activities: Analyzing a Poem (ATE, page 450)
- Art Smart: Assyrian Artist (PE, page 451; UR 6, page 60)
- Investigate, Inquire, and Imagine (PE, page 451; UR 6, page 61)
- Media Literacy & Collaborative Learning: Birds in the Media (PE, page 453)

**Homework Suggestions**
- Understanding Literature: Lyric Poem and Free Verse (PE, page 452; UR 6, page 62)
- Writer’s Journal: Free Verse Poem, Petition, or Lists (PE, page 452; UR 6, page 62)
- Study and Research: Bird Identification (PE, page 452; UR 6, page 63)
- Vocabulary: Forming Compounds (PE, page 453; UR 6, page 64)
- Language, Grammar, and Style: Correcting Wordy Sentences (PE, page 453; UR 6, page 64)

**Strategies for Developing Readers**

**Tackle Unusual Punctuation and Capitalization**
- Thoroughly read and discuss Reader’s Toolbox (PE, page 447).
- Help students fill in the Graphic Organizer as they read (PE, page 447).
- Share information in the Reading Proficiency activity (ATE, page 448).

**Additional Strategies for English Language Learners**
- Include ELL students in Reading Proficiency activity (ATE, page 448).
- Have students reread the story before filling in the Graphic Organizer (PE, page 447).
- Have small groups complete Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 451; UR 6, page 61).
- Have partners complete the Language, Grammar, and Style exercise (PE, page 453; UR 6, page 64).

for “Freedom”
- As a link to a previous reading, reread “Caged Bird” aloud (PE, page 419). Compare the feelings and moods of both poems.
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

Lindbergh by A. Scott Berg (PE, page 454)
Books as Research Tools (PE, page 454; UR 6, page 70)

Other Books Students May Want to Read

Under a Wing: A Memoir by Reeve Lindbergh (PE, page 454)
Going Solo by Roald Dahl (PE, page 454)
Sky Pioneer: A Photobiography of Amelia Earhart by Corinne Szabo (PE, page 454)
The Wright Brothers: How They Invented the Airplane by Russell Freedman (PE, page 454)

Narrative Writing: Constructing a Narrative Research Paper

Assignment: Students write a narrative research paper (PE, pages 455–465).

Before Writing

Constructing a Narrative Research Paper (PE, page 455)
Professional Model (PE, page 455)
Writing Rubric (VLR I, page 133; WR, page 102)
Prewriting (PE, page 456; WR, page 87)
Student Model—Graphic Organizer (PE, page 458; WR, page 90)
Graphic Organizer (VLR I, page 129; WR, page 89)

During Writing

Drafting (PE, page 459)
Student Model—Draft (VLR I, page 130; WR, page 91)
Self- and Peer Evaluation (PE, page 462; WR, page 96)
Language, Grammar, and Style: Documenting Sources (PE, page 458; WR, page 92)
Revising and Proofreading (PE, page 464)
Student Model—Revised (PE, page 462; WR, page 100)

After Writing

Publishing and Presenting (PE, page 465)
Reflecting (PE, page 456)
Unit Six
Taking Flight
Closing the Unit, pages 454–467

Teacher’s Name __________________________ Class ____________ Date ____________

Individual Learning Strategies

_________ Motivation: Viewing a Documentary and Brainstorming Topics (ATE, page 456)
_________ Reading Proficiency: Types of Reading (ATE, page 456)
_________ English Language Learning: Summarizing (ATE, page 456)
_________ Special Needs: Listing Possible Topics (ATE, page 456)
_________ Enrichment: Preparing Visual Aids (ATE, page 456)

Flexible Grouping Suggestions

_________ Special Needs Activity: Collaborative Learning (ATE, page 456)
_________ Self- and Peer Evaluation (PE, page 462; WR, page 96)
_________ Revising and Proofreading (PE, page 464)
_________ Publishing and Presenting (PE, page 465)

Homework Suggestions

_________ Graphic Organizer (VLR I, page 129; WR, page 89)
_________ Language, Grammar, and Style: Documenting Sources (PE, page 458; WR, page 92)

Unit Six Review

Review and Assessment

_________ Words for Everyday Use (PE, page 466; UR 6, page 71)
_________ Vocabulary Development (ATE, page 466)
_________ Literary Tools (PE, page 466; UR 6, page 72)
_________ Unit 6 Review (UR 6, page 71)
_________ Unit 6 Study Guide (UR 6, page 74)
_________ Unit 6 Test (UR 6, page 77; TG)

Reflecting on Your Reading

_________ Genre (PE, page 466)
_________ Theme (PE, page 466)
_________ Media Literacy (PE, page 467)
_________ Group Project (PE, page 467; UR 6, page 73)
_________ On Your Own (PE, page 467)
**Unit Seven**

**Pass It On: World Mythology**

**Opening the Unit, pages 470–472**

Teacher’s Name ________________________________________ Class __________________ Date __________________

Dates I Plan to Teach This Unit __________________________________________________________

**Unit 7 Goals/Objectives:**
- to enjoy fiction and nonfiction exploring the theme of passing on the oral tradition
- to define and identify examples of central conflict, characterization, conflict, inciting incident, internal conflict, irony, motif, motive, myth, oral tradition, setting, and symbol
- to read independently to explore mythology
- to retell a family story
- to punctuate dialogue correctly

**Lessons I Plan to Teach**

- “Persephone and Demeter,” page 473
- “The Epic of Gilgamesh,” page 481
- “The Secret Name of Ra,” page 491
- “Why the Sky Is So Far Away from the Earth,” page 500
- “The Instruction of Indra,” page 507
- “Amaterasu,” page 515
- For Your Reading List, page 521
- Guided Writing—Informative Writing: Retelling a Family Story, page 522
- Unit Seven Review, page 528

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 470–471).

**Getting Started in the Classroom**

- Fine Art: John George Brown. Have students discuss how the artwork relates to the title of this unit (PE, page 470).
- Elements of the Oral Tradition (PE, page 472)
- Internet Resources: Finding Information about Mythology (ATE, page 472)
“Persephone and Demeter,” page 473

Teacher's Name __________________________________Class __________________Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Selection length

Synopsis: Hades steals away Persephone and her mother Demeter and inflicts winter on the world until her daughter is returned.

Goals/Objectives:
• to appreciate a classical Greek myth
• to briefly relate a myth to the geography of Greece
• to define setting and identify the settings in a myth
• to define myth and recognize the questions a myth attempts to answer

Insights: Ancient Greece (page 477)

Before Reading
______ Daily Oral Language (VLR I, page 52; UR 7, page 1)
______ Reader's Toolbox: Setting and Myth (PE, page 473)
______ Reader's Resource: Geography Connection (PE, page 473)
______ About the Authors: Ingri and Edgar Parin d’Aulaire (PE, page 476)
______ Vocabulary from the Selection (ATE, page 473)
______ Vocabulary: Morphemes and Meaning (VR, page 70)
______ Reader's Journal (PE, page 473; UR 7, page 1)
______ Reading Strategy: Make a Chart (RSR)

During Reading
______ Graphic Organizer (PE, page 473; VLR I, page 52)
______ Guided Reading Questions (PE, page 474; UR 7, page 1)
______ Reading Strategy: Complete the Chart as You Read (RSR)
______ Fix-Up Idea: Unlock Difficult Words (RSR)

After Reading
______ After Reading: Summarize What You Wrote (RSR)
______ Standardized Test Practice: Recognize Cause and Effect (RSR)
______ Respond to the Selection (PE, page 476; UR 7, page 2)
______ Investigate, Inquire, and Imagine (PE, page 478; UR 7, page 2)
______ Understanding Literature: Setting and Myth (PE, page 478; UR 7, page 3)
______ Writer's Journal: Costume Design, Persuasive Speech, or Retelling (PE, page 479; UR 7, page 4)
______ Collaborative Learning: Mythical Talk Show (PE, page 479)
______ Study and Research: World Myth (PE, page 479; UR 7, page 5)
______ Critical Thinking: Understanding Symbols (PE, page 480; UR 7, page 6)
______ Language, Grammar, and Style: Exploring the Greek Language (PE, page 480; UR 7, page 6)
______ Media Literacy: Greek Mythology Modernized in the Media (PE, page 480; UR 7, page 7)
______ Vocabulary: Identifying Adjectives (UR 7, page 8)
______ Insights: Ancient Greece (PE, page 477)
______ Dramatic Recording: Ancient Greece (AL, 5:56)
______ Selection Check Test 4.7.1 (ATE, page 476; UR 7, page 9; TG)
______ Selection Test 4.7.2 (UR 7, page 11; TG)
______ Internet activities at http://www.emcp.com
______ Free reading time
“Persephone and Demeter,” page 473

Teacher’s Name __________________________________ Class __________________ Date __________________

M T W TH F

### Teaching Options

#### Individual Learning Strategies
- Motivation: Enacting Scenes (ATE, page 474)
- Reading Proficiency: Previewing Pronunciation (ATE, page 474)
- English Language Learning: Vocabulary (ATE, page 474)
- Special Needs: Discussing Myths (ATE, page 474)
- Enrichment: Pictures of Demeter (ATE, page 474)

#### Literary Note
- Pomegranates (ATE, page 475)
- The Dead in Greek Mythology (ATE, page 475)

#### Historical Note
- Earth Goddess (ATE, page 475)

#### Flexible Grouping Suggestions
- Graphic Organizer (PE, page 473; VLR I, page 52)
- Motivation: Enacting Scenes (ATE, page 474)
- Investigate, Inquire, and Imagine (PE, page 478; UR 7, page 2)
- Collaborative Learning: Mythical Talk Show (PE, page 479)

#### Homework Suggestions
- Understanding Literature: Setting and Myth (PE, page 478; UR 7, page 3)
- Writer’s Journal: Costume Design, Persuasive Speech, or Retelling (PE, page 479; UR 7, page 4)
- Study and Research: World Myth (PE, page 479; UR 7, page 5)
- Critical Thinking: Understanding Symbols (PE, page 480; UR 7, page 7)
- Language, Grammar, and Style: Exploring the Greek Language (PE, page 480; UR 7, page 6)
- Media Literacy: Greek Mythology Modernized in the Media (PE, page 480; UR 7, page 7)
- Vocabulary: Identifying Adjectives (UR 7, page 8)

### Strategies for Developing Readers

#### Tackle Vocabulary
- Have students preview new vocabulary words.
- Read the footnotes aloud before students begin reading.
- Encourage students to predict the meaning of unknown words by using context clues found in the selection and in the Words for Everyday Use.
- Use activities found in the VR (page 70).

#### Additional Strategies for English Language Learners
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 473).
- Read Literary Note: Pomegranates, Literary Note: The Dead of Greek Mythology, and Historical Note: Earth Goddess before reading the myth (ATE, page 475).
- Share information in the Pronunciation Key (ATE, page 474).
- Have partners alternate reading aloud, switching roles after each Guided Reading Question is answered.
- Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion.
- Use ELL students’ cultures to research myths in other countries (Study and Research, PE, page 479; UR 7, page 5).
- Use activities for Spanish speakers (SR, page 84).
**Lesson Plan**

**“The Epic of Gilgamesh,” page 481**

Teacher’s Name __________________________ Class __________________ Date ______________

<table>
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**Reading Level:** Challenging

**Difficulty Considerations:** Many characters; unfamiliar names; vocabulary

**Ease Factor:** Guided Reading Questions

**Synopsis:** Gilgamesh learns to obey the will of the gods.

**Goals/Objectives:**
- to appreciate an ancient Mesopotamian story
- to define central conflict and recognize a central conflict in a literary work
- to define irony and recognize it in a literary work
- to use quotation marks properly
- to research and compare and contrast flood stories
- to compare and contrast Gilgamesh to a movie or television hero
- to research careers in counseling

**Insights:** Ancient Mesopotamia (page 487)

**Before Reading**
- Daily Oral Language (VLR I, page 53; UR 7, page 16)
- Reader’s Toolbox: Central Conflict and Irony (PE, page 481)
- Reader’s Resource: History Connection (PE, page 481)
- About the Author: Christina Kolb (PE, page 487)
- Vocabulary from the Selection (ATE, page 481)
- Vocabulary: Easily Confused Pairs (VR, page 74)
- Reader’s Journal (PE, page 481; UR 7, page 16)
- Reading Strategy: Understand Chronological Order (RSR)

**During Reading**
- Dramatic Recording: “The Epic of Gilgamesh” (AL, 15:47)
- Guided Reading Questions (PE, page 482; UR 7, page 16)
- Reading Strategy: Make a Time Line (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Review What You Wrote (RSR)
- Standardized Test Practice: Identify Chronological Order (RSR)
- Respond to the Selection (PE, page 487; UR 7, page 18)
- Investigate, Inquire, and Imagine (PE, page 488; UR 7, page 18)
- Understanding Literature: Central Conflict and Irony (PE, page 488; UR 7, page 19)
- Graphic Organizer (PE, page 489; VLR I, page 53; UR 7, page 20)
- Writer’s Journal: Resolutions, Petition, or letter (PE, page 489; UR 7, page 20)
- Study and Research & Speaking and Listening: Flood Stories in the Oral Tradition (PE, page 490; UR 7, page 22)
- Media Literacy: Hero on a Quest (PE, page 490)
- Applied English: Researching Careers (PE, page 490; UR 7, page 23)
- Vocabulary: Synonyms (UR 7, page 24)
- Insights: Ancient Mesopotamia (PE, page 487)
- Dramatic Recording: Ancient Mesopotamia (AL, 2:07)
- Selection Check Test 4.7.3 (ATE, page 487; UR 7, page 27; TG)
- Selection Test 4.7.4 (UR 7, page 29; 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

Lesson Plan

“The Epic of Gilgamesh,” page 481

Teacher’s Name ___________________________ Class __________________ Date __________________

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<tr>
<th>Teaching Options</th>
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<tbody>
<tr>
<td><strong>Individual Learning Strategies</strong></td>
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<tr>
<td>________ Motivation: Heroes (ATE, page 482)</td>
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<tr>
<td>________ Reading Proficiency: Collaborative Learning (ATE, page 482)</td>
</tr>
<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 482)</td>
</tr>
<tr>
<td>________ Special Needs: Storyteller (ATE, page 482)</td>
</tr>
<tr>
<td>________ Enrichment: Oral Reports on Mesopotamia (ATE, page 482)</td>
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<tr>
<th>Cross-Curricular Connections</th>
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<tbody>
<tr>
<td>________ Mesopotamian Gods (ATE, page 481)</td>
</tr>
<tr>
<td>________ Code of Hammurabi (ATE, page 485)</td>
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<table>
<thead>
<tr>
<th>Literary Note</th>
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<tbody>
<tr>
<td>________ Hubris (ATE, page 483)</td>
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<tr>
<td>________ Enuma elish (ATE, page 486)</td>
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<table>
<thead>
<tr>
<th>Pronunciation Key</th>
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<tbody>
<tr>
<td>________ Mesopotamian Names (ATE, page 481)</td>
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<table>
<thead>
<tr>
<th>Additional Questions and Activities</th>
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</thead>
<tbody>
<tr>
<td>________ Discussing Enkidu’s Death (ATE, page 484)</td>
</tr>
<tr>
<td>________ Discussing Gilgamesh’s Journey (ATE, page 485)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Quotables</th>
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</thead>
<tbody>
<tr>
<td>________ F. Scott Fitzgerald (ATE, page 485)</td>
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<tr>
<td>________ Alfred, Lord Tennyson (ATE, page 485)</td>
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<thead>
<tr>
<th>Flexible Grouping Suggestions</th>
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<tbody>
<tr>
<td>________ Reading Proficiency: Collaborative Learning (ATE, page 482)</td>
</tr>
<tr>
<td>________ Enrichment: Oral Reports on Mesopotamia (ATE, page 482)</td>
</tr>
<tr>
<td>________ Additional Questions and Activities: Discussing Enkidu’s Death (ATE, page 484)</td>
</tr>
<tr>
<td>________ Additional Questions and Activities: Discussing Gilgamesh’s Journey (ATE, page 485)</td>
</tr>
<tr>
<td>________ Applied English: Researching Careers (PE, page 490; UR 7, page 23)</td>
</tr>
</tbody>
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<tr>
<th>Homework Suggestions</th>
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<tbody>
<tr>
<td>________ Understanding Literature: Central Conflict and Irony (PE, page 488; UR 7, page 19)</td>
</tr>
<tr>
<td>________ Graphic Organizer (PE, page 489; UR 7, page 20)</td>
</tr>
<tr>
<td>________ Writer’s Journal: Resolutions, Petition, or Letter (PE, page 489; UR 7, page 20)</td>
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</tbody>
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<thead>
<tr>
<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td><strong>Tackle Many Characters</strong></td>
</tr>
<tr>
<td>________ Before reading, have students write down the names of ten characters they will encounter.</td>
</tr>
<tr>
<td>________ As they read, have students write down descriptions of each character.</td>
</tr>
<tr>
<td>________ After reading, ask students to use their descriptions to create a brief character sketch for each character.</td>
</tr>
</tbody>
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<tr>
<th><strong>Tackle Unfamiliar Names</strong></th>
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<tbody>
<tr>
<td>________ Preview the names by listing them on the board and sharing information in the Pronunciation Key (ATE, page 483).</td>
</tr>
<tr>
<td>________ Play the audio version of the story so students can hear the pronunciations of the names.</td>
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<thead>
<tr>
<th><strong>Tackle Vocabulary</strong></th>
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</thead>
<tbody>
<tr>
<td>________ Allow students to preview the Words for Everyday Use and the footnotes.</td>
</tr>
<tr>
<td>________ Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.</td>
</tr>
<tr>
<td>________ Use activities found in the VR (page 74).</td>
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</tbody>
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<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 481).</td>
</tr>
<tr>
<td>________ Study the map on page 481. Read aloud Insights: Ancient Mesopotamia (PE, page 487).</td>
</tr>
<tr>
<td>________ Share information in the Literary Note about Enuma elish (ATE, page 486).</td>
</tr>
<tr>
<td>________ Include ELL students in the Enrichment activity (ATE, page 482).</td>
</tr>
<tr>
<td>________ Have students place sticky notes near words they do not understand.</td>
</tr>
<tr>
<td>________ Have partners complete the Graphic Organizer (PE, page 489; VLR I, page 53; UR 7, page 20).</td>
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**“The Secret Name of Ra,” page 491**

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

**Reading Level:** Moderate

**Difficulty Considerations:** Unfamiliar names; vocabulary

**Ease Factor:** Selection length

**Synopsis:** Wanting power for her son, Isis tricks Ra into telling her his secret name.

**Goals/Objectives:**
- to enjoy an Egyptian myth
- to explain Egyptian thoughts about the subject and its relationship to life and afterlife
- to define *inciting incident* and recognize inciting incidents in works that they read
- to define *motive* and identify character’s motives
- to analyze the meaning of names
- to determine how the geography of Egypt may have affected its people’s worldview
- to use vocabulary words in sensible sentences

**Insights:** Ancient Egypt (page 496)

---

**Before Reading**
- Daily Oral Language (VLR I, page 54; UR 7, page 33)
- Reader’s Toolbox: Inciting Incident and Motive (PE, page 491)
- Reader’s Resource: History Connection (PE, page 491)
- About the Author: Geraldine Harris (PE, page 495)
- Vocabulary from the Selection (ATE, page 491)
- Vocabulary: Pronunciations and Accented Syllables (VR, page 76)
- Reader’s Journal (PE, page 491; UR 7, page 33)
- Fine Art: Egyptian Artist (Art Smart, PE and ATE, page 491)
- Reading Strategy: Gather Information (RSR)

**During Reading**
- Guided Reading Questions (PE, page 493; UR 7, page 33)
- Reading Strategy: Make Predictions (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Assess Your Prediction (RSR)
- Standardized Test Practice: Identify Main Ideas (RSR)
- Respond to the Selection (PE, page 495; UR 7, page 34)
- Investigate, Inquire, and Imagine (PE, page 497; UR 7, page 34)
- Understanding Literature: Inciting Incident and Motive (PE, page 497; UR 7, page 36)
- Graphic Organizer (PE, page 498; VLR I, page 54; UR 7, page 36)
- Writer’s Journal: Recipe, Summary, or Continuation (PE, page 498; UR 7, page 36)
- Collaborative Learning: Analyzing Names (PE, page 499; UR 7, page 37)
- Vocabulary & Speaking and Listening: Using Words in Context (PE, page 499; UR 7, page 37)
- Language, Grammar, and Style: Working with Quotation Marks (PE, page 499; UR 7, page 38)
- Study and Research: Geography of Egypt (PE, page 499; UR 7, page 39)
- Insights: Ancient Egypt (PE, page 496)
- Dramatic Recording: Ancient Egypt (AL, 3:35)
- Selection Check Test 4.7.5 (ATE, page 495; UR 7, page 41; TG)
- Selection Test 4.7.6 (UR 7, page 43; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**Reading Strategies Resource, Page 129**

**Reading Strategy:** Make Predictions

**Fix-Up Idea:** Use Guided Reading Questions

**Standardized Test Practice:** Identify Main Ideas

**South Carolina State Standards**

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Lesson Plan

“The Secret Name of Ra,” page 491

Teacher’s Name ________________________________ Class ____________________________ Date __________

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<td>________ Motivation: Egyptian Collection (ATE, page 492)</td>
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<tr>
<td>________ Reading Proficiency: Previewing Egyptian Gods (ATE, page 492)</td>
</tr>
<tr>
<td>________ English Language Learning: Vocabulary (ATE, page 492)</td>
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<tr>
<td>________ Special Needs: Guided Reading Questions (ATE, page 492)</td>
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<td>________ Enrichment: Art of Egyptian Gods (ATE, page 492)</td>
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<thead>
<tr>
<th>Pronunciation Key</th>
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<td>________ Egyptian Names (ATE, page 493)</td>
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<th>Additional Questions and Activities</th>
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<td>________ Reading Comprehension (ATE, page 493)</td>
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<tr>
<th>Art Smart</th>
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<tr>
<td>________ Egyptian Artist (PE and ATE, page 491)</td>
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<th>Cross-Curricular Connections</th>
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<tr>
<td>________ Ennead (ATE, page 494)</td>
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<td>________ Re (ATE, page 496)</td>
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<td>________ Osiris (ATE, page 496)</td>
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<th>Quotables</th>
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<td>________ Thorkild Jacobsen (ATE, page 496)</td>
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<th>Flexible Grouping Suggestions</th>
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<td>________ Special Needs: Guided Reading Questions (ATE, page 492)</td>
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<tr>
<td>________ Investigate, Inquire, and Imagine (PE, page 497; UR 7, page 34)</td>
</tr>
<tr>
<td>________ Collaborative Learning: Analyzing Names (PE, page 499; UR 7, page 37)</td>
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<td>________ Study and Research: Geography of Egypt (PE, page 499; UR 7, page 39)</td>
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<tr>
<td>________ Graphic Organizer (PE, page 498; VLR I, page 54; UR 7, page 36)</td>
</tr>
<tr>
<td>________ Writer’s Journal: Recipe, Summary, or Continuation (PE, page 498; UR 7, page 36)</td>
</tr>
<tr>
<td>________ Vocabulary &amp; Speaking and Listening: Using Words in Context (PE, page 499; UR 7, page 37)</td>
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<th>Strategies for Developing Readers</th>
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<td><strong>Tackle Unfamiliar Names</strong></td>
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<tr>
<td>________ Demonstrate how to pronounce proper nouns in the story (Pronunciation Key, ATE, page 492).</td>
</tr>
<tr>
<td>________ Read the Reader’s Resource aloud (PE, page 491).</td>
</tr>
<tr>
<td>________ Share information about the Ennead found in Cross-Curricular Connections (ATE, page 494).</td>
</tr>
<tr>
<td>________ Have groups read and answer the Guided Reading Questions.</td>
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<tr>
<th><strong>Tackle Vocabulary</strong></th>
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<tr>
<td>________ Allow students to preview vocabulary words and footnotes.</td>
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<tr>
<td>________ Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.</td>
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<tr>
<td>________ Use activities found in the VR (page 76).</td>
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<tr>
<th><strong>Additional Strategies for English Language Learners</strong></th>
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<tr>
<td>________ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 491).</td>
</tr>
<tr>
<td>________ Read the first three paragraphs of Ancient Egypt aloud before reading the myth (PE, page 496).</td>
</tr>
<tr>
<td>________ Pair ELL students with advanced readers and have them discuss Guided Reading Questions and Investigate, Inquire, and Imagine questions (PE, page 497; UR 7, page 34).</td>
</tr>
<tr>
<td>________ Have ELL students complete the vocabulary activity on page 499 with a partner (PE, page 499; UR 7, page 37).</td>
</tr>
</tbody>
</table>
“Why the Sky Is Far Away from the Earth,” page 500

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Unfamiliar names

Ease Factors: Conversational tone; vocabulary; selection length

Synopsis: This myth presents another version of the “fall from the garden story.”

Goals/Objectives:
• to enjoy a myth from the Yoruban culture of West Africa
• to define oral tradition and myth and give examples of each
• to define motif and recognize motifs in literature
• to research environmental causes
• to dramatize a traditional tale

Insights: Yoruban Culture and History (page 504)

Before Reading
_________ Daily Oral Language (VLR I, page 55; UR 7, page 48)
_________ Reader's Toolbox: Oral Tradition, Myth, and Motif (PE, page 500)
_________ Reader’s Resource: Geography Connection, Art Connection, and Cultural Connection (PE, page 500)
_________ About the Author: Fitzgerald Iyamabo (PE, page 503)
_________ Fine Art: Yoruban Artist (PE, page 501; VLR II, page 49)
_________ Vocabulary: Word Origins (VR, 77)
_________ Reading Strategy: Make an Actions and Consequences Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 500; VLR I, page 55; UR 7, page 48)
_________ Dramatic Recording: “Why the Sky Is Far Away from the Earth” (AL, 7:30)
_________ Guided Reading Questions (PE, page 502; UR 7, page 49)
_________ Reading Strategy: Complete the Chart as You Read (RSR)
_________ Fix-Up Idea: Refocus (RSR)

After Reading
_________ Reading Strategy: Summarize What You Wrote (RSR)
_________ Standardized Test Practice: Identify Cause and Effect (RSR)
_________ Respond to the Selection (PE, page 503; UR 7, page 49)
_________ Investigate, Inquire, and Imagine (PE, page 505; UR 7, page 50)
_________ Understanding Literature: Oral Tradition, Myth, and Motif (PE, page 505; UR 7, page 51)
_________ Writer’s Journal: Rules, Statement of Belief, or Retelling (PE, page 506)
_________ Study and Research: Researching Environmental Causes (PE, page 506; UR 7, page 52)
_________ Vocabulary: Investigating Word Origins (UR 7, page 53)
_________ Language, Grammar, and Style: Making Sentences Colorful (UR 7, page 54)
_________ Speaking and Listening & Collaborative Learning: Dramatizing a Traditional Tale (PE, page 506)
_________ Insights: Yoruban Culture and History (PE, page 504)
_________ Dramatic Recording: Yoruban Culture and History (AL, 3:16)
_________ Selection Check Test 4.7.7 (PE, page 503; UR 7, page 55; TG)
_________ Selection Test 4.7.8 (UR 7, page 56; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  internet

“Why the Sky Is Far Away from the Earth,” page 500

Teacher’s Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Writing a Short Story (ATE, page 501)
- Reading Proficiency: Expressive Reading (ATE, page 501)
- English Language Learning: Vocabulary (ATE, page 501)
- Special Needs: Checking Comprehension (ATE, page 501)
- Enrichment: Finding “Golden Age” Myths (ATE, page 501)

**Pronunciation Key**
- Nigerian Names (ATE, page 500)

**Literary Techniques**
- Epithet (ATE, page 502)

**Flexible Grouping Suggestions**
- Special Needs: Checking Comprehension (ATE, page 501)
- Enrichment: Finding “Golden Age” Myths (ATE, page 501)
- Investigate, Inquire, and Imagine (PE, page 505; UR 7, page 50)
- Study and Research: Researching Environmental Causes (PE, page 506; UR 7, page 51)
- Speaking and Listening & Collaborative Learning: Dramatizing a Traditional Tale (PE, page 506)

**Homework Suggestions**
- Understanding Literature: Oral Tradition, Myth, and Motif (PE, page 505; UR 7, page 51)
- Writer’s Journal: Rules, Statement of Belief, or Retelling (PE, page 506; UR 7, page 51)
- Vocabulary: Investigating Word Origins (UR 7, page 53)
- Language, Grammar, and Style: Making Sentences Colorful (UR 7, page 54)

**Strategies for Developing Readers**

**Tackle Unfamiliar Names**
- Read the footnotes before reading.
- Read the Reader’s Resource aloud, and show students where Nigeria is located.
- Share information in the Literary Technique (ATE, page 502).

**Additional Strategies for English Language Learners**
- Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 500).
- Read Yoruban Culture and History before reading the myth (PE, page 504).
- Share information about epithets before reading (Literary Technique, ATE, page 502).
- Include ELL students in the Reading Proficiency activity (ATE, page 501).
- Have small groups complete Investigate, Inquire, and Imagine questions (PE, page 505; UR 7, page 50).
- Use activities for Spanish speakers (SR, page 89).

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“The Instruction of Indra,” page 507

Teacher’s Name ________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Unfamiliar names; philosophical lesson; vocabulary

Ease Factor: Guided Reading Questions

Synopsis: Indra learns of his place in the world and how to live.

Goals/Objectives:
• to enjoy a myth from India
• to define symbol and identify and explain symbols in a literary work
• to define inner conflict and recognize this type of struggle
• to investigate word origins
• to research and compare and contrast Hinduism and Buddhism

Insights: Ancient India (page 512)

Before Reading

Daily Oral Language (VLR I, page 56; UR 7, page 59)
Reader’s Toolbox: Symbol and Internal Conflict (PE, page 507)
Reader’s Resource: About the Selection (PE, page 507)
About the Author: Joseph Campbell (with Bill Moyers) (PE, page 511)
Vocabulary from the Selection (ATE, page 509)
Vocabulary: Word Origins (VR, page 79)
Reader’s Journal (PE, page 507; UR 7, page 59)
Reading Strategy: Identify a Purpose (RSR)

During Reading

Graphic Organizer (PE, page 507; VLR I, page 56; UR 7, page 59)
Guided Reading Questions (PE, page 509; UR 7, page 60)
Reading Strategy: Read with Purpose in Mind (RSR)
Fix-Up Idea: Write Things Down (RSR)

After Reading

Reading Strategy: Describe Your Experience (RSR)
Standardized Test Practice: Identify Cause and Effect (RSR)
Respond to the Selection (PE, page 511; UR 7, page 60)
Investigate, Inquire, and Imagine (PE, page 513; UR 7, page 61)
Understanding Literature: Symbol and Internal Conflict (PE, page 513; UR 7, page 62)
Writer’s Journal: Design Plan, Notes, or Advice Columnist (PE, page 514; UR 7, page 62)
Study and Research: Comparing Hinduism and Buddhism (PE, page 514; UR 7, page 64)
Vocabulary: Completing Sentences (UR 7, page 65)
Insights: Ancient India (PE, page 512)
Dramatic Recording: Ancient India (AL, 2:47)
Selection Check Test 4.7.9 (ATE, page 511; UR 7, page 66; TG)
Selection Test 4.7.10 (UR 7, page 68; TG)
Internet activities at http://www.emcp.com
Free reading time

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“The Instruction of Indra,” page 507

Teacher’s Name ___________________________________________ Class __________________ Date __________________

**Individual Learning Strategies**
- Motivation: Mural (ATE, page 508)
- Reading Proficiency: Dramatic Recording (ATE, page 508)
- English Language Learning: Vocabulary (ATE, page 508)
- Special Needs: Reviewing Prereading Information (ATE, page 508)
- Enrichment: Caste (ATE, page 508)

**Additional Questions and Activities**
- Examining Relationship between Vishnu and Brahma (ATE, page 509)

**Pronunciation Key**
- Hindu Names (ATE, pages 509 and 512)

**Cross-Curricular Connections**
- Hinduism (ATE, page 510)

**Cross-Curricular Activities**
- Researching Modern India (ATE, page 512)

**Flexible Grouping Suggestions**
- Motivation: Mural (ATE, page 508)
- Additional Questions and Activities: Examining Relationship between Vishnu and Brahma (ATE, page 509)
- Cross-Curricular Activities: Researching Modern India (ATE, page 512)
- Investigate, Inquire, and Imagine (PE, page 513; UR 7, page 61)

**Homework Suggestions**
- Understanding Literature: Symbol and Internal Conflict (PE, page 513; UR 7, page 62)
- Writer’s Journal: Design Plan, Notes, or Advice Columnist (PE, page 514; UR 7, page 62)
- Study and Research: Comparing Hinduism and Buddhism (PE, page 514; UR 7, page 64)
- Vocabulary: Completing Sentences (UR 7, page 65)

**Teaching Options**

**Additional Strategies for English Language Learners**
- Read Insights (PE, page 512) aloud or use the dramatic recording (AL, 2:47).
- Share information about Hinduism (Cross-Curricular Connections, ATE, page 510).
- Divide the class into small groups and have them read the story aloud, alternating paragraphs, discussing Guided Reading Questions, and filling in the Graphic Organizer as they proceed, or have an advanced reader in each group read the story and ask students to answer the Guided Reading Questions.
- Language, Grammar, and Style: Investigating Word Origins may be too difficult (PE, page 514; UR 7, page 63). As an alternate activity, have partners define and use each word in a sentence.

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**Strategies for Developing Readers**

**Tackle Unfamiliar Names**
- Share information in the Pronunciation Key (ATE, page 509).
- Read portions of the story aloud.

**Tackle Philosophical Lesson**
- Read Prereading page, focusing especially on the information found in the Reader’s Resource.
- Offer students an explanation of philosophy and philosophical thought.
- Encourage students to fill in the Graphic Organizer as they read with a more proficient reader.
- Present the information given in the Cross-Curricular Connections (ATE, page 510).
- Help students answer the Guided Reading Questions.

**Tackle Vocabulary**
- Have students preview vocabulary words and footnotes.
- Have students identify words that they already know and ask questions about ones they cannot understand.
- Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.
- Use activities found in the VR (page 79).
“Amaterasu,” page 515

Teacher's Name ___________________Class ___________________Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Japanese names

**Ease Factors:** Easy to follow; short paragraphs

**Synopsis:** Amaterasu is tricked into restoring the earth's sun by a mirror.

**Goals/Objectives:**
- to enjoy a myth from Japan
- to learn about the importance of Amaterasu to Japanese emperors
- to define conflict and distinguish between internal and external conflicts
- to define characterization and identify techniques of characterization

**Insights:** Ancient Japan (page 519)

### Before Reading
- Daily Oral Language (VLR I, page 58; UR 7, page 72)
- Reader's Toolbox: Conflict and Characterization (PE, page 515)
- Reader's Resource: Science Connection (PE, page 515)
- About the Author: Carolyn Swift (PE, page 519)
- Fine Art: Taiso Yoshitoshi (PE, page 516; VLR II, page 52)
- Vocabulary: Numbers (VR, page 81)
- Reading Strategy: Set a Purpose (RSR)

### During Reading
- Graphic Organizer (PE, page 515; VLR I, page 58; UR 7, page 72)
- Dramatic Recording: “Amaterasu” (AL, 7:46)
- Guided Reading Questions (PE, page 517; UR 7, page 73)
- Reading Strategy: Read With a Purpose in Mind (RSR)
- Fix-Up Idea: Refocus (RSR)

### After Reading
- Reading Strategy: Summarize Your Experience (RSR)
- Standardized Test Practice: Analyze Character (RSR)
- Respond to the Selection (PE, page 519; UR 7, page 73)
- Investigate, Inquire, and Imagine (PE, page 520; UR 7, page 74)
- Understanding Literature: Characterization and Conflict (PE, page 520; UR 7, page 75)
- Writer's Journal: Character Sketch, Apology, or Weather Report (UR 7, page 76)
- Study and Research: Researching Sun Deities (UR 7, page 77)
- Vocabulary: Using Words as Different Parts of Speech (UR 7, page 77)
- Language, Grammar, and Style: Correcting Sentence Fragments (UR 7, page 79)
- Insights: Ancient Japan (PE, page 519)
- Dramatic Recording: Ancient Japan (AL, 2:02)
- Selection Check Test 4.7.11 (ATE, page 519; UR 7, page 80; TG)
- Selection Test 4.7.12 (UR 7, page 81; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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**READING STRATEGIES RESOURCE, PAGE 141**

**Reading Strategy:** Find a Purpose for Reading
**Fix-Up Idea:** Refocus
**Standardized Test Practice:** Analyze Character

**SOUTH CAROLINA STATE STANDARDS**

click this box for details
Lesson Plan

“Amaterasu,” page 515

Teacher’s Name ___________________________ Class __________________ Date ________________

Teaching Options

Individual Learning Strategies

_________ Motivation: Sun God Representation (ATE, page 516)

_________ Reading Proficiency: Previewing Pronunciation (ATE, page 516)

_________ English Language Learning: Vocabulary (ATE, page 516)

_________ Special Needs: Group Discussion (ATE, page 516)

_________ Enrichment: Other Sun God Myths (ATE, page 516)

Additional Questions and Activities

_________ Mirrors (ATE, page 517)

Literary Technique

_________ Myth (ATE, page 518)

Pronunciation Key

_________ Japanese Names (ATE, page 519)

Flexible Grouping Suggestions

_________ Special Needs: Group Discussion (ATE, page 516)

_________ Enrichment: Other Sun God Myths (ATE, page 516)

_________ Additional Questions and Activities: Mirrors (ATE, page 517)

_________ Investigate, Inquire, and Imagine (PE, page 520; UR 7, page 74)

_________ Study and Research: Researching Sun Deities (UR 7, page 77)

Homework Suggestions

_________ Understanding Literature: Characterization and Conflict (PE, page 520; UR 7, page 75)

_________ Writer’s Journal: Character Sketch, Apology, or Weather Report (UR 7, page 76)

_________ Vocabulary: Using Words as Different Parts of Speech (UR 7, page 77)

_________ Language, Grammar, and Style: Correcting Sentence Fragments (UR 7, page 79)

Strategies for Developing Readers

Tackle Japanese Names

_________ Share information in the Pronunciation Key (ATE, page 516).

_________ Play the audio version of the story so that students can hear the pronunciations of the names.

Additional Strategies for English Language Learners

_________ Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 515).

_________ Link this to a previous reading by asking how Amaterasu and Persephone each affected the earth. (Each caused the earth to become a cold place where nothing grows.)
Lesson Plan

Unit Seven
Pass It On: World Mythology
Closing the Unit, pages 521–529

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
_________ Heroes and Monsters of Greek Myth by Bernard and Dorothy Evslin and Ned Hoopes
_________ Create a Literature Audiotape (PE, page 521; UR 7, page 84)

Other Books Students May Want to Read
_________ Adventures of the Greek Heroes by Mollie McLean and Anne Wilseman (PE, page 521)
_________ Illustrated Book of Mythology: Heroes, Heroines and Goddesses from Around the World by Philip Wilkinson and Neil Philip (PE, page 521)

Guided Writing
Informative Writing: Retelling a Family Story
Assignment: Students write a story about a family memory (PE, pages 522–527).

Before Writing
_________ Retelling a Family Story (PE, page 522)
_________ Professional Model (PE, page 522)
_________ Previewing Models and Rubric for Assignment (VLR I, page 137; WR, page 117)
_________ Prewriting (PE, page 523; WR, page 103)
_________ Student Model—Graphic Organizer (PE, page 524; WR, page 106)
_________ Graphic Organizer (VLR I, page 134; WR, page 105)

During Writing
_________ Drafting (PE, page 523)
_________ Student Model—Draft (PE, page 525; VLR I, page 135; WR, page 107)
_________ Self- and Peer Evaluation (PE, page 524; WR, page 111)
_________ Student Model—Revised (PE, page 527; WR, page 115)

After Writing
_________ Revising and Proofreading (PE, page 526)
_________ Publishing and Presenting (PE, page 527)
_________ Reflecting (PE, page 522)
Unit Seven
Pass It On: World Mythology
Closing the Unit, pages 521–529

Teacher’s Name ___________________________ Class __________________ Date ________________________

Individual Learning Strategies
_________ Motivation: Telling and Discussing a Family Story (ATE, page 522)
_________ Reading Proficiency: Parts of a Book (ATE, page 522)
_________ English Language Learning: Sharing a Cultural Story (ATE, page 522)
_________ Special Needs: Collaborative Learning (ATE, page 522)
_________ Enrichment: Discussing Characteristics and Lessons (ATE, page 523)

Flexible Grouping Suggestions
_________ English Language Learning: Sharing a Cultural Story (ATE, page 522)
_________ Special Needs: Collaborative Learning (ATE, page 522)
_________ Enrichment: Discussing Characteristics and Lessons (ATE, page 523)
_________ Self- and Peer Evaluation (PE, page 524; WR, page 111)
_________ Revising and Proofreading (PE, page 526)
_________ Publishing and Presenting (PE, page 527)

Homework Suggestions
_________ Graphic Organizer (VLR I, page 134; WR, page 105)

Unit Seven Review
Review and Assessment
_________ Words for Everyday Use (PE, page 528; UR 7, page 85)
_________ Vocabulary Development (ATE, page 528)
_________ Literary Tools (PE, page 528; UR 7, page 86)
_________ Unit 7 Review (UR 7, page 85)
_________ Unit 7 Study Guide (UR 7, page 87)
_________ Unit 7 Test (UR 7, page 92; TG)

Reflecting on Your Reading
_________ Genre (PE, page 529)
_________ Theme (PE, page 529)
_________ Group Project & Art Smart (PE, page 529)
_________ On Your Own (PE, page 529)
Unit Eight
Stories to Tell: Fiction
Opening the Unit, pages 530–533

Unit 8 Goals/Objectives:
• to enjoy reading short stores and a novella
• to define and identify examples of such literary concepts and techniques as character, characterization, description, dialogue, first- and third-person point of view, foreshadowing, mood, novella, plot, setting, and theme
• to engage in a meaningful independent reading experience by reading a short story anthology and hosting a book review show
• to write an informative essay about the theme of one of the selections in the unit
• to demonstrate an ability to edit wordy sentences and write in clear and direct sentences

Lessons I Plan to Teach
_________ “The Ground Is Always Damp,” page 534
_________ “Luke Baldwin’s Vow,” page 541
_________ “Getting the Facts of Life,” page 555
_________ “A Secret for Two,” page 569
_________ The Snow Goose, page 577
_________ Insights: Getting into Fiction— “Investment in the Future,” page 597
_________ For Your Reading List, page 601
_________ Guided Writing—Informative Writing: Interpretive Literature, page 602
_________ Unit Eight Review, page 608

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 530–531).

Getting Started in the Classroom
_________ Fine Art: W. J. Aylward. Have students discuss how the artwork relates to the title of this unit (PE, page 530).
_________ Elements of Fiction (PE, page 532)
_________ Internet Resources: Posting Stories (ATE, page 532)
Lesson Plan

“The Ground Is Always Damp,” page 534

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Shifts in setting

Ease Factor: Selection length

Synopsis: A New Mexico native chronicles what she misses about her native land.

Goals/Objectives:
• to enjoy a short story and relate to the narrator’s feelings of homesickness
• to briefly explain some major events in Navajo history
• to define setting and recognize how setting contributes to a story
• to define mood and identify the mood of a short story
• to identify and classify sensory details
• to use an atlas and the Internet for research
• to record and share an oral story

Before Reading
_________ Daily Oral Language (VLR I, page 60; UR 8, page 1)
_________ Reader’s Toolbox: Setting and Mood (PE, page 534)
_________ Reader’s Resource: Geography Connection and History Connection (PE, page 534)
_________ About the Author: Luci Tapahonso (PE, page 537)
_________ Reader’s Journal (PE, page 534; UR 8, page 1)
_________ Vocabulary: Apostrophes (VR, page 82)
_________ Reading Strategy: Begin to Picture What May Happen (RSR)

During Reading
_________ Dramatic Recording (AL, 4:23)
_________ Guided Reading Questions (PE, page 536; UR 8, page 1)
_________ Reading Strategy: Continue to Create Mind Pictures (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Summarize Your Pictures (RSR)
_________ Standardized Test Practice: Compare and Contrast Setting (RSR)
_________ Respond to the Selection (PE, page 537; UR 8, page 2)
_________ Investigate, Inquire, and Imagine (PE, page 538; UR 8, page 3)
_________ Understanding Literature: Setting and Mood (PE, page 538; UR 8, page 4)
_________ Writer’s Journal: Title, Review, or Descriptive Phrases (PE, page 539; UR 8, page 4)
_________ Language, Grammar, and Style: Working with Sensory Details (PE, page 539; UR 8, page 5)
_________ Graphic Organizer (PE, page 539; VLR I, page 60; UR 8, page 5)
_________ Study and Research & Applied English: Using an Atlas and the Internet for Research (PE, page 540; UR 8, page 5)
_________ Vocabulary: Investigating Word Origins (UR 8, page 6)
_________ Collaborative Learning & Speaking and Listening: Recording and Sharing Oral Stories (PE, page 540)
_________ Selection Check Test 4.8.1 (ATE, page 537; UR 8, page 7; TG)
_________ Selection Test 4.8.2 (UR 8, page 8; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

Print Resources Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan

“The Ground Is Always Damp,” page 534

Teacher’s Name ___________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies
- Motivation: New Mexican Landscape (ATE, page 535)
- Reading Proficiency: Previewing Pronunciations (ATE, page 535)
- English Language Learning: Vocabulary (ATE, page 535)
- Special Needs: Previewing Shifts in Settings (ATE, page 535)
- Enrichment: Researching Navajo Arts and Crafts (ATE, page 535)

Cross-Curricular Activities
- Planning a Southwest Vacation (ATE, page 536)

Flexible Grouping Suggestions
- Enrichment: Researching Navajo Arts and Crafts (ATE, page 535)
- Cross-Curricular Activities: Planning a Southwest Vacation (ATE, page 536)
- Investigate, Inquire, and Imagine (PE, page 538; UR 8, page 3)
- Study and Research & Applied English: Using the Atlas and the Internet for Research (PE, page 540; UR 8, page 5)
- Collaborative Learning & Speaking and Listening: Recording and Sharing Oral Stories (PE, page 540)

Homework Suggestions
- Understanding Literature: Setting and Mood (PE, page 538; UR 8, page 4)
- Writer’s Journal: Title, Review, or Descriptive Phrases (PE, page 539; UR 8, page 4)
- Language, Grammar, and Style: Working with Sensory Details (PE, page 539; UR 8, page 5)
- Graphic Organizer (PE, page 539; VLR I, page 60; UR 8, page 5)
- Vocabulary: Investigating Word Origins (UR 8, page 6)

Strategies for Developing Readers

Tackle Shifts in Setting
- Read Reader’s Toolbox aloud. Help students understand the definition of setting (PE, page 534).
- Share the information provided in Special Needs (ATE, page 535).
- Have students use sticky notes or note cards to mark events in the past and present.

Additional Strategies for English Language Learners
- Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 534).
- Help students study the map of the region (PE, page 540).
- Look for pictures of New Mexico on the Internet.
- Pair ELL students with another reader and have them read alternating paragraphs, answering Guided Reading Questions as they read.
- Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 538; UR 8, page 4). Question 5b may be too personal for a student who has recently left his or her native country.
“Luke Baldwin’s Vow,” page 541

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Subject matter

Synopsis: A young boy learns how to balance feelings of the heart with the practicalities of life.

Goals/Objectives:
• to empathize with a young character who is having a difficult experience
• to briefly describe the characteristics of a coming-of-age story
• to define plot and identify the parts of a plot in a story
• to define character and classify characters as one- or three-dimensional
• to brainstorm a list of valuable things that are not practical
• to evaluate Internet sites
• to research canine health care

Before Reading
_________ Daily Oral Language (VLR I, page 61; UR 8, page 12)
_________ Reader’s Toolbox: Plot and Character (PE, page 541)
_________ Reader’s Resource: About the Selection (PE, page 541)
_________ About the Author: Morley Callaghan (PE, page 551)
_________ Fine Art: Edward Hopper (PE, page 542; VLR II, page 55)
_________ Vocabulary from the Selection (ATE, page 544)
_________ Vocabulary: Context Clues (VR, page 84)
_________ Reading Strategy: Gather Information and Make Preliminary Predictions (RSR)

During Reading
_________ Dramatic Recording (AL, 27:04)
_________ Guided Reading Questions (PE, page 543; UR 8, page 13)
_________ Reading Strategy: Continue to Predict (RSR)
_________ Fix-Up Idea: Write Things Down (RSR)

After Reading
_________ Reading Strategy: Assess Your Prediction (RSR)
_________ Standardized Test Practice: Identify Relevant Details (RSR)
_________ Respond to the Selection (PE, page 551; UR 8, page 15)
_________ Investigate, Inquire, and Imagine (PE, page 552; UR 8, page 16)
_________ Understanding Literature: Character and Plot (PE, page 552; UR 8, page 17)
_________ Writer’s Journal: Letter, Paragraph, or Contract (PE, page 553; UR 8, page 18)
_________ Collaborative Learning: Brainstorming about Value (PE, page 553)
_________ Media Literacy: Evaluating Internet Sites (PE, page 553; UR 8, page 19)
_________ Study and Research: Researching a Variety of Sources (PE, page 554; UR 8, page 20)
_________ Vocabulary: Synonyms (UR 8, page 22)
_________ Selection Check Test 4.8.3 (ATE, page 551; UR 8, page 23; TG)
_________ Selection Test 4.8.4 (UR 8, page 25; 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

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UNIT 8  EXPLORING LITERATURE  LESSON PLANS  101

Reading Strategies Resource, Page 149

Reading Strategy: Make Predictions
Fix-Up Idea: Write Things Down
Standardized Test Practice: Identify Relevant Details

South Carolina State Standards

Click this box for details
Lesson Plan

“Luke Baldwin’s Vow,” page 541

Teacher’s Name ____________________________ Class ____________________ Date ____________

Teaching Options

Individual Learning Strategies

Discussion: Discussing Pets (ATE, page 542)
Reading Proficiency: Collaborative Learning (ATE, page 542)
English Language Learning: Vocabulary (ATE, page 542)
Special Needs: Discussion Groups (ATE, page 542)
Enrichment: Coming-of-Age Paragraph (ATE, page 542)

Cross-Curricular Activities

Researching Dog Breeds (ATE, page 543)
Creating a Flier (ATE, page 543)
Constellations (ATE, page 546)

Additional Questions and Activities

Discussion about Imagination (ATE, page 544)
Examining Different Viewpoints (ATE, page 545)
Analyzing Luke’s Actions (ATE, page 547)
Reading Comprehension (ATE, page 549)
Discussing Quotables (ATE, page 550)

Historical Note

Collie (ATE, page 546)

Literary Techniques

Mood (ATE, page 548)
Image (ATE, page 548)

Quotables

Antoine de Saint-Exupéry (ATE, page 550)

Flexible Grouping Suggestions

Discussion: Discussing Pets (ATE, page 542)
Reading Proficiency: Collaborative Learning (ATE, page 542)
Special Needs: Discussion Groups (ATE, page 542)
Cross-Curricular Activities: Researching Dog Breeds (ATE, page 543)
Cross-Curricular Activities: Creating a Flier (ATE, page 543)
Cross-Curricular Activities: Constellations (ATE, page 546)
Additional Questions and Activities:

Strategies for Developing Readers

Tackle Vocabulary

Have students preview vocabulary words and footnotes.
Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.
Use activities found in the VR (page 84).

Additional Strategies for English Language Learners

Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 541).
Discuss what a collie looks like by looking at the picture on page 542.
Share information in the Historical Note before reading (ATE, page 546).
Have students place sticky notes near words they do not understand.
Include ELL students in the Reading Proficiency activity (ATE, page 542), or have students “check in” with the teacher after reading two to three pages to confer about any difficulties.
Have partners complete the Language, Grammar, and Style activity (PE, page 554; UR 8, page 21).
Use activities for Spanish speakers (SR, page 93).

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Lesson Plan

“Getting the Facts of Life,” page 555

Teacher’s Name ___________________________ Class ___________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Vivid characters

Synopsis: Minerva learns about strength and about being an adult when she goes with her mother to the welfare office.

Goals/Objectives:
• to identify the narrator of a short story
• to define characterization, dialogue, and point of view and recognize how dialogue and point of view contribute to characterization a short story
• to define mood and recognize the mood of a short story
• to rewrite a scene from a different point of view
• to role-play a scene involving characters in a short story
• to research the welfare system
• to compare and contrast a short story to a book or movie

Before Reading
_________ Daily Oral Language (VLR I, page 62; UR 8, page 30)
_________ Reader’s Toolbox: Characterization, Dialogue, and Point of View (PE, page 555)
_________ Reader’s Resource: History Connection (PE, page 555)
_________ About the Author: Paulette Childress (PE, page 565)
_________ Reader’s Journal (PE, page 555; UR 8, page 30)
_________ Vocabulary from the Selection (ATE, page 557)
_________ Vocabulary: Prefixes and Suffixes (VR, page 85)
_________ Fine Art: John Biggers (Art Smart, PE, page 557 and ATE, page 556; UR 8, page 33)
_________ Reading Strategy: Make a Reaction Chart (RSR)

During Reading
_________ Dramatic Recording (AL, 24:11)
_________ Guided Reading Questions (PE, page 558; UR 8, page 30)
_________ Reading Strategy: Write Down Reactions (RSR)
_________ Fix-Up Strategy: Unlock Difficult Words (RSR)

After Reading
_________ Reading Strategy: Summarize What You Wrote (RSR)
_________ Standardized Test Practice: Recognize Character Development (RSR)
_________ Respond to the Selection (PE, page 566; UR 8, page 33)
_________ Investigate, Inquire, and Imagine (PE, page 566; UR 8, page 34)
_________ Understanding Literature: Characterization, Dialogue, and Point of View (PE, page 566; UR 8, page 35)
_________ Graphic Organizer (PE, page 567; VLR I, page 62; UR 8, page 35)
_________ Writer’s Journal: Paragraph, Position Statement, or Arguments (PE, page 567; UR 8, page 36)
_________ Collaborative Learning: Finding Solutions (PE, page 568; UR 8, page 37)
_________ Study and Research: Researching Welfare (PE, page 568; UR 8, page 37)
_________ Media Literacy: Analyzing a Book or Movie (PE, page 568; UR 8, page 38)
_________ Language, Grammar, and Style: Combining Sentences (PE, page 568; UR 8, page 39)
_________ Vocabulary: Choosing the Correct Definition (UR 8, page 40)
_________ Selection Check Test 4.8.5 (ATE, page 556; UR 8, page 41; TG)
_________ Selection Test 4.8.6 (UR 8, page 43; 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

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Lesson Plan

“Getting the Facts of Life,” page 555

Teacher’s Name __________________________________ Class ______________ Date __________

Teaching Options

Individual Learning Strategies

______ Motivation: Role-Play a Scene (ATE, page 556)
______ Reading Proficiency: Slang Terms (ATE, page 556)
______ English Language Learning: Vocabulary (ATE, page 556)
______ Special Needs: Guided Reading Questions (ATE, page 556)
______ Enrichment: Essay on Poverty (ATE, page 556)

Literary Technique

______ Setting (ATE, page 558)

Additional Questions and Activities

______ Segregation (ATE, page 559)
______ Journal Entries (ATE, page 560, 562)
______ Reading Comprehension (ATE, page 561)
______ Examining Scene with the Caseworker (ATE, page 563)
______ Discussing Parent-Child Relationship (ATE, page 564)

Flexible Grouping Suggestions

______ Special Needs: Guided Reading Questions (ATE, page 556)
______ Art Smart: John Biggers (PE page 557; UR 8, page 33)
______ Additional Questions and Activities: Segregation (ATE, page 559)
______ Additional Questions and Activities: Discussing Parent-Child Relationship (ATE, page 564)
______ Investigate, Inquire, and Imagine (PE, page 566; UR 8, page 34)
______ Collaborative Learning: Finding Solutions (PE, page 568; UR 8, page 37)
______ Study and Research: Researching Welfare (PE, page 568; UR 8, page 37)

Homework Suggestions

______ Understanding Literature: Characterization, Dialogue, and Point of View (PE, page 566; UR 8, page 35)
______ Graphic Organizer (PE, page 567; UR 8, page 35)

______ Writer’s Journal: Paragraph, Position Statement, or Arguments (PE, page 567; UR 8, page 36)
______ Media Literacy: Analyzing a Book or Movie (PE, page 568; UR 8, page 38)
______ Language, Grammar, and Style: Combining Sentences (PE, page 568; UR 8, page 39)
______ Vocabulary: Choosing the Correct Definition (UR 8, page 40)

Strategies for Developing Readers

Tackle Vocabulary

______ Preview vocabulary and footnotes before reading.
______ Use activities in VR (page 85).
______ Read the Reader’s Resource aloud (PE, page 555).
______ Share additional information about concepts in the selection (Additional Questions and Activities, ATE, pages 559, 560, 561, 562, 563, and 564).

Additional Strategies for English Language Learners

______ Share additional information about segregation and welfare (Additional Questions and Activities, PE, pages 559, 560, and 562).
______ Explain the meaning of colored, that landed (as used on page 558), and biscuit-maker.
______ Include ELL students in the Reading Proficiency activity (PE, page 556).
______ Have small groups answer Investigate, Inquire, and Imagine questions (PE, page 566; UR 8, page 34).
Lesson Plan

“A Secret for Two,” page 569

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: French words; unfamiliar setting

Ease Factors: Selection length; plot twist

Synopsis: After a milkman dies, his friends discover a special relationship between the milkman and his horse that allowed the milkman to keep on working even after he was blind.

Goals/Objectives:
- to enjoy a short story
- to define theme and recognize themes in a literary work
- to define foreshadowing and identify examples of foreshadowing
- to research and write an essay on working animals
- to write a business memo
- to create a news story

Before Reading
- Daily Oral Language (VLR I, page 65; UR 8, page 48)
- Reader’s Toolbox: Theme and Foreshadowing (PE, page 569)
- Reader’s Resource: Geography Connection and History Connection (PE, page 569)
- About the Author: Quentin Reynolds (PE, page 573)
- Reader’s Journal (PE, page 569; UR 8, page 48)
- Vocabulary from the Selection (ATE, page 571)
- Vocabulary: Connotation and Denotation (VR, page 89)
- Fine Art: Robert Henri (PE, page 570; VLR II, page 61; Art Smart, PE and ATE, page 570; UR 8, page 49)
- Reading Strategy: Gather Information (RSR)

During Reading
- Dramatic Recording (AL, 10:00)
- Guided Reading Questions (PE, page 570; UR 8, page 48)
- Reading Strategy: Make Predictions (RSR)
- Fix-Up Idea: Unlock Footnoted Terms (RSR)

After Reading
- Reading Strategy: Analyze and Verify Predictions (RSR)
- Standardized Test Practice: Analyze Plot Development (RSR)
- Respond to the Selection (PE, page 573; UR 8, page 49)
- Investigate, Inquire, and Imagine (PE, page 574; UR 8, page 50)
- Understanding Literature: Foreshadowing and Theme (PE, page 574; UR 8, page 51)
- Graphic Organizer (PE, page 575; VLR I, page 65; UR 8, page 52)
- Writer’s Journal: Proverb, Diary Entries, or Eulogy (PE, page 576; UR 8, page 53)
- Study and Research: Research and Writing (PE, page 576; UR 8, page 54)
- Applied English: Business Memo (PE, page 576; UR 8, page 55)
- Vocabulary: Creating Compound Words (UR 8, page 55)
- Language, Grammar, and Style: Editing for Capitalization Error (UR 8, page 56)
- Media Literacy & Collaborative Learning: Creating a News Story (PE, page 576)
- Selection Check Test 4.8.7 (ATE, page 573; UR 8, page 58; TG)
- Selection Test 4.8.8 (UR 8, page 59; TG)
- Internet activities at http://www.emcp.com

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
Lesson Plan

“A Secret for Two,” page 569

Teacher’s Name ____________________________________ Class ______________ Date ______________

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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle French Words</strong></td>
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<td>__________ Motivation: Art of Life in the Early 1900s (ATE, page 570)</td>
<td>__________ Share information included in Reading Proficiency activity (ATE, page 570).</td>
</tr>
<tr>
<td>__________ Reading Proficiency: French Phrases and Historical Background (ATE, page 570)</td>
<td>__________ Play the audio version of the story so students can hear the pronunciations of the French words and phrases.</td>
</tr>
<tr>
<td>__________ English Language Learning: Vocabulary (ATE, page 570)</td>
<td></td>
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<tr>
<td>__________ Special Needs: Foreshadowing (ATE, page 571)</td>
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<td>__________ Enrichment: Canadian Provinces (ATE, page 571)</td>
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<tr>
<th><strong>Art Smart</strong></th>
<th><strong>Tackle Unfamiliar Setting</strong></th>
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</thead>
<tbody>
<tr>
<td>__________ Robert Henri (PE and ATE, page 570; VLR II, page 61; UR 8, page 49)</td>
<td>__________ Help students understand terms in the Reader’s Resource before they begin reading (PE, page 569).</td>
</tr>
<tr>
<td></td>
<td>__________ Present students with a synopsis of the story, and discuss the time, place, and atmosphere of early twentieth-century Montreal.</td>
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<td>__________ Home Delivery of Groceries (ATE, page 572)</td>
<td>__________ Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 569).</td>
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<td>__________ Understanding Literature: Foreshadowing and Theme (PE, page 574; UR 8, page 51)</td>
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<tr>
<td>__________ Enrichment: Canadian Provinces (ATE, page 571)</td>
<td>__________ Graphic Organizer (PE, page 575; VLR I, page 65; UR 8, page 52)</td>
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<td>__________ Art Smart: Robert Henri (PE and ATE, page 570; VLR II, page 61; UR 8, page 49)</td>
<td>__________ Writer's Journal: Proverb, Diary Entries, or Eulogy (PE, page 576; UR 8, page 53)</td>
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<tr>
<td>__________ Additional Questions and Activities: Home Delivery of Groceries (ATE, page 572)</td>
<td>__________ Study and Research: Research and Writing (PE, page 576; UR 8, page 54)</td>
</tr>
<tr>
<td>__________ Investigate, Inquire, and Imagine (PE, page 574; UR 8, page 50)</td>
<td>__________ Applied English: Business Memo (PE, page 576; UR 8, page 55)</td>
</tr>
<tr>
<td>__________ Media Literacy &amp; Collaborative Learning: Creating a News Story (PE, page 576)</td>
<td>__________ Vocabulary: Creating Compound Words (UR 8, page 55)</td>
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<tr>
<td><strong>Tackle Unfamiliar Setting</strong></td>
<td>__________ Explain: didn’t need reins.</td>
</tr>
<tr>
<td>__________ Help students understand terms in the Reader’s Resource before they begin reading (PE, page 569).</td>
<td>__________ Have small groups complete Investigate, Inquire, and Imagine questions (PE, page 574; UR 8, page 50).</td>
</tr>
<tr>
<td>__________ Present students with a synopsis of the story, and discuss the time, place, and atmosphere of early twentieth-century Montreal.</td>
<td>__________ Use activities for Spanish speakers (SR, page 101).</td>
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</table>
**Lesson Plan**

**The Snow Goose, page 577**

Teacher's Name __________________ Class __________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Selection length; dialect; complex sentences

**Ease Factor:** Vivid description of the setting

**Synopsis:** A young girl and an old man befriend one another and heal an injured goose. The man dies in his heroic rescue in Dunkirk, and later his farm is bombed. Only at the end of the story does the girl recognize that she loved the man.

**Goals/Objectives:**
- to empathize with the feelings of the main characters in this novella
- to define *novella* and recognize how elements of fiction are more fully developed in a novella than a short story
- to define *description* and identify the mood a description creates
- to define *theme* and identify themes in a literary work
- to define *foreshadowing* and recognize elements of foreshadowing
- to use and create maps
- to study migration patterns of birds
- to proofread for spelling errors

**Insights:** Getting into Fiction—“Investment in the Future” (page 597)

**Before Reading**
- Daily Oral Language (VLR I, page 67; UR 8, page 63)
- Reader’s Toolbox: Novella, Description, Theme, and Foreshadowing (PE, page 577)
- Reader’s Resource: Science Connection and History Connection (PE, page 577)
- About the Author: Paul Gallico (PE, page 593)
- Reader’s Journal (PE, page 577; UR 8, page 63)
- Vocabulary from the Selection (ATE, page 579)
- Vocabulary: Reading Dialect (VR, page 92)
- Reading Strategy: Gather Information (RSR)

**During Reading**
- Dramatic Recording (AL, 37:39)
- Guided Reading Questions (PE, page 579; UR 8, page 63)
- Reading Strategy: Make Predictions (RSR)
- Fix-Up Idea: Read Shorter Sections (RSR)

**After Reading**
- Reading Strategy: Analyze and Verify Predictions (RSR)
- Standardized Test Practice: Determine Main Idea and Identify Relevant Details (RSR)
- Respond to the Selection (PE, page 593; UR 8, page 68)
- Investigate, Inquire, and Imagine (PE, page 594; UR 8, page 68)
- Understanding Literature: Novella, Description, Theme, and Foreshadowing (PE, page 595; UR 8, page 70)
- Graphic Organizer (PE, page 595; VLR I, page 67; UR 8, page 70)
- Writer’s Journal: Newspaper Article, Song Lyrics, or Message for a Memorial Plaque (PE, page 595; UR 8, page 71)
- Media Literacy: Using and Creating Maps (PE, page 596)
- Collaborative Learning: Studying Migration Patterns (PE, page 596; UR 8, page 72)
- Vocabulary: Proofreading for Spelling Errors (PE, page 596; UR 8, page 73)
- Language, Grammar, and Style: Identifying Dialect (UR 8, page 74)
- Insights: Getting into Fiction—“Investment in the Future” (PE, page 597)
- Insights Questions (ATE, pages 597, 598, and 599)
- Selection Check Test 4.8.9 (ATE, page 593; UR 8, page 75; TG)
- Selection Test 4.8.10 (UR 8, page 77; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**Reading Strategies Resource, Page 161**

- Reading Strategy: Make Predictions
- Fix-Up Idea: Read Shorter Sections
- Standardized Test Practice: Determine Main Idea and Identify Relevant Details

**South Carolina State Standards**

Click this box for details

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

The Snow Goose, page 577

Teacher’s Name ________________________________ Class __________________ Date __________________

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<td>——— English Language Learning: Previewing Dialect (ATE, page 578)</td>
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<td>——— Enrichment: Oral Report on World War II (ATE, page 578)</td>
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<td>——— Researching Birds (ATE, page 581)</td>
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<td>——— Dialect (ATE, page 588)</td>
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<td><strong>Art Smart</strong></td>
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<td>——— Dunkirk War Memorial (ATE, page 590)</td>
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<td>——— Investigate, Inquire, and Imagine (PE, page 594; UR 8, page 68)</td>
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<td>——— Collaborative Learning: Studying Migration Patterns (PE, page 596; UR 8, page 72)</td>
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<td>——— Writer’s Journal: Newspaper Article, Song Lyrics, or Message for a Memorial Plaque (PE, page 595; UR 8, page 71)</td>
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<td>——— Media Literacy: Using and Creating Maps (PE, page 596)</td>
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<td>——— Vocabulary: Proofreading for Spelling Errors (PE, page 596; UR 8, page 73)</td>
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<tr>
<td>——— Language, Grammar, and Style: Identifying Dialect (UR 8, page 74)</td>
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</table>
Lesson Plan

The Snow Goose, page 577

Teacher’s Name ___________________________________ Class __________________ Date __________________

Strategies for Developing Readers

Tackle Selection Length

_________ Read story in short sections.
_________ Use Guided Reading Questions.

Tackle Dialect

_________ Present students with the information found under Reading Proficiency and Special Needs (ATE, page 578).
_________ Play the audio version of the story so that students can hear the dialect.
_________ Share the information about dialect (Literary Technique, ATE, page 588).

Tackle Complex Sentences

_________ Have students follow along in their books as you play the audio version of the story, or have skilled readers read the selection aloud, interpreting each sentence as they read.
_________ Replay or reread difficult sections of the story.
_________ Encourage students to visualize as they follow along in their books.
_________ Use Guided Reading Questions to check understanding.

Additional Strategies for English Language Learners

_________ Read Reader’s Toolbox aloud (PE, page 577).
_________ As students read, have them fill in a three-column chart: sensory details/topics/hints of events to come.
_________ Read Reader’s Resource aloud (PE, page 577).
_________ Find pictures of snow geese on the Internet.
_________ Find more information about the Battle of Dunkirk on the Internet.
_________ Have small groups complete the Investigate, Inquire, and Imagine questions (PE, page 594).
Unit Eight
Stories to Tell: Fiction
Closing the Unit, pages 601–609

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
_________ America Street by Anne Mazer (PE, page 601)
_________ Host a Book Review Show (PE, page 601; UR 8, page 81)

Other Books Students May Want to Read
_________ Sixteen: Short Stories by Outstanding Writers for Young Adults, edited by Donald R. Gallo (PE, page 601)

Informative Writing: Interpreting Literature
Assignment: Students write an essay about the theme of one of the selections in the unit (PE, pages 602–607).

Before Writing
_________ Interpreting Literature (PE, page 602)
_________ Student Model (PE, page 602)
_________ Writing Rubric (VLR I, page 141; WR, page 130)
_________ Prewriting (PE, page 602; WR, page 118)
_________ Student Model—Graphic Organizer (PE, page 603; WR, page 120)
_________ Graphic Organizer (VLR I, page 138; WR, page 119)

During Writing
_________ Drafting (PE, page 604)
_________ Student Model—Draft (PE, page 605; VLR I, page 139; WR, page 121)
_________ Self- and Peer Evaluation (PE, page 604; WR, page 124)
_________ Language, Grammar, and Style: Editing Wordy Sentences (PE, page 604; WR, page 122)
_________ Student Model (PE, page 605; WR, page 128)

After Writing
_________ Revising and Proofreading (PE, page 606)
_________ Publishing and Presenting (PE, page 606)
_________ Reflecting (PE, page 607)

Individual Learning Strategies
_________ Motivation: Movie Themes (ATE, page 603)
_________ Reading Proficiency: Being an Active Reader (ATE, page 603)
_________ English Language Learning: Transferring Reading Skills (ATE, page 603)
_________ Special Needs: Subject vs. Theme (ATE, page 603)
_________ Enrichment: Identifying Themes (ATE, page 603)

For Your Reading List
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 EIGHT
Stories to Tell: Fiction
Closing the Unit, pages 601–609

Teacher’s Name ____________________________ Class ____________ Date ____________

Flexible Grouping Suggestions
_________ Motivation: Movie Themes (ATE, page 603)
_________ Special Needs: Subject vs. Theme (ATE, page 603)
_________ Enrichment: Identifying Themes (ATE, page 603)
_________ Self- and Peer Evaluation (PE, page 604; WR, page 124)
_________ Revising and Proofreading (PE, page 606)
_________ Publishing and Presenting (PE, page 606)

Homework Suggestions
_________ Graphic Organizer (VLR I, page 138; WR, page 119)
_________ Language, Grammar, and Style: Editing Wordy Sentences (PE, page 604; WR, page 122)

Unit Eight Review
Review and Assessment
_________ Words for Everyday Use (PE, page 608; UR 8, page 83)
_________ Vocabulary Development (ATE, page 608)
_________ Literary Tools (PE, page 608; UR 8, page 84)
_________ Unit 8 Review (UR 8, page 83)
_________ Unit 8 Study Guide (UR 8, page 87)
_________ Unit 8 Test (UR 8, page 92; TG)

Reflecting on Your Reading
_________ Genre (PE, page 609; UR 8, page 85)
_________ Theme (PE, page 609; UR 8, page 86)
_________ Group Project (PE, page 609)
_________ On Your Own (PE, page 609)
Unit Nine
Words in Motion: Poetry
Opening the Unit, pages 610–612

Teacher’s Name ____________________________ Class ____________ Date ____________

Dates I Plan to Teach This Unit ________________________________________________

Unit 9 Goals/Objectives:
• to appreciate lyric and narrative poetry
• to define and identify techniques in poetry such as imagery, shape, sound, and meaning
• to define and identify forms of poetry, including narrative, lyric, and haiku
• to engage in a meaningful independent reading experience by reading a poetry anthology on loss and compiling a poetry anthology
• to write a lyric poem
• to demonstrate an ability to use pronoun/antecedent agreement

Lessons I Plan to Teach
_________ “Poetry” and “How to Eat a Poem,” page 613
_________ “Filling Station” and “A Deserted Barn,” page 619
_________ “the / sky / was,” page 625
_________ “I to My Perils,” page 630
_________ “Blackberry Eating,” page 634
_________ “Forgotten Language” and “Hector the Collector,” page 638
_________ “The Lost Parrot,” page 645
_________ “My Father’s Song,” page 650
_________ “The Charge of the Light Brigade,” page 656
_________ “Corners on the Curving Sky,” page 661
_________ “Under the Apple Tree,” page 664
_________ Haiku: “The old pond…,” “Misty grasses…,” and “Summer Night,” page 669
_________ Related Reading: from Lost in Translation, page 672
_________ For Your Reading List, page 675
_________ Guided Writing—Expressive Writing: Creating a Lyric Poem, page 676
_________ Unit Nine Review, page 682

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 610–611).

Getting Started in the Classroom
_________ Fine Art: Stuart Davis. Have students discuss how the artwork relates to the title of this unit (PE, page 610; VLR II, page 64).
_________ Elements of Poetry (PE, page 612)
_________ Internet Resources: The Academy of American Poets (ATE, page 612)
“Poetry” and “How to Eat a Poem,” page 613

Teacher’s Name ___________________________ Class ___________________ Date ___________________

Reading Level: Moderate, Easy

Difficulty Consideration: Poetic style

Ease Factor: Simple, direct language

Synopsis: Poems comment on poetry itself.

Goals/Objectives:
• to have a positive experience reading two poems that explore the speakers’ feelings about poetry
• to define figure of speech and metaphor and identify examples of metaphors in poetry
• to define free verse and identify examples of free verse
• to define image and imagery and identify images in a poem

Before Reading
_________ Daily Oral Language (VLR I, page 69; UR 9, page 1)
_________ Reader’s Toolbox: Figure of Speech, Metaphor, Free Verse, Image, and Imagery (PE, page 613)
_________ Reader’s Resource: About the Selection (PE, page 613)
_________ About the Authors: Nikki Giovanni and Eve Merriam (PE, page 616)
_________ Reader’s Journal (PE, page 613; UR 9, page 1)
_________ Vocabulary: Word Roots (VR, page 94)
_________ Reading Strategy: Set a Purpose (RSR)

During Reading
_________ Graphic Organizer (PE, page 613; VLR I, page 69; UR 9, page 1)
_________ Dramatic Recording: “Poetry” (AL, 1:25)
_________ Dramatic Recording: “How to Eat a Poem” (AL, 0:34)
_________ Guided Reading Questions (PE, page 614; UR 9, page 2)
_________ Reading Strategy: Read With Purpose in Mind (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Compare and Contrast Poems (RSR)
_________ Standardized Test Practice: Compare and Contrast Poems (RSR)
_________ Respond to the Selection (PE, page 616; UR 9, page 2)
_________ Investigate, Inquire, and Imagine (PE, page 617; UR 9, page 2)
_________ Understanding Literature: Image, Imagery, Figure of Speech, and Free Verse (PE, page 618; UR 9, page 4)
_________ Fine Art: Faith Ringgold (Art Smart, PE and ATE, page 618; VLR II, page 67)
_________ Selection Check Test 4.9.1 (ATE, page 616; UR 9, page 6; TG)
_________ Selection Test 4.9.2 (UR 9, page 7; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Lesson Plan

“Poetry” and “How to Eat a Poem,” page 613

Teacher's Name ___________________________________________ Class __________________ Date __________________

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<td><strong>Individual Learning Strategies</strong></td>
<td><strong>Tackle Poetic Style</strong></td>
</tr>
<tr>
<td>Reading Proficiency: Reading Aloud (ATE, page 614)</td>
<td>Explain to students that in poetry, people are allowed to break grammatical rules and sentence structure.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 614)</td>
<td>Tell students that poetry allows writers to be more creative than any other medium in sentence structure, style, grammar, and language.</td>
</tr>
<tr>
<td>Special Needs: Group Discussion about Poetry (ATE, page 614)</td>
<td>Play the audio version of the poems, allowing students to hear the flow of each line.</td>
</tr>
<tr>
<td>Enrichment: Poems about Poetry (ATE, page 614)</td>
<td></td>
</tr>
</tbody>
</table>

| **Cross-Curricular Activities** | **Additional Strategies for English Language Learners** |
| Poll about Attitudes toward Poetry (ATE, page 615) | Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 614). |
| Dissecting Fruit (ATE, page 615) | Read the poem aloud for the entire class so that students can hear the rhythm, and then have students read it to themselves. |

| **Flexible Grouping Suggestions** | |
| Reading Proficiency: Reading Aloud (ATE, page 614) | Discuss Investigate, Inquire, and Imagine questions in small groups (PE, page 617; UR 9, page 2). |
| Respond to the Selection (PE and ATE, page 616; UR 9, page 2) | |
| Investigate, Inquire, and Imagine (PE, page 617; UR 9, page 2) | |
| Fine Art: Faith Ringgold (Art Smart, PE and ATE, page 618; VLR II, page 67) | |

| **Homework Suggestions** | |
| Understanding Literature: Image, Imagery, Figure of Speech, and Free Verse (PE and ATE, page 618; UR 9, page 4) | |
| Cross-Curricular Activities: Dissecting Fruit (ATE, page 615) | |
“Filling Station” and “A Deserted Barn,” page 619

Reading Level: Challenging, Moderate

Difficulty Considerations: Vocabulary; personification

Ease Factor: Vivid images

Synopsis: Both poems exhibit nostalgia over neglected or abandoned ways of life.

Goals/Objectives:
• to appreciate two poems that create vivid images of places
• to briefly explain how filling stations and barns have changed in recent years
• to define image and imagery and explain what sensory details images appeal to
• to define irony and identify irony in a poem
• to define personification and recognize what is being personified as human

Before Reading
_________ Daily Oral Language (VLR I, page 71; UR 9, page 10)
_________ Reader’s Toolbox: Image, Imagery, Irony, and Personification (PE, page 619)
_________ Reader’s Resource: History Connection (PE, page 619)
_________ About the Authors: Elizabeth Bishop and Larry Woiwode (PE, page 623)
_________ Reader’s Journal (PE, page 619; UR 9, page 10)
_________ Vocabulary from the Selection (ATE, page 619)
_________ Vocabulary: Word Roots (VR, page 94)
_________ Reading Strategy: Make a Chart (RSR)

During Reading
_________ Graphic Organizer (PE, page 619; VLR I, page 71; UR 9, page 10)
_________ Dramatic Recording: “Filling Station” (AL, 2:01)
_________ Dramatic Recording: “Deserted Barn” (AL, 1:39)
_________ Guided Reading Questions (PE, page 621; UR 9, page 11)
_________ Reading Strategy: Fill in the Chart as You Read (RSR)
_________ Fix-Up Idea: Unlock Difficult Words (RSR)

After Reading
_________ Reading Strategy: Summarize What You Wrote (RSR)
_________ Standardized Test Practice: Compare and Contrast Poems (RSR)
_________ Fine Art: Walker Evans (Art Smart, PE, page 623)
_________ Respond to the Selection (PE, page 623; UR 9, page 11)
_________ Investigate, Inquire, and Imagine (PE, page 624; UR 9, page 12)
_________ Understanding Literature: Image, Imagery, Irony, and Personification (PE, page 624; UR 9, page 13)
_________ Selection Check Test 4.9.3 (ATE, page 623; UR 9, page 15; TG)
_________ Selection Test 4.9.4 (UR 9, page 17; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
“Filling Station” and “A Deserted Barn,” page 619

Teacher’s Name ____________________________________________ Class __________________ Date __________________

### Teaching Options

#### Individual Learning Strategies
- Motivation: Reactions to Filling Stations and Barns Going Out of Business (ATE, page 620)
- Reading Proficiency: Vocabulary and Footnotes (ATE, page 620)
- English Language Learning: Vocabulary (ATE, page 620)
- Special Needs: Images of Filling Stations and Barns (ATE, page 620)
- Enrichment: Describing Places with Emotional Attachments (ATE, page 620)

#### Quotables
- Roald Dahl (ATE, page 621)

#### Additional Questions and Activities
- Reviewing *Danny the Champion of the World* (ATE, page 621)
- Forms of Life in a Barn (ATE, page 622)

#### Flexible Grouping Suggestions
- Additional Questions and Activities: Forms of Life in a Barn (ATE, page 622)
- Respond to the Selection (PE, page 623; UR 9, page 11)
- Investigate, Inquire, and Imagine (PE, page 624; UR 9, page 12)

#### Homework Suggestions
- Understanding Literature: Image, Imagery, Irony, and Personification (PE, page 624; UR 9, page 13)

### Strategies for Developing Readers

#### Tackle Vocabulary
- Allow students to preview new words.
- Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.
- Use activities found in the VR (page 94).

#### Tackle Personification
- Read Reader’s Toolbox aloud. Help students understand the meaning of *personification* (PE, page 619).
- Before reading the poems, have students look at the pictures found on pages 620 and 621. Based on their interpretation of the photographs, ask them to describe the filling station and the barn using personification.
- As they read, encourage students to fill in the Graphic Organizer (PE, page 619).

#### Additional Strategies for English Language Learners
- Read Reader’s Resource aloud and have students look at the picture (PE, page 620). Then look at the picture of the barn on page 622. Compare the two images.
- Read Reader’s Toolbox aloud (PE, page 619).
- Pair ELL students with advanced readers, and have them alternate reading stanzas to each other.
- Have small groups complete the Investigate, Inquire, and Imagine questions (PE, page 624; UR 9, page 12).
- Have students sketch a face depicting the feelings of the filling station or the barn.
Lesson Plan

“the / sky / was,” page 625

Teacher’s Name ___________________________ Class ______________________ Date __________________

Reading Level: Moderate

Difficulty Considerations: Inventive syntax; poetic structure

Ease Factor: Fun to figure out the poem’s shape

Synopsis: E. E. Cummings describes the sky.

Goals/Objectives:
• to have a positive experience reading a concrete poem
• to define concrete poem and explain how shape contributes to the meaning of such a poem
• to define imagery and identify imagery in a poem
• to research an author
• to identify the functions of sentences
• to read poetry aloud
• to interview a poet
• to write a business letter
• to create imagery through art
• to identify synonyms

Before Reading
_________ Daily Oral Language (VLR I, page 72; UR 9, page 20)
_________ Reader’s Toolbox: Concrete Poem and Imagery (PE, page 625)
_________ Reader’s Resource: Science Connection (PE, page 625)
_________ About the Author: E. E. Cummings (PE, page 627)
_________ Reader's Journal (PE, page 625; UR 9, page 20)
_________ Vocabulary from the Selection (ATE, page 625)
_________ Vocabulary: Word Roots (VR, page 94)
_________ Reading Strategy: Preview Organization (RSR)

During Reading
_________ Graphic Organizer (PE, page 625; VLR I, page 72; UR 9, page 20)
_________ Dramatic Recording (AL, 0:31)
_________ Guided Reading Questions (PE, page 626; UR 9, page 21)
_________ Reading Strategy: Use Text Organization as You Read (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading
_________ Reading Strategy: Discuss Effects of Organizational Features (RSR)
_________ Standardized Test Practice: Identify Effects of Organizational Features (RSR)
_________ Fine Art: Wassily Kandinsky (Art Smart, PE, page 626 and ATE, page 627; VLR II, page 70)
_________ Respond to the Selection (PE, page 627; UR 9, page 21)
_________ Investigate, Inquire, and Imagine (PE, page 628; UR 9, page 21)
_________ Understanding Literature: Concrete Poem and Imagery (PE, page 628; UR 9, page 22)
_________ Writer’s Journal: Poem, Letter, or Instructions (PE, page 628; UR 9, page 22)
_________ Study and Research: Researching Poets (PE, page 629)
_________ Language, Grammar, and Style: Functions of Sentences (PE, page 629; UR 9, page 23)
_________ Speaking and Listening: Reading Poetry Aloud (PE, page 629)
_________ Vocabulary: Similes (UR 9, page 25)
_________ Selection Check Test 4.9.5 (ATE, page 627; UR 9, page 26; TG)
_________ Selection Test 4.9.6 (UR 9, page 27; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Click this box for details

Reading Strategies Resource, Page 173

Reading Strategy: Use Text Organization
Fix-Up Idea: Read Aloud

Standardized Test Practice:
Identify Effects of Organizational Features

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

UNIT 9 EXPLORING LITERATURE LESSON PLANS 117
“the / sky / was,” page 625

Teacher's Name ____________________________  Class __________  Date __________

Teaching Options

Individual Learning Strategies

- Motivation: Interviewing a Poet (ATE, page 626)
- Reading Proficiency: Unusual Word and Line Breaks (ATE, page 626)
- English Language Learning: Vocabulary (ATE, page 626)
- Special Needs: Pictures of Trains and Poem Shape (ATE, page 626)
- Enrichment: Writing a Concrete Poem (ATE, page 626)

Flexible Grouping Suggestions

- Motivation: Interviewing a Poet (ATE, page 626)
- Investigate, Inquire, and Imagine (PE, page 628; UR 9, page 21)

Homework Suggestions

- Understanding Literature: Concrete Poem and Imagery (PE, page 628; UR 9, page 22)
- Writer's Journal: Poem, Letter, or Instructions (PE, page 628; UR 9, page 22)
- Study and Research: Researching Poets (PE, page 629)
- Language, Grammar, and Style: Functions of Sentences (PE, page 629; UR 9, page 23)
- Speaking and Listening: Reading Poetry Aloud (PE, page 629)
- Vocabulary: Similes (UR 9, page 25)

Strategies for Developing Readers

Tackle Inventive Syntax

- Read the Reader's Resource, focusing especially on breaking the rules (PE, page 625).
- Share information in Reading Proficiency (ATE, page 626).
- Allow students to rewrite each poem, as instructed in the Reading Proficiency activity.
- Explain to students that in poetry, people are allowed to break grammatical rules.

Tackle Poetic Structure

- Read the Reader's Toolbox aloud (PE, page 625). Have students share their concrete poems.
- Bring in toy locomotives (Special Needs, ATE, page 626).
- Tell students that poetry allows writers to use more creative sentence structure, style, grammar, and language than any other medium.

Additional Strategies for English Language Learners

- Bring in a kaleidoscope and discuss the images.
- Before reading, discuss Art Smart (PE, page 626; VLR II, page 70; ATE, page 627).
- Use the Internet to find more information about steam locomotives.
- Listen to this poem read aloud first. Then have students reread it aloud to a partner.
- Have the students illustrate this poem, using the words of the poem to create the colors they use.
- Have small groups complete the Investigate, Inquire, and Imagine questions (PE, page 628; UR 9, page 11).
Lesson Plan

“I to My Perils,” page 630

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Inverted sentence order

Ease Factor: Photo of the knight on page 631

Synopsis: Poem displays a philosophical and somewhat pessimistic attitude toward life.

Goals/Objectives:
• to identify with a speaker’s feelings
• to define alliteration and assonance and identify the use of these techniques in a poem
• to define rhythm and scan a poem to determine patterns of weakly and strongly stressed syllables
• to conduct a journalistic interview

Before Reading
_________ Daily Oral Language (VLR I, page 73; UR 9, page 30)
_________ Reader’s Toolbox: Alliteration, Assonance, and Rhythm (PE, page 630)
_________ Reader’s Resource: About the Selection (PE, page 630)
_________ About the Author: A. E. Housman (PE, page 632)
_________ Reader’s Journal (PE, page 630; UR 9, page 30)
_________ Vocabulary from the Selection (ATE, page 630)
_________ Vocabulary: Prefixes and Suffixes (VR, page 96)
_________ Reading Strategy: Think about What You Know (RSR)

During Reading
_________ Graphic Organizer (PE, page 630; VLR I, page 73; UR 9, page 30)
_________ Guided Reading Questions (PE, page 631; UR 9, page 30)
_________ Reading Strategy: Connect to What You Know as You Read (RSR)
_________ Fix-Up Idea: Write Things Down (RSR)

After Reading
_________ Reading Strategy: Reflect on Your Connections (RSR)
_________ Standardized Test Practice: Recognize Author’s Tone (RSR)
_________ Respond to the Selection (PE, page 632; UR 9, page 31)
_________ Investigate, Inquire, and Imagine (PE, page 633; UR 9, page 31)
_________ Understanding Literature: Alliteration, Assonance, and Rhythm (PE, page 633; UR 9, page 32)
_________ Selection Check Test 4.9.7 (ATE, page 632; UR 9, page 33; TG)
_________ Selection Test 4.9.8 (UR 9, page 35; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 177
Reading Strategy:
Connect to Prior Knowledge
Fix-Up Idea: Write Things Down
Standardized Test Practice:
Recognize Author’s Tone

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click this box for details
“I to My Perils,” page 630

Teacher's Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Debate (ATE, page 631)
- Reading Proficiency: Dramatic Recording (ATE, page 631)
- English Language Learning: Vocabulary (ATE, page 631)
- Special Needs: Group Discussion of Answers (ATE, page 631)
- Enrichment: Essay about the Attitude of Youth (ATE, page 631)

**Flexible Grouping Suggestions**
- Graphic Organizer (PE, page 630; UR 9, page 30)
- Motivation: Debate (ATE, page 631)
- Special Needs: Group Discussion of Answers (ATE, page 631)
- Investigate, Inquire, and Imagine (PE, page 633; UR 9, page 31)

**Homework Suggestions**
- Understanding Literature: Alliteration, Assonance, and Rhythm (PE, page 633; UR 9, page 32)

**Strategies for Developing Readers**

**Tackle Inverted Sentence Order**
- Remind students that they worked with inverted sentences in Unit 3 (PE, page 174).
- Ask students to identify the inverted sentences in the poem. Then have them rewrite the sentences so that they are no longer inverted.

**Additional Strategies for English Language Learners**
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 630).
- Read the poem aloud first. Then have students read with a partner, discussing what each stanza means. Have students reread each stanza a third time, concentrating on the rhythm of the poem.
- Have students place sticky notes near examples of alliteration they find in the poem.
- Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 633; UR 9, page 31).
- Before reading the poem, ask students why they think the picture of the knight was chosen to illustrate this page.
Lesson Plan

“Blackberry Eating,” page 634

Teacher’s Name ____________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Alliteration

Ease Factor: Photo of berries on page 635

Synopsis: A speaker shares the pleasure he feels when picking and eating blackberries.

Goals/Objectives:
• to enjoy a lyric poem that uses sound techniques
• to define onomatopoeia and recognize examples of this sound technique
• to define alliteration and identify examples of this technique in a poem

Before Reading
_________ Daily Oral Language (VLR I, page 74; UR 9, page 38)
_________ Reader’s Toolbox: Onomatopoeia and Alliteration (PE, page 634)
_________ Reader’s Resource: Science Connection (PE, page 634)
_________ About the Author: Galway Kinnell (PE, page 636)
_________ Reader’s Journal (PE, page 634; UR 9, page 38)
_________ Vocabulary from the Selection (ATE, page 634)
_________ Vocabulary: Prefixes and Suffixes (VR, page 96)
_________ Reading Strategy: Begin to Visualize (RSR)

During Reading
_________ Graphic Organizer (PE, page 634; VLR I, page 74; UR 9, page 38)
_________ Dramatic Recording (AL, 0:46)
_________ Guided Reading Questions (PE, page 635; UR 9, page 39)
_________ Reading Strategy: Continue to Make a Mind Picture (RSR)
_________ Fix-Up Idea: Read Aloud/Think Aloud (RSR)

After Reading
_________ Reading Strategy: Summarize Your Mind Pictures (RSR)
_________ Standardized Test Practice: Identify Main Ideas (RSR)
_________ Respond to the Selection (PE, page 636; UR 9, page 39)
_________ Graphic Organizer (PE, page 636; VLR I, page 74; UR 9, page 40)
_________ Investigate, Inquire, and Imagine (PE, page 637; UR 9, page 39)
_________ Understanding Literature: Onomatopoeia and Alliteration (PE, page 637; UR 9, page 41)
_________ Selection Check Test 4.9.9 (ATE, page 636; UR 9, page 42; TG)
_________ Selection Test 4.9.10 (UR 9, page 44; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

South Carolina State Standards

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Lesson Plan

“Blackberry Eating,” page 634

Teacher’s Name __________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

Motivation: Discussing Seasonal Foods (ATE, page 635)
Reading Proficiency: Partner Reading (ATE, page 635)
English Language Learning: Vocabulary (ATE, page 635)
Special Needs: Blackberries and Blackberry Plants (ATE, page 635)
Enrichment: Lyric Poems about Favorite Foods (ATE, page 635)

Flexible Grouping Suggestions

Motivation: Discussing Seasonal Foods (ATE, page 635)
Reading Proficiency: Partner Reading (ATE, page 635)
Special Needs: Blackberries and Blackberry Plants (ATE, page 635)
Investigate, Inquire, and Imagine (PE, page 637; UR 9, page 39)

Homework Suggestions

Understanding Literature: Onomatopoeia and Alliteration (PE, page 637; UR 9, page 41)

Strategies for Developing Readers

Tackle Alliteration

Read Reader’s Toolbox aloud, focusing on alliteration (PE, page 634).
Give students copies of the poem. Ask them to identify examples of alliteration by underlining the first letter of each word (i.e. “...black blackberries / to eat blackberries for breakfast”)
Rereading the poem will help students hear how alliteration can enhance a poem’s message. Ask students to close their eyes and focus on the sounds of the words as you read the poem aloud again.

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 634).
Discuss the picture on page 635. Ask the class if they have ever picked blackberries and what their experiences were like.
Ask ELL students if blackberries grow in their native country and what they are called in their native language.
Have small groups complete the Investigate, Inquire, and Imagine questions (PE, page 637; UR 9, page 39).
Lesson Plan

“Forgotten Language” and “Hector the Collector,” page 638

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate, Easy

Difficulty Consideration: Poetic line breaks

Ease Factors: Fun to read aloud; appealing rhyme and rhythm

Synopsis: Two poems by Shel Silverstein use rhythm and rhyme to demonstrate the playfulness of language.

Goals/Objectives:
• to enjoy two poems that make use of rhyme and repetition
• to define repetition and identify repeated elements in poems
• to define rhyme and point to examples of end rhyme and internal rhyme

Before Reading

_________ Daily Oral Language (VLR I, page 75; UR 9, page 47)
_________ Reader’s Toolbox: Repetition and Rhyme (PE, page 638)
_________ Reader’s Resource: About the Selection (PE, page 638)
_________ About the Author: Shel Silverstein (PE, page 641)
_________ Reader’s Journal (PE, page 638; UR 9, page 47)
_________ Fine Art: Joan Miró (PE, page 639; VLR II, page 73)
_________ Vocabulary: Prefixes and Suffixes (VR, page 96)
_________ Reading Strategy: Set a Purpose (RSR)

During Reading

_________ Graphic Organizer (PE, page 638; VLR I, page 75; UR 9, page 47)
_________ Guided Reading Questions (PE, page 639; UR 9, page 48)
_________ Reading Strategy: Read with Purpose in Mind (RSR)
_________ Fix-Up Idea: Read Aloud (RSR)

After Reading

_________ Reading Strategy: Reflect on Your Purpose (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 641; UR 9, page 48)
_________ Investigate, Inquire, and Imagine (PE, page 642; UR 9, page 48)
_________ Understanding Literature: Repetition and Rhyme (PE, page 642; UR 9, page 49)
_________ Writer’s Journal: Comic Strip, Onomatopoeia, or Jingle (PE, page 643; UR 9, page 50)
_________ Language, Grammar, and Style: Techniques of Sound (PE, page 643; UR 9, page 51)
_________ Vocabulary: Blends (PE, page 643; UR 9, page 51)
_________ Study and Research: Thesis Statements (PE, page 643)
_________ Speaking and Listening & Collaborative Learning: Oral Interpretation (PE, page 643)
_________ Media Literacy: Evaluating an Internet Site (PE, page 644; UR 9, page 52)
_________ Selection Check Test 4.9.41 (ATE, page 641; UR 9, page 54; TG)
_________ Selection Test 4.9.12 (UR 9, page 55; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

READING STRATEGIES RESOURCE, PAGE 185

Reading Strategy: Find a Purpose for Reading
Fix-Up Idea: Read Aloud
Standardized Test Practice: Draw Conclusions

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UNIT 9 EXPLORING LITERATURE LESSON PLANS
**Lesson Plan**

“Forgotten Language” and “Hector the Collector,” page 638

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<td><strong>Tackle Poetic Line Breaks</strong></td>
</tr>
<tr>
<td>Motivation: Brainstorming “Junk” (ATE, page 639)</td>
<td>Read the poems aloud so students can grasp meanings easily.</td>
</tr>
<tr>
<td>Reading Proficiency: Reading Aloud (ATE, page 639)</td>
<td>Remind students to read to the end of a thought, not to the end of a line.</td>
</tr>
<tr>
<td>English Language Learning: Vocabulary (ATE, page 639)</td>
<td>Have students practice reading the poems aloud using appropriate vocal expressions.</td>
</tr>
<tr>
<td>Special Needs: Enjoying Poetry (ATE, page 639)</td>
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</tr>
<tr>
<td>Enrichment: Illustrating Poems (ATE, page 639)</td>
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</tr>
<tr>
<td><strong>Cross-Curricular Activities</strong></td>
<td><strong>Additional Strategies for English Language Learners</strong></td>
</tr>
<tr>
<td>Found Art (ATE, page 640)</td>
<td>Read Reader’s Toolbox aloud (PE, page 638).</td>
</tr>
<tr>
<td><strong>Flexible Grouping Suggestions</strong></td>
<td>Read the first section of Reader’s Resource aloud (PE, page 638).</td>
</tr>
<tr>
<td>Cross-Curricular Activities: Found Art (ATE, page 640)</td>
<td>Read the Science Connection section of Reader’s Resource aloud, and then have students read the poem.</td>
</tr>
<tr>
<td>Investigate, Inquire, and Imagine (PE, page 642; UR 9, page 48)</td>
<td>Have students bring in one piece of “junk” and create a class sculpture using everyone’s pieces.</td>
</tr>
<tr>
<td>Speaking and Listening &amp; Collaborative Learning: Oral Interpretation (PE, page 643)</td>
<td>Ask ELL students to bring in and share a poem from their native cultures so that other students can listen to the sounds and rhythm of another language (Speaking and Listening &amp; Collaborative Learning, PE, page 643).</td>
</tr>
<tr>
<td><strong>Homework Suggestions</strong></td>
<td>Have partners complete the vocabulary exercise (PE, page 643; UR 9, page 51).</td>
</tr>
<tr>
<td>Understanding Literature: Repetition and Rhyme (PE, page 642; UR 9, page 49)</td>
<td></td>
</tr>
<tr>
<td>Writer’s Journal: Comic Strip, Onomatopoeia, or Jingle (PE, page 643; UR 9, page 50)</td>
<td></td>
</tr>
<tr>
<td>Language, Grammar, and Style: Techniques of Sound (PE, page 643; UR 9, page 51)</td>
<td></td>
</tr>
<tr>
<td>Vocabulary: Blends (PE, page 643; UR 9, page 51)</td>
<td></td>
</tr>
<tr>
<td>Study and Research: Thesis Statement (PE, page 643)</td>
<td></td>
</tr>
<tr>
<td>Media Literacy: Evaluating an Internet Site (PE, page 644; UR 9, page 52)</td>
<td></td>
</tr>
</tbody>
</table>
Lesson Plan

“The Lost Parrot,” page 645

Teacher’s Name __________________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Switches from narration to unpunctuated dialogue

Ease Factors: Vocabulary; interesting poetic style

Synopsis: Nye describes a young writer who struggles to write a "dream-poem.”

Goals/Objectives:
• to identify with the feelings of a character portrayed in a poem
• to briefly compare and contrast how a poem tells a story to how a work of prose does
• to define dialogue and identify dialogue without tag lines or quotation marks in a poem
• to define symbol and identify a symbol in a poem

Before Reading
—— Daily Oral Language (VLR I, page 76; UR 9, page 58)
—— Reader’s Toolbox: Dialogue and Symbol (PE, page 645)
—— Reader’s Resource: Science Connection (PE, page 645)
—— About the Author: Naomi Shihab Nye (PE, page 648)
—— Reader’s Journal (PE, page 645; UR 9, page 58)
—— Vocabulary: Morphemes and Meaning (VR, page 98)
—— Reading Strategy: Make a Mood Chart (RSR)

During Reading
—— Graphic Organizer (PE, page 645; VLR I, page 76; UR 9, page 58)
—— Dramatic Recording (AL, 2:00)
—— Guided Reading Questions (PE, page 647; UR 9, page 59)
—— Reading Strategy: Complete Your Mood Chart (RSR)
—— Fix-Up Idea: Refocus (RSR)

After Reading
—— Reading Strategy: Summarize the Mood (RSR)
—— Standardized Test Practice: Identify Mood (RSR)
—— Respond to the Selection (PE, page 648; UR 9, page 59)
—— Investigate, Inquire, and Imagine (PE, page 649; UR 9, page 59)
—— Understanding Literature: Dialogue and Symbol (PE, page 649; UR 9, page 60)
—— Selection Check Test 4.9.13 (ATE, page 648; UR 9, page 61; TG)
—— Selection Test 4.9.14 (UR 9, page 62; TG)
—— Internet activities at http://www.emcp.com
—— Free reading time
“The Lost Parrot,” page 645

Teacher's Name ___________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Parrot Documentary (ATE, page 646)
- Reading Proficiency: Dramatic Recording (ATE, page 646)
- English Language Learning: Vocabulary (ATE, page 646)
- Special Needs: About the Author (ATE, page 646)
- Enrichment: Reports on Parrots (ATE, page 646)

**Additional Questions and Activities**
- Discussing Cliché (ATE, page 647)

**Flexible Grouping Suggestions**
- Enrichment: Reports on Parrots (ATE, page 646)
- Additional Questions and Activities: Discussing Cliché (ATE, page 647)
- Investigate, Inquire, and Imagine (PE, page 649; UR 9, page 59)

**Homework Suggestions**
- Understanding Literature: Dialogue and Symbol (PE, page 649; UR 9, page 60)

**Strategies for Developing Readers**

**Tackle Switches from narration to unpunctuated dialogue**
- Read Reader’s Toolbox, focusing especially on the definition for dialogue (PE, page 643).
- Use the Reading Proficiency activity (ATE, page 646).
- Make copies of the poem. Ask students to identify the lines that are narration, the lines that are said by the teacher, and the lines that are said by Carlos. As an alternate way to mark text, have students use sticky notes to identify each speaker.

**Additional Strategies for English Language Learners**
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 643).
- Read the About the Author before reading (PE, page 648).
- Have students read the poem, placing sticky notes near any dialogue. Have pairs reread the poem, with one person reading the dialogue and the other reading the narrative.
- Have small groups answer the Investigate, Inquire, and Imagine questions (PE, page 649; UR 9, page 59).
- Use activities for Spanish speakers (SR, page 113).
Lesson Plan

“My Father’s Song,” page 650

Teacher’s Name __________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Unfamiliar topic

Ease Factor: Vivid images

Synopsis: The speaker recounts a scene in which his father teaches him the value of life.

Goals/Objectives:
• to identify with a speaker’s feelings about his father
• to explain the importance of corn to Native Americans and identify a theme in Native American writing
• to define aim and identify a poem’s aim
• to define flashback and recognize flashbacks in works of literature
• to research Native American or Latino poetry
• to use prepositional phrases
• to write an advice column
• to use precise verbs

Before Reading
_________ Daily Oral Language (VLR I, page 77; UR 9, page 65)
_________ Reader’s Toolbox: Aim, Flashback, and Assonance (PE, page 650)
_________ Reader’s Resource: About the Selection (PE, page 650)
_________ About the Author: Simon Ortiz (PE, page 652)
_________ Reader’s Journal (PE, page 650; UR 9, page 65)
_________ Vocabulary from the Selection (ATE, page 650)
_________ Vocabulary: Morphemes and Meaning (VR, page 98)
_________ Reading Strategy: Think about What You Know (RSR)

During Reading
_________ Dramatic Recording (AL, 1:20)
_________ Guided Reading Questions (PE, page 651; UR 9, page 65)
_________ Reading Strategy: Use What You Know as You Read (RSR)
_________ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading
_________ Reading Strategy: Think about What You Learned (RSR)
_________ Standardized Test Practice: Identify Author’s Point of View (RSR)
_________ Respond to the Selection (PE, page 652; UR 9, page 66)
_________ Investigate, Inquire, and Imagine (PE, page 653; UR 9, page 66)
_________ Understanding Literature: Aim, Assonance, and Flashback (PE, page 653; UR 9, page 67)
_________ Graphic Organizer (PE, page 654; VLR I, page 77; UR 9, page 68)
_________ Writer’s Journal: Advertisement, Note, or Fortune Cookie Inserts (PE, page 654; UR 9, page 69)
_________ Study and Research & Collaborative Learning: Researching Poets (PE, page 654)
_________ Language, Grammar, and Style: Prepositional Phrases (PE, page 655; UR 9, page 69)
_________ Applied English: Advice Column (PE, page 655)
_________ Vocabulary: Using Precise Verbs (PE, page 655; UR 9, page 71)
_________ Selection Check Test 4.9.15 (ATE, page 652; UR 9, page 73; TG)
_________ Selection Test 4.9.16 (UR 9, page 74; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

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Transparency Audio Library Test Generator CD-ROM Internet
UR—Unit Resource VLR—Visual Literacy Resource VR—Vocabulary Resource WR—Writing Resource AL—Audio Library
**Lesson Plan**

“*My Father’s Song,*” page 650

Teacher’s Name __________________________________ Class __________________ Date __________________

### Teaching Options

**Individual Learning Strategies**
- Motivation: Corn (ATE, page 651)
- Reading Proficiency: Collaborative Learning (ATE, page 651)
- English Language Learning: Vocabulary (ATE, page 651)
- Special Needs: Process of Planting (ATE, page 651)
- Enrichment: Tribute to a Male Role Model (ATE, page 651)

### Flexible Grouping Suggestions
- Motivation: Corn (ATE, page 651)
- Reading Proficiency: Collaborative Learning (ATE, page 651)
- Investigate, Inquire, and Imagine (PE, page 653; UR 9, page 66)
- Study and Research & Collaborative Learning: Researching Poets (PE, page 654)
- Applied English: Advice Column (PE, page 655)

### Homework Suggestions
- Understanding Literature: Aim, Assonance, and Flashback (PE, page 653; UR 9, page 67)
- Graphic Organizer (PE, page 654; UR 9, page 68)
- Writer’s Journal: Advertisement, Note, or Fortune Cookie Insert (PE, page 654; UR 9, page 69)
- Language, Grammar, and Style: Prepositional Phrases (PE, page 655; UR 9, page 69)
- Vocabulary: Using Precise Verbs (PE, page 655; UR 9, page 71)

### Strategies for Developing Readers

**Tackle Unfamiliar Topic**
- Read and discuss the Prereading page aloud (PE, page 650).
- Use the Special Needs activity (ATE, page 651).
- Read and discuss About the Author before reading (PE, page 652).

**Additional Strategies for English Language Learners**
- Discuss the picture on page 651.
- Have small groups read the poem, answer the Guided Reading Questions, and complete the Investigate, Inquire, and Imagine questions (PE, page 653; UR 9, page 66).
Lesson Plan

“The Charge of the Light Brigade,” page 656

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Challenging

Difficulty Considerations: Inverted sentence structure; unfamiliar subject

Ease Factor: Repetition

Synopsis: Tennyson recreates a Crimean War battle.

Goals/Objectives:
• to enjoy a narrative poem
• to briefly explain the historical context of “The Charge of the Light Brigade”
• to define narrative poem and identify parts of the story in such a poem
• to define suspense and point to elements in a poem that create suspense
• to define repetition and identify examples of repetition in a poem

Before Reading
— Daily Oral Language (VLR I, page 78; UR 9, page 77)
— Reader’s Toolbox: Narrative Poem, Suspense, and Repetition (PE, page 656)
— Reader’s Resource: History Connection (PE, page 656)
— About the Author: Alfred, Lord Tennyson (PE, page 658)
— Reader’s Journal (PE, page 656; UR 9, page 78)
— Vocabulary from the Selection (ATE, page 656)
— Vocabulary: Morphemes and Spelling Patterns (VR, page 101)
— Reading Strategy: Make a Chart (RSR)

During Reading
— Graphic Organizer (PE, page 656; VLR I, page 78; UR 9, page 77)
— Dramatic Recording (AL, 2:05)
— Guided Reading Questions (PE, page 657; UR 9, page 78)
— Reading Strategy: Fill in the Chart as You Read (RSR)
— Fix-Up Idea: Connect to Prior Knowledge (RSR)

After Reading
— Reading Strategy: Summarize What You Wrote (RSR)
— Standardized Test Practice: Identify Main Ideas and Details (RSR)
— Respond to the Selection (PE, page 658; UR 9, page 78)
— Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 79)
— Understanding Literature: Narrative Poem, Suspense, and Repetition (PE, page 659; UR 9, page 80)
— Writer’s Journal: List, Short Story, Letter, or Narrative Poem (PE, page 660; UR 9, page 81)
— Language, Grammar, and Style: Adjectives, Adverbs, and Antonyms (PE, page 660; UR 9, page 82)
— Media Literacy: Interviewing and Reporting (PE, page 660)
— Vocabulary: Looking at Word Formation (PE, page 660; UR 9, page 83)
— Collaborative Learning: Setting Poem to Music (PE, page 660)
— Selection Check Test 4.9.17 (PE, page 658; UR 9, page 84; TG)
— Selection Test 4.9.18 (UR 9, page 86; TG)
— Internet activities at http://www.emcp.com
— Free reading time

South Carolina State Standards

Reading Strategy: Write Things Down
Fix-Up Idea: Connect to Prior Knowledge
Standardized Test Practice:
Identify Main Ideas and Details

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Lesson Plan

“The Charge of the Light Brigade,” page 656

Teacher’s Name ______________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- Motivation: Discussing War (ATE, page 657)
- Reading Proficiency: Hearing a Dramatic Interpretation (ATE, page 657)
- English Language Learning: Vocabulary (ATE, page 657)
- Special Needs: War in the Nineteenth Century (ATE, page 657)
- Enrichment: Researching the Crimean War (ATE, page 657)

Flexible Grouping Suggestions

- Motivation: Discussing War (ATE, page 657)
- Enrichment: Researching the Crimean War (ATE, page 657)
- Investigate, Inquire, and Imagine (PE, page 659; UR 9, page 79)
- Collaborative Learning: Setting a Poem to Music (PE, page 660)

Homework Suggestions

- Understanding Literature: Narrative Poem, Suspense, and Repetition (PE, page 659; UR 9, page 80)
- Writer’s Journal: List, Short Story, Letter, or Narrative Poem (PE, page 660; UR 9, page 81)
- Language, Grammar, and Style: Adjectives, Adverbs, and Antonyms (PE, page 660; UR 9, page 82)
- Media Literacy: Interviewing and Reporting (PE, page 660)
- Vocabulary: Looking at Word Formation (PE, page 660; UR 9, page 83)

Strategies for Developing Readers

Tackle Inverted Sentence Structure

- Ask students to identify the inverted sentences in the poem. Then have them rewrite the sentences so that they are no longer inverted.

Tackle Unfamiliar Subject

- Thoroughly read Reader’s Resource before reading the selection (PE, page 656).
- To help students visualize the action, show students a documentary on the Crimean War.
- Identify Balaklava on a map to show students where the battle took place.

Additional Strategies for English Language Learners

- Discuss the picture used on the cover of the sheet music (PE, page 657).
- Depending on what country an ELL student has come from, the Motivation activity (ATE, page 657) may bring back sorrowful or disturbing memories. It may also be a chance for other students to hear what some of their fellow students have been through.
- Have the whole class listen to a dramatic reading of the poem before they read it (Reading Proficiency, ATE, page 657).
- Have small groups complete the Investigate, Inquire, and Imagine questions before a whole-class discussion (PE, page 659; UR 9, page 79).
- Have partners complete Vocabulary: Looking at Word Formation (PE, page 660; UR 9, page 83).
Lesson Plan

“Corners on the Curving Sky,” page 661

Teacher’s Name ___________________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Poetic line breaks

**Ease Factors:** Selection length; vocabulary

**Synopsis:** A short poem embraces different points of view.

**Goals/Objectives:**
- to appreciate a lyric poem
- to explain briefly why two different people in different places see the night sky differently
- to define **lyric poem** and identify the observations a poet makes in a lyric poem
- to define **symbol** and identify symbols in a poem

**Before Reading**
- Daily Oral Language (VLR I, page 80; UR 9, page 89)
- Reader’s Toolbox: Lyric Poem and Symbol (PE, page 661)
- Reader’s Resource: Science Connection (PE, page 661)
- Reader’s Journal (PE, page 661; UR 9, page 89)
- Vocabulary: High-Frequency Spelling Rules (VR, page 105)
- Reading Strategy: Make a Reaction Chart (RSR)

**During Reading**
- Graphic Organizer (PE, page 661 VLR I, page 80; UR 9, page 89)
- Dramatic Recording (AL, 0:54)
- Guided Reading Questions (PE, page 662; UR 9, page 90)
- Reading Strategy: Write Reactions (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Summarize What You Wrote (RSR)
- Standardized Test Practice: Identify Author’s Point of View (RSR)
- Investigate, Inquire, and Imagine (PE, page 663; UR 9, page 90)
- Understanding Literature: Lyric Poem and Symbol (PE, page 663; UR 9, page 91)
- Selection Check Test 4.9.19 (ATE, page 663; UR 9, page 92; TG)
- Selection Test 4.9.20 (UR 9, page 93; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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PRINT RESOURCES Transparency Audio Library Test Generator CD-ROM Internet

Lesson Plan

“Corners on the Curving Sky,” page 661

Teacher's Name ____________________________ Class ________________ Date ________________

**Teaching Options**

**Individual Learning Strategies**

- Motivation: Exploring Constellations (ATE, page 662)
- Reading Proficiency: Dramatic Recording (ATE, page 662)
- English Language Learning: Vocabulary (ATE, page 662)
- Special Needs: Guided Reading Questions (ATE, page 662)
- Enrichment: Researching Astronomical Changes (ATE, page 662)

**Flexible Grouping Suggestions**

- Motivation: Exploring Constellations (ATE, page 662)
- Special Needs: Guided Reading Questions (ATE, page 662)
- Investigate, Inquire, and Imagine (PE, page 663; UR 9, page 90)

**Homework Suggestions**

- Understanding Literature: Lyric Poem and Symbol (PE, page 663; UR 9, page 91)

**Strategies for Developing Readers**

**Tackle Poetic Line Breaks**

- Read the poem aloud so students can grasp meanings easily.
- Remind students to read to the end of a thought, not to the end of a line.
- Have students practice reading the poem aloud using appropriate vocal expression.

**Additional Strategies for English Language Learners**

- Read Reader's Resource and Reader's Toolbox aloud (PE, page 661).
- Have small groups read and discuss Guided Reading Questions and Investigate, Inquire, and Imagine questions (PE, page 663; UR 9, page 90).
Lesson Plan

“Under the Apple Tree,” page 664

Teacher’s Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Personification

Ease Factor: Familiar images

Synopsis: A speaker describes what it’s like to be under an apple tree.

Goals/Objectives:
• to have a positive experience reading a lyric poem
• to define lyric poem and explain what songlike qualities a lyric poem has
• to define metaphor, simile, and personification and distinguish between these figures of speech
• to research astronomy
• to stage a poetry reading
• to evaluate Internet sites

Before Reading
_________ Daily Oral Language (VLR I, page 81; UR 9, page 96)
_________ Reader’s Toolbox: High-Frequency Spelling Rules (PE, page 664)
_________ Reader’s Resource: Science Connection (PE, page 664)
_________ About the Author: Diana Rivera (PE, page 666)
_________ Fine Art: Georgia O’Keeffe (PE, page 665; VLR II, page 76)
_________ Vocabulary from the Selection (ATE, page 664)
_________ Vocabulary: High-Frequency Spelling Rules (VR, page 105)
_________ Reading Strategy: Preview the Selection (RSR)

During Reading
_________ Graphic Organizer (PE, page 664; VLR I, page 81; UR 9, page 96)
_________ Dramatic Recording (AL, 2:04)
_________ Guided Reading Questions (PE, page 665; UR 9, page 97)
_________ Reading Strategy: Make Mind Pictures (RSR)
_________ Fix-Up Idea: Read Aloud/Think Aloud (RSR)

After Reading
_________ Reading Strategy: Summarize and Share Your Mind Pictures (RSR)
_________ Standardized Test Practice: Draw Conclusions (RSR)
_________ Respond to the Selection (PE, page 666; UR 9, page 97)
_________ Investigate, Inquire, and Imagine (PE, page 667; UR 9, page 98)
_________ Understanding Literature: Lyric Poem and Figures of Speech (PE, page 667; UR 9, page 99)
_________ Writer’s Journal: List of Ten Rules, Lyric Poem, or Classified Advertisement (PE, page 668; UR 9, page 100)
_________ Vocabulary: Homonyms (UR 9, page 101)
_________ Language, Grammar, and Style: Alliteration (UR 9, page 103)
_________ Study and Research: Studying Astronomy (PE, page 668)
_________ Speaking and Listening: Poetry Reading (PE, page 668)
_________ Media Literacy: Evaluating Internet Sites (PE, page 668)
_________ Selection Check Test 4.9.21 (ATE, page 666; UR 9, page 105; TG)
_________ Selection Test 4.9.22 (UR 9, page 106; TG)
_________ Internet activities at http://www.emcp.com

South Carolina State Standards

Click this box for details

Reading Strategy: Visualize
Fix-Up Idea: Read Aloud/Think Aloud
Standardized Test Practice: Draw Conclusions

Print Resources Transparency Audio Library Test Generator CD-ROM Internet
“Under the Apple Tree,” page 664

Teacher’s Name _____________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

- ___________ Motivation: Displaying Technical Shrewdness (ATE, page 665)
- ___________ Reading Proficiency: Collaborative Learning (ATE, page 665)
- ___________ English Language Learning: Vocabulary (ATE, page 665)
- ___________ Special Needs: Forming Mind Images (ATE, page 665)
- ___________ Enrichment: Researching Varieties of Apples (ATE, page 665)

Flexible Grouping Suggestions

- ___________ Motivation: Displaying Technical Shrewdness (ATE, page 665)
- ___________ Reading Proficiency: Collaborative Learning (ATE, page 665)
- ___________ Enrichment: Researching Varieties of Apples (ATE, page 665)
- ___________ Investigate, Inquire, and Imagine (PE, page 667; UR 9, page 98)
- ___________ Media Literacy: Evaluating Internet Sites (PE, page 668)

Homework Suggestions

- ___________ Understanding Literature: Lyric Poem and Figures of Speech (PE, page 667; UR 9, page 99)
- ___________ Writer’s Journal: List of Ten Rules, Lyric Poem, or Classified Advertisement (PE, page 668; UR 9, page 100)
- ___________ Vocabulary: Homonyms (UR 9, page 101)
- ___________ Language, Grammar, and Style: Alliteration (UR 9, page 103)
- ___________ Study and Research: Studying Astronomy (PE, page 668)
- ___________ Speaking and Listening: Poetry Reading (PE, page 668)

Strategies for Developing Readers

Tackle Personification

- ___________ Read Reader’s Toolbox, focusing on personification (PE, page 664).
- ___________ Before they read the poems, have students look at the picture found on page 665. Based on their interpretation of the painting, ask them to describe the tree using personification.
- ___________ As they read, encourage students to fill in the Graphic Organizer.

Additional Strategies for English Language Learners

- ___________ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 664).
- ___________ Ask ELL students if apple trees grow in their native lands and what they are called in their languages. Let them share any memories of apple trees. This also relates to question 5b (PE, page 667).
- ___________ Pair ELL students with other readers and have them read the poem by alternating stanzas, answering Guided Reading Questions as they read.
- ___________ Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 667; UR 9, page 98).
Lesson Plan

Haiku: “The old pond...,” “Misty grasses...,” and “Summer night...,” page 669

Teacher’s Name ____________________________ Class ____________________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Poetic structure

Ease Factors: Brief descriptions; simple language

Synopsis: Three different haiku reflect on nature.

Goals/Objectives:
• to enjoy reading some translated haiku
• to define haiku and explain the form of a haiku
• to define imagery and identify the imagery in a poem
• to examine different translations
• to research the origins of haiku
• to identify parts a dictionary definition

Related Reading: from Lost in Translation (page 672)

Before Reading
_________ Daily Oral Language (VLR I, page 82; UR 9, page 109)
_________ Reader's Toolbox: Haiku and Imagery (PE, page 669)
_________ Reader's Resource: About the Selection (PE, page 669)
_________ About the Authors: Matsuo Bashō, Yosa Buson, and Kobayashi Issa; translator Robert Hass (PE, page 671)
_________ Reader's Journal (PE, page 669; UR 9, page 110)
_________ Vocabulary: Words with Multiple Meanings (VR, page 107)
_________ Reading Strategy: Preview the Selection (RSR)

During Reading
_________ Graphic Organizer (PE, page 669; VLR I, page 82; UR 9, page 109)
_________ Dramatic Recording (AL, 1:00)
_________ Guided Reading Questions (PE, page 670; UR 9, page 110)
_________ Reading Strategy: Make Mind Pictures (RSR)
_________ Fix-Up Idea: Read Aloud/Think Aloud (RSR)

After Reading
_________ Reading Strategy: Summarize and Share Your Mind Pictures (RSR)
_________ Standardized Test Practice: Identify Literary Techniques (RSR)
_________ Fine Art: Buemon Akiyama Tsukioka Yoshitoshi (Art Smart, PE and ATE, page 671)
_________ Respond to the Selection (PE, page 671; UR 9, page 110)
_________ Investigate, Inquire, and Imagine (PE, page 673; UR 9, page 111)
_________ Understanding Literature: Haiku and Imagery (PE, page 673; UR 9, page 112)
_________ Writer's Journal: Haiku, Promotional Blurb, or Instructions (PE, page 674; UR 9, page 116)
_________ Language, Grammar, and Style: Examining Translations (PE, page 674; UR 9, page 114)
_________ Study and Research: Origins of Haiku (PE, page 674; UR 9, page 115)
_________ Vocabulary: Japanese Words (PE, page 674; UR 9, page 116)
_________ Related Reading: from Lost in Translation (PE, page 672)
_________ Selection Check Test 4.9.23 (ATE, page 671; UR 9, page 118; TG)
_________ Selection Test 4.9.24 (UR 9, page 119; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time
Haiku: “The old pond...,” “Misty grasses...,” and “Summer night...,” page 669

Teacher’s Name __________________________________ Class __________________ Date __________________

Teaching Options

Individual Learning Strategies

_______ Motivation: Japanese Words in English (ATE, page 670)
_______ Reading Proficiency: Visualizing and Discussing Haiku (ATE, page 670)
_______ English Language Learning: Stresses in Japanese (ATE, page 670)
_______ Special Needs: Drawing Images (ATE, page 670)
_______ Enrichment: Writing a Series of Haiku (ATE, page 670)

Literary Note

_______ Translation (ATE, page 672)

Art Smart

_______ Buemon Akiyama Tsukioka Yoshitoshi (PE and ATE, page 671)

Pronunciation Key

_______ Japanese Names (ATE, page 672)

Flexible Grouping Suggestions

_______ Reading Proficiency: Visualizing and Discussing Haiku (ATE, page 670)
_______ Investigate, Inquire, and Imagine (PE, page 673; UR 9, page 111)
_______ Study and Research: Origins of Haiku (PE, page 674; UR 9, page 115)

Homework Suggestions

_______ Understanding Literature: Haiku and Imagery (PE, page 673; UR 9, page 112)
_______ Writer’s Journal: Haiku, Promotional Blurb, or Instructions (PE, page 674; UR 9, page 113)
_______ Language, Grammar, and Style: Examining Translations (PE, page 674; UR 9, page 114)
_______ Vocabulary: Japanese Words (PE, page 674; UR 9, page 116)

Strategies for Developing Readers

Tackle Poetic Structure

_______ Read Prereading page aloud. Make sure students understand haiku (PE, page 669).
_______ Present information provided in Reading Proficiency activity (ATE, page 670).
_______ Help students answer questions about haiku (Understanding Literature, PE, page 673).

Additional Strategies for English Language Learners

_______ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 670).
_______ Have ELL students read the haiku independently. Pair them with other students and have them reread the poems aloud, trying to hear and picture the images described.
_______ Have students make watercolor pictures of one of the haiku to experience the imagery in another form.
_______ Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 673; UR 9, page 111).
_______ Have partners complete Vocabulary: Japanese Words (PE, page 674; UR 9, page 116).
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**

- What Have You Lost? by Naomi Shihab Nye (PE, page 675)
- Compile Your Own Poetry Anthology (PE, page 675; UR 9, page 122)

**Other Books Students May Want to Read**

- How to Read a Poem and Fall in Love with Poetry by Edward Hirsch (PE, page 675)
- Cool Melons—Turn to Frogs!: The Life and Poems of Issa, edited by Matthew Gollub (PE, page 675)

**Expressive Writing**

**Assignment:** Students write a lyric poem about a feeling (PE, pages 676–681).

**Before Writing**

- Creating a Lyric Poem (PE, page 676)
- Professional Model (PE, page 676)
- Writing Rubric (VLR I, page 144; WR, page 146)
- Prewriting (PE, page 677; WR, page 131)
- Student Model—Graphic Organizer (PE, page 678; WR, page 135)
- Graphic Organizer (VLR I, page 142; WR, page 134)

**During Writing**

- Drafting (PE, page 678)
- Student Model—Draft (PE, page 679; VLR I, page 143; WR, page 136)
- Self- and Peer Evaluation (PE, page 679; WR, page 140)
- Student Model—Revised (PE, page 680; WR, page 144)

**After Writing**

- Revising and Proofreading (PE, page 680)
- Publishing and Presenting (PE, page 681)
- Reflecting (PE, page 681)
Unit Nine
Words in Motion: Poetry
Closing the Unit, pages 675–683

Teacher's Name __________________________________ Class __________________ Date __________________

Individual Learning Strategies

- Motivation: Discussing Lyric Poetry (ATE, page 677)
- Reading Proficiency: Recording Reactions to a Poem (ATE, page 677)
- English Language Learning: Poem in Native Language (ATE, page 677)
- Special Needs: (ATE, page 679)

Flexible Grouping Suggestions

- Motivation: Discussing Lyric Poetry (ATE, page 677)
- Self- and Peer Evaluation (PE, page 679; WR, page 140)
- Revising and Proofreading (PE, page 680)
- Publishing and Presenting (PE, page 681)

Homework Suggestions

- Graphic Organizer (VLR I, page 142; WR, page 134)

Unit Nine Review

Review and Assessment

- Words for Everyday Use (PE, page 682; UR 9, page 124)
- Vocabulary Development (ATE, page 682)
- Literary Tools (PE, page 682; UR 9, page 125)
- Unit 9 Review (UR 9, page 124)
- Unit 9 Study Guide (UR 9, page 129)
- Unit 9 Test (UR 9, page 133; TG)

Reflecting on Your Reading

- Genre (PE, page 682; UR 9, page 127)
- Theme (PE, page 683; UR 9, page 128)
- On Your Own (PE, page 683)
- Group Project (PE, page 683)
Unit Ten
Turning Words into Action: Drama
Opening the Unit, pages 684–686

Unit 10 Goals/Objectives:
• to appreciate a dramatic work about Helen Keller and Annie Sullivan
• to define and identify techniques in drama, including flashback, suspense, stage directions, conflict, resolution, simile, metaphor, and characterization
• to engage in a meaningful independent reading experience by reading a collection of short plays and performing them
• to write a movie or play review
• to recognize dangling and misplaced modifiers and demonstrate an ability to use modifiers correctly

Lessons I Plan to Teach
_________ The Miracle Worker, Act 1, page 687
_________ The Miracle Worker, Act 2, page 711
_________ The Miracle Worker, Act 3, page 735
_________ Related Reading: “If You Could Write One Great Poem, What Would You Want It to Be About?” page 750
_________ Related Reading: American Sign Language: The Manual Alphabet, page 751
_________ Insights: Getting into Drama — “A Production of The Miracle Worker,” page 752
_________ For Your Reading List, page 758
_________ Guided Writing—Persuasive Writing: Reviewing a Movie or Play, page 759
_________ Unit Ten Review, page 765

Getting Started in the Classroom
_________ Fine Art: Japanese Theater Masks. Have students discuss how the photograph of the theater masks relates to the title of this unit (PE, page 684).
_________ Elements of Drama (PE, page 686)
_________ Internet Resources: Drama Internet Sites (ATE, page 686)

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 684–685).
**The Miracle Worker, Act 1, page 687**

Teacher's Name ___________________________ Class ___________________________ Date __________________

**Reading Level:** Challenging

**Difficulty Considerations:** Selection length; stage directions; numerous characters

**Ease Factors:** Familiar story; familiar protagonist

**Synopsis:** The life of Helen Keller, a deaf and blind girl, is changed when a tutor, Annie Sullivan, comes to live with the Keller family.

**Goals/Objectives:**
- to appreciate a play about the education of a deaf and blind girl
- to briefly explain who Helen Keller and Annie Sullivan were
- to define *characterization* and identify places where the three major techniques of characterization are used in a drama
- to define *suspense* and recognize how an author builds suspense in a drama
- to define *stage directions* and point to examples of stage directions in a play
- to define *flashback* and point to flashbacks in a drama
- to define *conflict* and *resolution* and identify these in a drama
- to define and recognize *similes* in a play
- to prepare a dramatic presentation
- to use sign language to spell out a few words

**Before Reading**
- Daily Oral Language (VLR I, page 83; UR 10, page 1)
- Reader's Toolbox: Characterization, Suspense, Stage Directions, Flashback, Conflict and Resolution, and Simile and Metaphor (PE, page 687)
- Reader's Resource: About the Selection (PE, page 687)
- About the Author: William Gibson (PE, page 750)
- Vocabulary from the Selection (ATE, page 687)
- Vocabulary: Context Clues (VR, page 110)
- Reader's Journal (PE, page 687; UR 10, page 1)
- Reading Strategy: Begin to Picture What May Happen (RSR)

**During Reading**
- Guided Reading Questions (PE, page 689; UR 10, page 1)
- Reading Strategy: Create Mind Pictures (RSR)
- Fix-Up Idea: Read Aloud (RSR)

**After Reading**
- Reading Strategy: Draw or Summarize Your Mind Pictures (RSR)
- Standardized Test Practice: Analyze Plot and Character Development (RSR)
- Investigate, Inquire, and Imagine (PE, page 710; UR 10, page 6)
- Understanding Literature: Characterization and Suspense (PE, page 710; UR 10, page 7)
- Vocabulary: Writing New Sentences (UR 10, page 7)
- Language, Grammar, and Style: Using *I* and *Me* (UR 10, page 8)
- Selection Check Test 4.10.1 (ATE, page 708; UR 10, page 9; TG)
- Selection Test 4.10.2 (UR 10, page 11; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

**The Miracle Worker, Act 1, page 687**

Teacher’s Name __________________________________ Class __________________ Date __________________

<table>
<thead>
<tr>
<th>Teaching Options</th>
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<td><strong>Individual Learning Strategies</strong></td>
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<td>——— Motivation: Viewing and Discussing <em>The Miracle Worker</em> (ATE, page 688)</td>
</tr>
<tr>
<td>——— Reading Proficiency: Reading Aloud (ATE, page 688)</td>
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<tr>
<td>——— English Language Learning: Discussing a Play's Structure (ATE, page 688)</td>
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<td>——— Special Needs: Viewing and Discussing <em>The Miracle Worker</em> (ATE, page 688)</td>
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<tr>
<td>——— Enrichment: Reporting on Keller's Autobiography (ATE, page 688)</td>
</tr>
</tbody>
</table>

| **Literary Techniques** |
| ——— Setting (ATE, pages 689 and 695) |
| ——— Character (ATE, pages 693 and 695) |
| ——— Simile (ATE, page 696) |
| ——— Flashback (ATE, page 698) |

| **Cross-Curricular Connections** |
| ——— Keller Homestead (ATE, page 689) |
| ——— Asylums (ATE, page 693) |
| ——— Almshouses (ATE, page 697) |
| ——— African Americans and the Aftermath of the Civil War (ATE, page 699) |
| ——— Attitudes toward Working Class Women (ATE, page 701) |

| **Cross-Curricular Activities** |
| ——— Researching Diseases (ATE, page 690) |
| ——— Researching Work for the Blind (ATE, page 694) |
| ——— Lon Chaney (ATE, page 707) |

| **Additional Questions and Activities** |
| ——— Discussing a Quote (ATE, page 691) |
| ——— Reading Comprehension (ATE, page 692) |
| ——— Discussing Anagnos's Comment (ATE, page 697) |
| ——— Discussing the Treatment of Helen (ATE, page 700) |
| ——— How Annie Wins Over Kate Keller (ATE, page 702) |
| ——— Journal Entries (ATE, page 702) |
| ——— Annie's Independence (ATE, page 703) |
| ——— Helen and Annie (ATE, page 704) |
| ——— Discussing Feelings about James (ATE, page 705) |
| ——— Why Helen Hits Annie (ATE, page 706) |

| **Quotables** |
| ——— Helen Keller (ATE, page 691, 706) |

| **Bibliographic Note** |
| ——— Books on Living with a Disability (ATE, page 707) |

| **Flexible Grouping Suggestions** |
| ——— Cross-Curricular Activities: Researching Diseases (ATE, page 690) |
| ——— Cross-Curricular Activities: Researching Work for the Blind (ATE, page 694) |
| ——— Additional Questions and Activities: Discussing the Treatment of Helen (ATE, page 700) |
| ——— Additional Questions and Activities: Discussing Feelings about James (ATE, page 705) |
| ——— Additional Questions and Activities: Why Helen Hits Annie (ATE, page 706) |

| **Homework Suggestions** |
| ——— Understanding Literature: Characterization and Suspense (PE, page 710; UR 10, page 7) |
| ——— Vocabulary: Writing New Sentences (UR 10, page 7) |
| ——— Language, Grammar, and Style: Using I and Me (UR 10, page 7) |

(Strategies for Developing Readers are on page 142.)
**Lesson Plan**

**The Miracle Worker, Act 1, page 687**

Teacher’s Name ___________________________ Class ____________________ Date __________

**Strategies for Developing Readers**

**Tackle Selection Length**

_______ Read the play in short sections.

_______ Use Guided Reading Questions.

**Tackle Stage Directions**

_______ Reread the definition of *stage directions* on page 686.

_______ Share the information provided in the English Language Learning activity (ATE, page 688).

_______ Discuss questions about stage directions before reading (Understanding Literature, PE, page 734).

_______ Perform scenes from the play so that students can see the importance of stage directions.

**Tackle Numerous Characters**

_______ Before reading, have students write down the names of the characters listed on page 688.

_______ As they read, have students write down descriptors for each character.

_______ After reading, ask students to use their descriptions to create a brief character sketch for each character.

**Additional Strategies for English Language Learners**

_______ Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 687).

_______ Give students a synopsis of this act.

_______ If your school has a drama department, have the class observe a play rehearsal (PE, page 690).

_______ Read the play aloud in small groups of mixed ability readers. Have students decide which parts they will play. Have them answer Guided Reading Questions as they read.

_______ Have students place sticky notes near words they do not understand and discuss them at the end of the act.

_______ Have small groups complete Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 710; UR 10, page 6).

_______ Use activities for Spanish speakers (SR, 117).
Lesson Plan

The Miracle Worker, Act 2, page 711

Teacher’s Name ___________________________ Class __________________ Date __________________

Before Reading

- Daily Oral Language (VLR I, page 84; UR 10, page 16)
- Review Act 1
- Vocabulary from the Selection (ATE, page 711)
- Vocabulary: PAVE (VR, page 112)
- Reading Strategy: Gather Information (RSR)

During Reading

- Guided Reading Questions (PE, page 711; UR 10, page 16)
- Reading Strategy: Continue Making Predictions (RSR)
- Fix-Up Idea: Unlock Difficult Vocabulary (RSR)

After Reading

- Reading Strategy: Analyze and Verify Predictions (RSR)
- Standardized Test Practice: Identify Main Ideas and Relevant Details (RSR)
- Investigate, Inquire, and Imagine (PE, page 734; UR 10, page 23)
- Understanding Literature: Stage Directions and Flashback (PE, page 734; UR 10, page 24)
- Vocabulary: Antonyms (UR 10, page 24)
- Selection Check Test 4.10.3 (ATE, page 733; UR 10, page 26; TG)
- Selection Test 4.10.4 (UR 10, page 28; TG)
- Internet activities at http://www.emcp.com
- Free reading time
The Miracle Worker, Act 2, page 711

Teacher's Name ___________________________ Class __________________ Date __________________

Teaching Options

Additional Questions and Activities
- Reading Comprehension (ATE, page 711)
- Helen’s Lack of Discipline (ATE, page 713)
- Discussing Annie’s Confrontation with Helen (ATE, page 716)
- Examining Kate’s Reaction (ATE, page 721)
- Annie’s Flashback (ATE, page 722)
- Discussing Quotables (ATE, pages 724 and 730)
- Annie’s Past (ATE, page 727)
- Sign Language (ATE, page 732)

Cross-Curricular Connections
- Disabilities (ATE, page 712)
- Corporeal Punishment (ATE, page 717)
- Hearing Impairment (ATE, page 718)
- Attitudes toward Women (ATE, page 725)

Biographical Note
- Ulysses S. Grant (ATE, page 714)

Literary Techniques
- Euphemism (ATE, page 715)
- Conflict (ATE, pages 715 and 731)
- Repetition (ATE, page 719)
- Metaphor (ATE, page 720)
- Character (ATE, page 731)

Art Smart
- Identifying Characters in Photograph (ATE, page 723)

Quotables
- Helen Keller (ATE, page 724)
- Mikelle Learned (ATE, page 730)
- Lisa Ferrerio (ATE, page 730)

Cross-Curricular Activities
- Researching Dix or Addams (ATE, page 726)
- American Foundation for the Blind (ATE, page 728)

Literary Note
- Foil (ATE, page 729)

Flexible Grouping Suggestions
- Additional Questions and Activities: Discussing Annie’s Confrontation with Helen (ATE, page 716)
- Additional Questions and Activities: Discussing Quotables (ATE, pages 724 and 730)
- Cross-Curricular Activities: Researching Dix or Addams (ATE, page 726)
- Cross-Curricular Activities: American Foundation for the Blind (ATE, page 728)

Homework Suggestions
- Understanding Literature: Stage Directions and Flashback (PE, page 734; UR 10, page 24)
- Vocabulary: Antonyms (UR 10, page 24)

Strategies for Developing Readers

Additional Strategies for English Language Learners
- Give students a synopsis of this act.
- Have small groups of mixed-ability readers read the act aloud, answering Guided Reading Questions as they proceed.
- Have students place sticky notes near words they do not understand and discuss them at the end of the act.
- Have small groups complete the Investigate, Inquire, and Imagine questions (PE, page 734; UR 10, page 23).
Lesson Plan

The Miracle Worker, Act 3, page 735

Teacher’s Name __________________________________ Class __________________ Date __________________


Insights: Getting into Drama—“A Production of The Miracle Worker” (page 752)

Before Reading

_______ Daily Oral Language (VLR I, page 85; UR 10, page 32)
_______ Review Act 2
_______ Vocabulary from the Selection (ATE, page 711)
_______ Vocabulary: Suffixes and Prefixes: Creating and Using New Words (VR, page 119)
_______ Insights Questions (ATE, page 752)
_______ Reading Strategy: Make a Plan (RSR)

During Reading

_______ Guided Reading Questions (PE, page 735; UR 10, page 32)
_______ Reading Strategy: Code the Text (RSR)
_______ Fix-Up Idea: Use Guided Reading Questions (RSR)

After Reading

_______ Reading Strategy: Reflect on Your Coding (RSR)
_______ Standardized Test Practice: Analyze Character (RSR)
_______ Respond to the Selection (PE, page 750; UR 10, page 38)
_______ Investigate, Inquire, and Imagine (PE, page 756; UR 10, page 40)
_______ Understanding Literature: Suspense, Conflict, Resolution, Simile, Metaphor, and Characterization (PE, page 756; UR 10, page 41)
_______ Writer’s Journal: Four-line Stanza, Letter, or Human Interest Story (PE, page 757; UR 10, page 42)
_______ Vocabulary: Dramatizing Vocabulary (PE, page 757; UR 10, page 43)
_______ Language, Grammar, and Style: Working with Negatives (UR 10, page 44)
_______ Related Reading: “If You Could Write One Great Poem, What Would You Want It to Be About?” (PE, page 750)
_______ Related Reading Questions (PE, page 750; UR 10, page 38)
_______ Insights: Getting into Drama—“A Production of The Miracle Worker” (PE, page 752)
_______ Selection Check Test 4.10.5 (ATE, page 751; UR 10, page 45; TG)
_______ Selection Test 4.10.6 (UR 10, page 47; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

Reading Strategy: Connect to Prior Knowledge
Fix-Up Idea: Use Guided Reading Questions
Standardized Test Practice: Analyze Character

SOUTH CAROLINA STATE STANDARDS

click this box for details
The Miracle Worker, Act 3, page 735

Teacher's Name ___________________________ Class ___________________ Date ___________________
Lesson Plan

Unit Ten
Turning Words into Action: Drama
Closing the Unit, pages 758–765

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

_________ Thirty Plays from Favorite Stories edited by Sylvia Kamerman (PE, page 758)
_________ Conducting a Performance (PE, page 758; UR 10, page 51)

Other Books Students May Want to Read

_________ The Big Book of Folktale Plays, edited by Sylvia E. Kamerman (PE, page 758)
_________ Folktale Plays Round the World by Paul T. Nolan (PE, page 758)

Guided Writing

Persuasive Writing: Reviewing a Movie or Play

Assignment: Students write a persuasive review about a movie or play (PE, pages 62–69).

Before Writing

_________ Reviewing a Movie or Play (PE, page 759)
_________ Professional Models (PE, page 759) for Assignment (VLR I, page 148; WR, page 159)
_________ Prewriting (PE, page 760; WR, page 147)
_________ Student Model—Graphic Organizer (PE, page 761; WR, page 149)
_________ Graphic Organizer (VLR I, page 145; WR, page 148)

During Writing

_________ Drafting (PE, page 761)
_________ Student Model—Draft (PE, page 762; VLR I, page 146; WR, page 150)
_________ Self- and Peer Evaluation (PE, page 762; WR, page 153)
_________ Language, Grammar, and Style: Avoiding Dangling and Misplaced Modifiers (PE, page 763; WR, page 151)
_________ Student Model—Revised (PE, page 763; WR, page 157)

After Writing

_________ Revising and Proofreading (PE, page 763)
_________ Publishing and Presenting (PE, page 764)
_________ Reflecting (PE, page 764)

Teacher’s Name ________________________ Class __________________ Date _______

Print Resources  Transparency  Audio Library  Test Generator CD-ROM  Internet


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SOUTH CAROLINA STATE STANDARDS

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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 Ten
Turning Words into Action: Drama
Closing the Unit, pages 758–765

Teacher’s Name ____________________________ Class ___________ Date __________________

Individual Learning Strategies

_______ Motivation: Watching a Dramatic Scene from a Movie (ATE, page 759)
_______ Reading Proficiency: Making Predictions (ATE, page 759)
_______ English Language Learning: Making Predictions (ATE, page 759)
_______ Special Needs: Writing Support Statement (ATE, page 759)
_______ Enrichment: Videotaping Reviews (ATE, page 759)

Flexible Grouping Suggestions

_______ Special Needs: Writing Support Statement (ATE, page 759)
_______ Enrichment: Videotaping Reviews (ATE, page 759)
_______ Self- and Peer Evaluation (PE, page 762; WR, page 153)
_______ Revising and Proofreading (PE, page 763)
_______ Publishing and Presenting (PE, page 764)

Homework Suggestions

_______ Graphic Organizer (VLR I, page 145; WR, page 148)
_______ Language, Grammar, and Style: Avoiding Dangling and Misplaced Modifiers (PE, page 763; WR, page 151)

Unit Ten Review

Review and Assessment

_______ Words for Everyday Use (PE, page 765; UR 10, page 52)
_______ Vocabulary Development (ATE, page 765)
_______ Literary Tools (PE, page 765; UR 10, page 53)
_______ Unit 10 Review (UR 10, page 52)
_______ Unit 10 Study Guide (UR 10, page 55)
_______ Unit 10 Test (UR 10, page 60; TG)

Reflecting on Your Reading

_______ Genre (PE, page 765; UR 10, page 54)
Unit Eleven
Telling It As It Is: Nonfiction
Opening the Unit, pages 766–768

Unit 11 Goals/Objectives:
• to enjoy different types of nonfiction
• to define and identify concepts and techniques in nonfiction such as aim, analogy, biography, concrete details, expressive writing, hyperbole, persuasive essay, point of view, scientific writing, and unity
• to engage in a meaningful independent reading experience and conduct a creative interview
• to write a letter to the editor
• to demonstrate an ability to use negatives effectively and avoid double negatives

Lessons I Plan to Teach
_________ “Elizabeth I” from Ten Queens: Portraits of Women in Power, page 769
_________ “Caesar the Giant” from My Life in Dog Years, page 780
_________ “Appearances are Destructive,” page 791
_________ “The Size of Things” from Red Giants and White Dwarfs, page 800
_________ “The Prize of Freedom,” page 809
_________ Insights: American POWs, page 813
_________ For Your Reading List, page 816
_________ Guided Writing—Persuasive Writing: Composing a Letter to the Editor, page 817
_________ Unit Eleven Review, page 824

Getting Started in the Classroom
_________ Fine Art: Jacob Lawrence. Have students discuss how the artwork relates to the title of this unit (PE, page 766; VLR II, page 766).
_________ Elements of Nonfiction (PE, page 768)
_________ Internet Resources: Voices of Youth (ATE, page 768)
Lesson Plan

“Elizabeth I” from Ten Queens: Portraits of Women in Power, page 769

Teacher’s Name ___________________ Class __________________ Date ___________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factor: Opening paragraph acts as a summary

Synopsis: The author discusses the life of Queen Elizabeth I.

Goals/Objectives:
• to enjoy a biography of Queen Elizabeth I
• to briefly describe some facts about Elizabeth’s reign and English monarchy
• to define biography and the ways in which a biographer creates a vivid image of his or her subject
• to define concrete details and find examples of concrete details in a biography
• to conduct an interview
• to discuss the benefits and drawbacks of different government systems
• to design a coat of arms

Before Reading

_________ Daily Oral Language (VLR I, page 86; UR 11, page 1)
_________ Reader’s Toolbox: Biography and Concrete Details (PE, page 769)
_________ Reader’s Resource: History Connection (PE, page 769)
_________ About the Author: Milton Meltzer (PE, page 777)
_________ Vocabulary from the Selection (ATE, page 772)
_________ Vocabulary: High-Frequency Spelling Rules (VR, page 123)
_________ Reader’s Journal (PE, page 769; UR 11, page 2)
_________ Reading Strategy: Choose a Method (RSR)

During Reading

_________ Graphic Organizer (PE, page 769; VLR I, page 86; UR 11, page 1)
_________ Guided Reading Questions (PE, page 771; UR 11, page 2)
_________ Reading Strategy: Write Down Details (RSR)
_________ Fix-Up Idea Unlock Difficult Vocabulary (RSR)

After Reading

_________ Reading Strategy: Summarize What You Wrote (RSR)
_________ Standardized Test Practice: Determine Main Idea and Identify Relevant Details (RSR)
_________ Respond to the Selection (PE, page 777; UR 11, page 3)
_________ Investigate, Inquire, and Imagine (PE, page 778; UR 11, page 4)
_________ Understanding Literature: Biography and Concrete Details (PE, page 778; UR 11, page 5)
_________ Writer’s Journal: Schedule, Love Letter or Poem, or Business Letter (PE, page 779; UR 11, page 5)
_________ Vocabulary: Word Families (UR 11, page 6)
_________ Language, Grammar, and Style: Concrete Details (UR 11, page 8)
_________ Speaking and Listening: Interviewing (PE, page 779)
_________ Collaborative Learning: Group Discussion (PE, page 779; UR 11, page 8)
_________ Study and Research: Designing a Coat of Arms (PE, page 779; UR 11, page 9)
_________ Applied English & Media Literacy: Poster Design (PE, page 779)
_________ Selection Check Test 4.11.1 (ATE, page 777; UR 11, page 11; TG)
_________ Selection Test 4.11.2 (UR 11, page 13; TG)
_________ Internet activities at http://www.emcp.com
_________ Free reading time

South Carolina State Standards

click this box for details

Reading Strategies Resource, Page 225

Reading Strategy: Write Things Down
Fix-Up Idea: Unlock Difficult Vocabulary
Standardized Test Practice:
Determine Main Ideas and Identify Relevant Details

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
Lesson Plan

“Elizabeth I” from Ten Queens: Portraits of Women in Power, page 769

Teacher’s Name ____________________________ Class __________________ Date __________________

M T W TH F

Homework Suggestions

Understanding Literature: Biography and Concrete Details (PE, page 770)

Writer’s Journal: Schedule, Love Letter or Poem, or Business Letter (PE, page 770)

Vocabulary: Word Families (UR 11, page 5)

Language, Grammar, and Style: Concrete Details (UR 11, page 5)

Collaborative Learning: Group Discussion (PE, page 779; UR 11, page 5)

Study and Research: Designing a Coat of Arms (PE, page 779; UR 11, page 9)

Cross-Curricular Connections

Elizabeth and Education (ATE, page 771)

Divine Right of Kings (ATE, page 772)

Protestant Reformation (ATE, page 774)

Additional Questions and Activities

Discussing Why Elizabeth Never Married (ATE, page 772)

Discussing Elizabeth’s Poem (ATE, page 776)

Cross-Curricular Activities

Elizabethan Festival (ATE, page 773)

Researching the Protestant Reformation (ATE, page 775)

Quotables

Queen Elizabeth I (ATE, page 776)

Flexible Grouping Suggestions

Reading Proficiency: Identifying Main Ideas (ATE, page 770)

Enrichment: Lineage of England’s Royal Family (ATE, page 770)

Cross-Curricular Activities: Elizabethan Festival (ATE, page 773)

Cross-Curricular Activities: Researching the Protestant Reformation (ATE, page 775)

Additional Questions and Activities:

Discussing Elizabeth’s Poem (ATE, page 776)

Investigate, Inquire, and Imagine (PE, page 778; UR 11, page 4)

Speaking and Listening: Interviewing (PE, page 779)

Collaborative Learning: Group Discussion (PE, page 779; UR 11, page 8)

Applied English & Media Literacy: Poster Design (PE, page 779)

Tackle Vocabulary

Allow students to preview new vocabulary words.

Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.

Use activities found in the VR (page 123).

Additional Strategies for English Language Learners

Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 769).

Before reading the selection, share information in Cross-Curricular Connections (ATE, page 771).

Have students conduct research on the Internet or in library books about what life was like during the Renaissance. Discuss the clothing people wore by looking at the pictures on pages 770 and 773. Students’ research can help them create an Elizabethan Festival (Cross-Curricular Activities, ATE, page 773).

Read page 770 aloud. Discuss the religious conflicts and provide background information on England’s war with France (Cross-Curricular Connections, ATE, page 774).

Explain additional vocabulary and phrases: civil war, free rein, reign, free of duty, and many fine musicians flower. Have students place sticky notes near words they do not understand.

Pair ELL students with other readers and have pairs read aloud to each other, answering Guided Reading Questions as they proceed.
“Caesar the Giant” from *My Life in Dog Years*, page 780

Teacher’s Name __________________ Class __________________ Date __________________

**Reading Level:** Moderate

**Difficulty Consideration:** Vocabulary

**Ease Factors:** High interest; appealing subject

**Synopsis:** A Great Dane adopted into the Paulsen household wins not only hearts but also baseball games.

**Goals/Objectives:**
- to enjoy a humorous personal essay
- to define point of view and distinguish between first- and third-person point of view
- to define hyperbole and recognize examples of hyperbole
- to interview someone who works at an animal shelter
- to research a breed of dog
- to write a feature story about the cost of owning a Great Dane
- to use I and me correctly

**Before Reading**
- Daily Oral Language (VLR I, page 88; UR 11, page 17)
- Reader’s Toolbox: Point of View and Hyperbole (PE, page 780)
- Reader’s Resource: About the Selection (PE, page 780)
- About the Author: Gary Paulsen (PE, page 788)
- Vocabulary from the Selection (ATE, page 781)
- Vocabulary: Prefixes and Suffixes (VR, page 125)
- Reader’s Journal (PE, page 780; UR 11, page 18)
- Reading Strategy: Think About What You Know (RSR)

**During Reading**
- Graphic Organizer (PE, page 780; VLR I, page 88; UR 11, page 17)
- Dramatic Recording (AL, 17:00)
- Guided Reading Questions (PE, page 781; UR 11, page 18)
- Reading Strategy: Code the Text (RSR)
- Fix-Up Idea: Use Guided Reading Questions (RSR)

**After Reading**
- Reading Strategy: Reflect on Your Coding (RSR)
- Standardized Test Practice: Identify Author’s Purpose and Point of View (RSR)
- Respond to the Selection (PE, page 788; UR 11, page 21)
- Investigate, Inquire, and Imagine (PE, page 789; UR 11, page 21)
- Understanding Literature: Point of View and Hyperbole (PE, page 789; UR 11, page 22)
- Writer’s Journal: Postcard, Letter, or Episode (PE, page 789; UR 11, page 22)
- Vocabulary: Synonyms (UR 11, page 23)
- Speaking and Listening: Interviewing (PE, page 790; UR 11, page 24)
- Study and Research & Media Literacy: Researching Dogs (PE, page 790; UR 11, page 25)
- Applied English: Writing an Article (PE, page 790; UR 11, page 26)
- Language, Grammar, and Style: Reviewing I and Me (PE, page 790; UR 11, page 24)
- Selection Check Test 4.11.3 (ATE, page 788; UR 11, page 27; TG)
- Selection Test 4.11.4 (UR 11, page 29; TG)
- Internet activities at http://www.emcp.com
- Free reading time
Lesson Plan

“Caesar the Giant” from *My Life in Dog Years*, page 780

Teacher’s Name ________________________ Class ____________________ Date ____________________

M T W TH F

Individual Learning Strategies

_________ Motivation: Sharing Funny Stories about Animals (ATE, page 781)
_________ Reading Proficiency: Reading Aloud (ATE, page 781)
_________ English Language Learning: Vocabulary (ATE, page 781)
_________ Special Needs: Guided Reading Questions (ATE, page 781)
_________ Enrichment: Personal Essay Using Hyperbole (ATE, page 781)

Additional Questions and Activities

_________ Significance of the Name Caesar (ATE, page 782)
_________ Classified Ad (ATE, page 784)
_________ Dog/Cat Debate (ATE, page 785)

Cross-Curricular Activities

_________ Animal Activist Groups (ATE, page 783)

Literary Techniques

_________ Aim (ATE, page 786)
_________ Suspense (ATE, page 787)

Flexible Grouping Suggestions

_________ Motivation: Sharing Funny Stories about Animals (ATE, page 781)
_________ Cross-Curricular Activities: Animal Activist Groups (ATE, page 783)
_________ Additional Questions and Activities: Dog/Cat Debate (ATE, page 785)
_________ Investigate, Inquire, and Imagine (PE, page 789; UR 11, page 21)
_________ Study and Research & Media Literacy: Researching Dogs (PE, page 790; UR 11, page 25)

Homework Suggestions

_________ Understanding Literature: Point of View and Hyperbole (PE, page 789; UR 11, page 22)
_________ Writer’s Journal: Postcard, Letter, or Episode (PE, page 789; UR 11, page 22)
_________ Vocabulary: Synonyms (UR 11, page 23)
_________ Speaking and Listening: Interviewing (PE, page 790; UR 11, page 24)
_________ Applied English: Writing an Article (PE, page 790; UR 11, page 26)
_________ Language, Grammar, and Style: Reviewing / and Me (PE, page 790; UR 11, page 24)

Strategies for Developing Readers

Tackle Vocabulary

_________ Allow students to preview vocabulary words and footnotes.
_________ Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.
_________ Use Vocabulary: Prefixes and Suffixes (VR, page 125) as a group activity.

Additional Strategies for English Language Learners

_________ Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 780).
_________ Ask if anyone has a Great Dane for a pet. If yes, have the student share important facts about it. If not, find out more about Great Danes on the Internet (Study and Research & Media Literacy, PE, page 790; UR 11, page 25).
_________ Because some of the hyperboles used in the text might not be understood, have students read this in a small group or with a partner who could explain them.
_________ Use activities for Spanish speakers (SR, page 149).
“Appearances Are Destructive,” page 791

Teacher's Name ___________________________ Class __________________ Date __________________

Reading Level: Moderate

Difficulty Consideration: Vocabulary

Ease Factors: Engaging topic; familiar subject

Synopsis: The author comments on the emphasis American students place on their looks.

Goals/Objectives:
- to understand the opinions presented in a persuasive essay
- to briefly describe apartheid
- to define persuasive essay and identify how an author tries to persuade his or her readers
- to analyze advertisements
- to research a fashion designer or company

Before Reading
- Daily Oral Language (VLR I, page 89; UR 11, page 33)
- Reader’s Toolbox: Persuasive Essay (PE, page 791)
- Reader’s Resource: Social Studies Connection (PE, page 791)
- About the Author: Mark Mathabane (PE, page 795)
- Vocabulary from the Selection (ATE, page 791)
- Vocabulary: Context Clues (VR, page 127)
- Reading Journal (PE, page 791; UR 11, page 33)
- Reading Strategy: Preview Vocabulary and Footnotes (RSR)

During Reading
- Guided Reading Questions (PE, page 793; UR 11, page 33)
- Reading Strategy: Unlock Words as You Read (RSR)
- Fix-Up Idea: Connect to Prior Knowledge (RSR)

After Reading
- Reading Strategy: Review and Practice Words (RSR)
- Standardized Test Practice: Use Context Clues (RSR)
- Respond to the Selection (PE, page 795; UR 11, page 34)
- Investigate, Inquire, and Imagine (PE, page 796; UR 11, page 34)
- Understanding Literature: Persuasive Essay (PE, page 796; UR 11, page 36)
- Graphic Organizer (PE, page 797; VLR I, page 89; UR 11, page 36)
- Writer’s Journal: Letter, List, or Motto (PE, page 797; UR 11, page 37)
- Vocabulary: Challenging Vocabulary (UR 11, page 38)
- Language, Grammar, and Style: Comparative and Superlative Modifiers (UR 11, page 39)
- Media Literacy & Collaborative Learning: Analyzing Advertisements (PE, page 798)
- Study and Research & Speaking and Listening: Researching a Company (PE, page 798; UR 11, page 39)
- Selection Check Test 4.11.5 (ATE, page 794; UR 11, page 40; TG)
- Selection Test 4.11.6 (UR 11, page 42; TG)
- Internet activities at http://www.emcp.com
- Free reading time

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“Appearances Are Destructive,” page 791

Teacher’s Name __________________________________ Class __________________ Date __________________

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<td>______ Motivation: Responding Critically to Advertisements (ATE, page 792)</td>
<td>______ Allow students to preview vocabulary words and footnotes.</td>
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<td>______ Share information in the Pronunciation Key (ATE, page 792).</td>
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<tr>
<td>______ English Language Learning: Vocabulary (ATE, page 792)</td>
<td>______ Encourage students to predict the meaning of unknown words by using context clues in the selection and in the Words for Everyday Use.</td>
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<td>______ Special Needs: Role-Play (ATE, page 792)</td>
<td>______ Use Vocabulary: Context clues (VR, page 127) as a group activity.</td>
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<td>______ Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 791).</td>
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<td>______ Special Needs: Role-Play (ATE, page 792)</td>
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<tr>
<td>______ Investigate, Inquire, and Imagine (PE, page 796; UR 11, page 34)</td>
<td>______ Vocabulary: Challenging Vocabulary (UR 11, page 38).</td>
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Lesson Plan

“The Size of Things” from *Red Giants and White Dwarfs*, page 799

Teacher’s Name ______________________ Class __________________ Date ________________

Reading Level: Challenging

Difficulty Considerations: Scientific terms and information

Ease Factor: Guided Reading Questions

Synopsis: The selection tells of the history of the discovery of the parts of a molecule.

Goals/Objectives:
• to have a positive experience reading a scientific essay
• to briefly explain the development of units of measurement
• to define *scientific writing* and identify the main idea in a piece of scientific writing
• to define *analogy* and identify analogies in works that they read
• to research a scientist
• to identify common spelling errors
• to create a design for a billboard

Before Reading
_______ Daily Oral Language (VLR I, page 90; UR 11, page 46)
_______ Reader’s Toolbox: Scientific Writing and Analogy (PE, page 799)
_______ Reader’s Resource: Math Connection and History Connection (PE, page 799)
_______ About the Author: Robert Jastrow (PE, page 805)
_______ Vocabulary from the Selection (ATE, page 801)
_______ Vocabulary: Words with Multiple Meanings (VR, page 129)
_______ Reader’s Journal (PE, page 799; UR 11, page 47)
_______ Reading Strategy: Prepare a Chart (RSR)

During Reading
_______ Graphic Organizer (PE, page 799; VLR I, page 90; UR 11, page 46)
_______ Dramatic Recording (AL, 16:52)
_______ Guided Reading Questions (PE, page 801; UR 11, page 47)
_______ Fix-Up Idea: Read Aloud/Think Aloud

After Reading
_______ Reading Strategy: Summarize What You Wrote (RSR)
_______ Standardized Test Practice: Determine Main Ideas and Identify Relevant Details (RSR)
_______ Respond to the Selection (PE, page 805; UR 11, page 48)
_______ Investigate, Inquire, and Imagine (PE, page 806; UR 11, page 48)
_______ Understanding Literature: Scientific Writing and Analogy (PE, page 806; UR 11, page 50)
_______ Writer’s Journal: List, Analogies, or Article (PE, page 807; UR 11, page 51)
_______ Vocabulary: Size Words (UR 11, page 52)
_______ Study and Research & Collaborative Learning: Conducting Research for Presentation (PE, page 807; UR 11, page 53)
_______ Language, Grammar, and Style: Developing Language Skills (PE, page 808; UR 11, page 52)
_______ Media Literacy: Creating a Billboard (PE, page 808)
_______ Speaking and Listening: Listening for Comprehension (PE, page 808)
_______ Selection Check Test 4.11.7 (ATE, page 805; UR 11, page 54; TG)
_______ Selection Test 4.11.8 (UR 11, page 56; TG)
_______ Internet activities at http://www.emcp.com
_______ Free reading time

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Lesson Plan

“The Size of Things” from Red Giants and White Dwarfs, page 799

Teacher’s Name ____________________________ Class __________________ Date __________

MTWTHF

Media Literacy: Creating a Billboard (PE, page 808)

Homework Suggestions

Understanding Literature: Scientific Writing and Analogy (PE, page 806; UR 11, page 50)

Writer’s Journal: List, Analogies, or Article (PE, page 807; UR 11, page 51)

Vocabulary: Size Words (UR 11, page 52)

Language, Grammar, and Style: Developing Language Skills (PE, page 808; UR 11, page 52)

Speaking and Listening: Listening for Comprehension (PE, page 808)

Strategies for Developing Readers

Tackle Scientific Terms and Information

Thoroughly read Prereading page (PE, page 799).

Invite a science teacher to speak to students about space exploration, physics, units of measurement, and neutrons.

Share information in the Pronunciation Key (ATE, page 801).

Additional Strategies for English Language Learners

Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 799).

If a documentary about space is not shown (ATE, page 800), have students find out more about space exploration on the Internet.

If applicable, include ELL students in the Reading Proficiency activity (ATE, page 800) or have students listen to the dramatic recording (AL, 16:52).

Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 806; UR 11, page 48).

Use activities for Spanish speakers (SR, page 157).

Teaching Options

Individual Learning Strategies

Motivation: Documentary about Space (ATE, page 800)

Reading Proficiency: Reading Groups (ATE, page 800)

English Language Learning: Numbers and Measurements (ATE, page 800)

Special Needs: Guided Reading Questions (ATE, page 800)

Enrichment: Metric System Debate (ATE, page 800)

Additional Questions and Activities

The Building Blocks of the Universe (ATE, page 801)

Discussion about Rutherford’s Experiment (ATE, page 803)

Space Travel (ATE, page 804)

Pronunciation Key

Scientific Words (ATE, page 801)

Cross-Curricular Activities

Models of the Atom (ATE, page 802)

Quotables

Thomas Carlyle (ATE, page 804)

Blaise Pascal (ATE, page 804)

Arthur C. Clarke (ATE, page 804)

Flexible Grouping Suggestions

Reading Proficiency: Reading Groups (ATE, page 800)

Special Needs: Guided Reading Questions (ATE, page 800)

Enrichment: Metric System Debate (ATE, page 800)

Cross-Curricular Activities: Models of the Atom (ATE, page 802)

Additional Questions and Activities: Discussion about Rutherford’s Experiment (ATE, page 803)

Additional Questions and Activities: Space Travel (ATE, page 804)

Investigate, Inquire, and Imagine (PE, page 804; UR 11, page 48)

Study and Research & Collaborative Learning: Conducting Research for Presentation (PE, page 807; UR 11, page 53)

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UNIT 11 EXPLORING LITERATURE LESSON PLANS 157
**Lesson Plan**

“The Price of Freedom,” page 809

Teacher’s Name __________________________ Class __________________________ Date __________________________

**Reading Level:** Moderate

**Difficulty Consideration:** Unfamiliar subject matter

**Ease Factor:** Selection length

**Synopsis:** The author tells of meeting one POW at the National Prisoner of War Museum.

**Goals/Objectives:**
- to identify with the feelings the author of an expressive essay reveals
- to briefly explain how many people have been held as POWs
- to define expressive essay and recognize the emotions such an essay conveys
- to define unity and explain whether an essay has unity
- to create descriptive compounds
- to interview a veteran
- to research Civil War prison camps
- to review a film

**Insights:** American POWs (page 813)

**Before Reading**
- Daily Oral Language (VLR I, page 92; UR 11, page 59)
- Reader’s Toolbox: Expressive Writing and Unity (PE, page 809)
- Reader’s Resource: History Connection (PE, page 809)
- About the Author: Cassandra M. Vanhooser (PE, page 812)
- Vocabulary from the Selection (ATE, page 811)
- Vocabulary: Prefixes and Suffixes (VR, page 132)
- Reader’s Journal (PE, page 809; UR 11, page 60)
- Reading Strategy: Preview the Author’s Purpose (RSR)

**During Reading**
- Graphic Organizer (PE, page 809; VLR I, page 92; UR 11, page 59)
- Dramatic Recording (AL, 4:13)
- Guided Reading Questions (PE, page 810; UR 11, page 60)
- Reading Strategy: Identify Author’s Purpose (RSR)
- Fix-Up Idea: Read Aloud/Think Aloud (RSR)

**After Reading**
- Reading Strategy: Review the Author’s Purpose (RSR)
- Standardized Test Practice: Identify Author’s Purpose (RSR)
- Respond to the Selection (PE, page 812; UR 11, page 60)
- Investigate, Inquire, and Imagine (PE, page 814; UR 11, page 61)
- Understanding Literature: Expressive Writing and Unity (PE, page 814; UR 11, page 62)
- Vocabulary: Creating Descriptive Compounds (PE, page 815; UR 11, page 63)
- Language, Grammar, and Style: Pronouns and Antecedents (UR 11, page 64)
- Speaking and Listening: Interviewing (PE, page 815; UR 11, page 64)
- Study and Research: Researching Civil War Prison Camps (PE, page 815)
- Media Literacy: Reviewing a Film (PE, page 815)
- Insights: American POWs (PE, page 813)
- Insights Questions (PE, page 813)
- Selection Check Test 4.11.9 (ATE, page 812; UR 11, page 66; TG)
- Selection Test 4.11.10 (UR 11, page 68; TG)
- Internet activities at http://www.emcp.com
- Free reading time

**Reading Strategies Resource, Page 241**

**Reading Strategy:** Find a Purpose for Reading

**Fix-Up Idea:** Read Aloud/Think Aloud

**Standardized Test Practice:** Identify Author’s Purpose

**South Carolina State Standards**

Click this box for details
“The Price of Freedom,” page 809

Teacher’s Name ____________________________ Class __________________ Date __________________

**Teaching Options**

**Individual Learning Strategies**
- Motivation: Discussing Portrayals of Prisoners of War (ATE, page 810)
- Reading Proficiency: Dramatic Recording (ATE, page 810)
- English Language Learning: Vocabulary (ATE, page 810)
- Special Needs: POWs and Background on Wars (ATE, page 810)
- Enrichment: Letter of Thanks (ATE, page 810)

**Cross-Curricular Activities**
- POWs in Vietnam (ATE, page 811)

**Flexible Grouping Suggestions**
- Motivation: Discussing Portrayals of Prisoners of War (ATE, page 810)
- Cross-Curricular Activities: POWs in Vietnam (ATE, page 811)
- Investigate, Inquire, and Imagine (PE, page 814; UR 11, page 61)
- Study and Research: Researching Civil War Prison Camps (PE, page 815)

**Homework Suggestions**
- Understanding Literature: Expressive Writing and Unity (PE, page 814; UR 11, page 62)
- Vocabulary: Creating Descriptive Compounds (PE, page 815; UR 11, page 63)
- Language, Grammar, and Style: Pronouns and Antecedents (UR 11, page 64)
- Speaking and Listening: Interviewing (PE, page 815; UR 11, page 64)
- Media Literacy: Reviewing a Film (PE, page 815)

**Strategies for Developing Readers**

**Tackle Unfamiliar Subject Matter**
- Read Prereading information aloud, focusing especially on Reader’s Resource (PE, page 809).
- Engage students in a discussion about war, patriotism, and the sacrifices that POWs made to ensure our country’s freedom.

**Additional Strategies for English Language Learners**
- Read the Reader’s Resource and Reader’s Toolbox aloud (PE, page 809).
- Read the first page of the selection aloud (PE, page 810).
- Preview new vocabulary words (ATE, page 810).
- Have small groups discuss the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 814; UR 11, page 61).
- If ELL students have experienced life in a war zone, see if they would consent to sharing their experiences (Speaking and Listening, PE, page 815; UR 11, page 64).
Unit Eleven
Telling It As It Is: Nonfiction
Closing the Unit, pages 816–825

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
_________ Ten Queens: Portraits of Women in Power by Milton Meltzer (PE, page 816)
_________ Interviewing Your Favorite Queen (PE, page 816; UR 11, page 71)

Other Books Students May Want to Read
_________ My Life in Dog Years by Gary Paulsen (PE, page 816)

Guided Writing
Persuasive Writing: Composing a Letter to the Editor
Assignment: Students write a letter to the editor (PE, pages 817–823).

Before Writing
_________ Composing a Letter to the Editor (PE, page 817)
_________ Professional Model (PE, page 817)
_________ Writing Rubric (VLR I, page 151; WR, page 174)
_________ Prewriting (PE, page 818; WR, page 160)
_________ Student Model—Graphic Organizer (PE, page 819; WR, page 162)
_________ Graphic Organizer (VLR I, page 149; WR, page 161)

During Writing
_________ Drafting (PE, page 819)
_________ Student Model—Draft (PE, page 821; VLR I, page 150; WR, page 163)
_________ Self- and Peer Evaluation (PE, page 820; WR, page 167)
_________ Language, Grammar, and Style: Avoiding Double Negatives (PE, page 818; WR, page 164)
_________ Student Model—Revised (PE, page 822; WR, page 171)

After Writing
_________ Revising and Proofreading (PE, page 821)
_________ Publishing and Presenting (PE, page 822)
_________ Reflecting (PE, page 823)

Individual Learning Strategies
_________ Motivation: Brainstorming Ways to Express Ideas about an Issue (ATE, page 817)
_________ Reading Proficiency: Applying the SQ3R Method (ATE, page 817)
_________ English Language Learning: Writing to an Editor in one’s Native Country (ATE, page 817)
_________ Special Needs: Collaborative Learning (ATE, page 817)
_________ Enrichment: Identifying Thesis Statement and Discussing Issues (ATE, page 818)
Unit Eleven
Telling It As It Is: Nonfiction
Closing the Unit, pages 816–825

Teacher’s Name ___________________________ Class __________________ Date __________________

Flexible Grouping Suggestions
________ Motivation: Brainstorming Ways to Express Ideas about an Issue (ATE, page 817)
________ Special Needs: Collaborative Learning (ATE, page 817)
________ Enrichment: Identifying Thesis Statement and Discussing Issues (ATE, page 818)
________ Self- and Peer Evaluation (PE, page 820; WR, page 167)
________ Revising and Proofreading (PE, page 821)
________ Publishing and Presenting (PE, page 822)

Homework Suggestions
________ Graphic Organizer (VLR I, page 149; WR, page 161)
________ Language, Grammar, and Style: Avoiding Double Negatives (PE, page 818; WR, page 164)

Unit Eleven Review
Review and Assessment
________ Words for Everyday Use (PE, page 824; UR 11, page 72)
________ Vocabulary Development (ATE, page 824)
________ Literary Tools (PE, page 824; UR 11, page 73)
________ Unit 11 Review (UR 11, page 95)
________ Unit 11 Study Guide (UR 11, page 98)
________ Unit 11 Test (UR 11, page 81; TG)

Reflecting on Your Reading
________ Genre (PE, page 825; UR 11, page 74)
________ Critical Thinking (PE, page 825)
Unit Twelve
Reading Between the Lines: Informational and Visual Media
Opening the Unit, pages 826–830

Unit 12 Goals/Objectives:
• to enjoy reading informational and visual media and related literature
• to define and identify examples of different words related to visual and informational media, such as caption, graph, key, label, and table
• to engage in a meaningful independent reading experience with a Newbery-Medal winning book and a book club activity
• to create a visual information poster and analyze cause and effect
• to distinguish between active and passive voice, and demonstrate the ability to use active voice effectively

Lessons I Plan to Teach
_________ Variations in Vital Signs by Age and Temperature
Conversions,” page 831
_________ Related Reading: “A Day’s Wait,” page 833
_________ Historical Photographs: The Farm Security Administration in the Oklahoma Dust Bowl, 1930s, page 837
_________ Related Reading: from Out of the Dust, page 841
_________ “The Aqualung” from The New Way Things Work, page 844
_________ “How to Chop an Onion in Four Easy Steps” from The Old Farmer’s Almanac, page 850
_________ Related Reading: “Salsa” from The Old Farmer’s Almanac, page 852
_________ Insights: Getting into Web Development, page 855
For Your Reading List, page 857
_________ Guided Writing—Informative Writing: Analyzing Cause and Effect, page 858
_________ Unit Eleven Review, page 863

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 826–827).

Getting Started in the Classroom
_________ Fine Art: Ed Paschke. Have students discuss how the artwork relates to the title of this unit (PE, page 826).
_________ Elements of Informational and Visual Media (PE, page 828)
_________ Internet Resources: Teaching with Electronic Technology (ATE, page 828)
_________ Internet Resources: Additional Resources about the Internet (ATE, page 829)
_________ Genre Check Test (ATE, page 829; UR 12, page 1; TG)☐☐
_________ Genre Test (UR 12, page 3; TG)☐☐
Variations in Vital Signs by Age and Temperature Conversions, page 831

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Chart format

Ease Factor: Direct display of information

Synopsis: Chart of body temperatures precedes the short story of a boy who doesn’t understand two temperature systems.

Goals/Objectives:
• to read and interpret data in tables and charts
• to compare and contrast two systems of measurement
• to create a chart and draw conclusions about facts listed in a chart
• to answer critical thinking questions about human vital signs

Related Reading: “A Day’s Wait” (page 833)

Before Reading
_________ Daily Oral Language (VLR I, page 94; UR 12, page 7)
_________ Reader’s Toolbox: Table (PE, page 831)
_________ Reader’s Resource: Math Connection and Science Connection (PE, page 831)
_________ Reader’s Journal (PE, page 831; UR 12, page 7)
_________ Vocabulary: Word Origins: Science Terms (VR, page 135)
_________ Reading Strategy: Prepare a KWL Chart (RSR)

During Reading
_________ Critical Thinking (PE, page 831; UR 12, page 7)
_________ Reading Strategy: Take Notes (RSR)
_________ Fix-Up Idea: Refocus (RSR)

After Reading
_________ Reading Strategy: Reflect on Your Chart (RSR)
_________ Standardized Test Practice: Interpret Information (RSR)
_________ Respond to the Selection (PE, page 832)
_________ Investigate, Inquire, and Imagine (PE, page 835; UR 12, page 9)
_________ Understanding Media: Table (PE, page 835; UR 12, page 10)
_________ Writer’s Journal: Chart, Product Description, or Editorial Article (PE, page 836; UR 12, page 10)
_________ Applied English: Creating a Graph (PE, page 836; UR 12, page 11)
_________ Language, Grammar, and Style: Correcting Common Usage Problems (UR 12, page 12)
_________ Vocabulary: Writing a Medical Skit (UR 12, page 12)
_________ Related Reading: “A Day’s Wait” (PE, page 833)
_________ Dramatic Recording: “A Day’s Wait” (AL, 6:15)
_________ Related Reading Questions (ATE, page 833; UR 12, page 8)
_________ Selection Check Test 4.12.3 (PE, page 834; UR 12, page 14; TG)
_________ Selection Test 4.12.4 (UR 12, page 16; TG)
_________ Internet activities at http://www.emcp.com

Lesson Plan

Variations in Vital Signs by Age and Temperature Conversions, page 831

Teacher’s Name ____________________________ Class __________________ Date __________________

Teaching Options

Additional Questions and Activities
- _______ Related Reading Questions (ATE, page 833)

Pronunciation Key
- _______ Names (ATE, page 833)

Flexible Grouping Suggestions
- _______ Respond to the Selection (PE, page 832)
- _______ Related Reading Questions (ATE, page 833)
- _______ Investigate, Inquire, and Imagine (PE, page 835; UR 12, page 9)

Home Work Suggestions
- _______ Understanding Media: Table (PE, page 835; UR 12, page 10)
- _______ Writer’s Journal: Chart, Product Description, or Editorial Article (PE, page 836; UR 12, page 10)
- _______ Applied English: Creating a Graph (PE, page 836; UR 12, page 11)
- _______ Language, Grammar, and Style: Correcting Common Usage Problems (UR 12, page 12)
- _______ Vocabulary: Writing a Medical Skit (UR 12, page 12)

Strategies for Developing Readers

Tackle Chart Format
- _______ Read the Reader’s Toolbox aloud (PE, page 831).
- _______ Help students create a short table that shows the number of boys and girls in their class.
- _______ Demonstrate how to answer the first Critical Thinking question (PE, page 831).
- _______ Have partners answer the rest of the Critical Thinking questions (PE, page 831).

Additional Strategies for English Language Learners
- _______ Read Reader’s Toolbox and Reader’s Resource aloud (PE, page 831).
- _______ Use the Critical Thinking activity as a whole-group activity (PE, page 831).

for “A Day’s Wait”
- _______ Give students a synopsis of the story.
- _______ Explain additional vocabulary: purgative and covey of quail. Have students place sticky notes near any other words they do not understand.
- _______ Help students pronounce pneumonia.
- _______ Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 835; UR 12, page 9).
- _______ Have partners create a graph (Applied English, PE, page 836; UR 12, page 11).
Lesson Plan

Historical Photographs: The Farm Security Administration in the Oklahoma Dust Bowl, 1930s, page 837

Teacher’s Name ___________________________ Class ___________________________ Date __________________

| M | T | W | TH | F |

Reading Level: Moderate

Difficulty Consideration: Unfamiliar setting

Ease Factor: Visually stimulating format

Synopsis: Photographs and written excerpts chronicle the Great Depression and Dust Bowl.

Goals/Objectives:
• to read and interpret historical photographs
• to define aim and determine the author’s aim in a visual medium
• to briefly describe what the Great Depression and the Dust Bowl of the 1930s were like
• to answer critical thinking questions about historical photographs
• to conduct research on 1930s photographs and travel migrations
• to write clear and concise driving directions

Related Reading: from Out of the Dust (page 841)

Before Reading

Daily Oral Language (VLR I, page 95; UR 12, page 19)
Reader’s Toolbox: Aim (PE, page 837)
Reader’s Resource: History Connection and Science Connection (PE, page 837)
About the Photographer: Arthur Rothstein (PE, page 840)
Reader’s Journal (PE, page 837; UR 12, page 19)
Vocabulary: Writing Sentences (VR, page 137)
Reading Strategy: Read about Aim (RSR)

During Reading

Critical Thinking (PE, page 839; UR 12, page 19)
Reading Strategy: Look at Photographs (RSR)
Fix-Up Idea: Use Organizational Features (RSR)

After Reading

Reading Strategy: Review Purpose (RSR)
Standardized Test Practice: Interpret Visual Media (RSR)
Respond to the Selection (PE, page 840; UR 12, page 20)
Investigate, Inquire, and Imagine (PE, page 842; UR 12, page 21)
Understanding Media: Aim (PE, page 842; UR 12, page 22)
Writer’s Journal: Interview Questions, Public Service Announcement, or Short Story (PE, page 842; UR 12, page 22)
Study and Research: Studying Photographs (PE, page 843; UR 12, page 23)
Applied English: Writing Directions (PE, page 843; UR 12, page 24)
Collaborative Learning: Researching History (PE, page 843; UR 12, page 24)
Language, Grammar, and Style: Editing for Spelling Errors (UR 12, page 25)
Vocabulary: Creative Language (UR 12, page 26)
Related Reading: from Out of the Dust (PE, page 841)
Related Reading Questions (ATE, page 841; UR 12, page 20)
Selection Check Test 4.12.5 (ATE, page 840; UR 12, page 27; TG)
Selection Test 4.12.6 (UR 12, page 28; TG)
Internet activities at http://www.emcp.com
Free reading time

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UNIT 12 EXPLORING LITERATURE LESSON PLANS 165
Lesson Plan

Historical Photographs: The Farm Security Administration in the Oklahoma Dust Bowl, 1930s, page 837

Teacher's Name ______________________________ Class __________________ Date __________________

Teaching Options

Cross-Curricular Activities

- History of Photography (ATE, page 838)
- Demonstrating a Photographic Invention (ATE, page 838)
- Discussing Documentary Photographs (ATE, page 839)

Additional Questions and Activities

- Related Reading Questions (ATE, page 841)

Flexible Grouping Suggestions

- Cross-Curricular Activities: History of Photography (ATE, page 838)
- Cross-Curricular Activities: Demonstrating a Photographic Invention (ATE, page 838)
- Cross-Curricular Activities: Discussing Documentary Photographs (ATE, page 838)
- Investigate, Inquire, and Imagine (PE, page 842; UR 12, page 21)
- Collaborative Learning: Researching History (PE, page 843; UR 12, page 24)

Homework Suggestions

- Understanding Media: Aim (PE, page 842; UR 12, page 22)
- Writer's Journal: Interview Questions, Public Service Announcement, or Short Story (PE, page 842; UR 12, page 22)
- Study and Research: Studying Photographs (PE, page 843; UR 12, page 23)
- Applied English: Writing Directions (PE, page 843; UR 12, page 24)
- Vocabulary: Creative Language (UR 12, page 26)

Strategies for Developing Readers

Tackle Unfamiliar Setting

- Thoroughly read Reader's Resource before reading the selection (PE, page 837).
- Find a documentary on the Great Depression that you can show the class.
- Invite an older person from the community to speak to the class about what life was like during the Great Depression.

Additional Strategies for English Language Learners

- Read Reader's Toolbox and Reader's Resource aloud (PE, page 837).
- Find out more about the Dust Bowl and the Great Depression on the Internet.
- To get a feeling of what life was like in the dust bowl, read passages from Out of the Dust aloud (PE, page 841).
- Help students answer the Critical Thinking questions in small groups (PE, page 839; UR 12, page 19).
- Have small groups answer the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 842; UR 12, page 21).
- Use activities for Spanish speakers (SR, page 163).
### Lesson Plan

**“The Aqualung” from The Way Things Work, page 844**

Teacher's Name __________________________ Class __________________ Date __________________

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**Reading Level:** Moderate  
**Difficulty Consideration:** Complex process  
**Ease Factor:** Visually stimulating  
**Synopsis:** The selection provides information about and a picture of the aqualung.

**Goals/Objectives:**
- to read and interpret a diagram and explain the key, captions, and labels that a diagram uses  
- to define coherence and find examples of coherence in written instructions  
- to answer critical thinking questions about a diagram  
- to create a poster that provides a visual explanation of how something works  
- to edit cause-and-effect explanations

**Before Reading**
- Daily Oral Language (VLR I, page 96; UR 12, page 31)
- Reader's Toolbox: Coherence, Keys, Captions, and Labels (PE, page 844)
- Reader's Resource: Technology Connection and Sports Connection (PE, page 844)
- About the Author: David Macaulay (PE, page 846)
- Reader's Journal (PE, page 844; UR 12, page 31)
- Vocabulary: Spelling Patterns (VR, page 139)
- Reading Strategy: Preview the Selection (RSR)

**During Reading**
- Critical Thinking (PE, page 844; UR 12, page 31)
- Reading Strategy: Use Organizational Features as You Read (RSR)
- Fix-Up Idea: Reread (RSR)

**After Reading**
- Reading Strategy: Review What You Learned (RSR)
- Standardized Test Practice: Identify Relevant Details (RSR)
- Respond to the Selection (PE, page 846; UR 12, page 32)
- Investigate, Inquire, and Imagine (PE, page 847; UR 12, page 32)
- Understanding Media: Coherence, Keys, Caption, and Labels (PE, page 847; UR 12, page 33)
- Writer's Journal: Step-by-Step Explanation, Caption, or Request for Information (PE, page 848; UR 12, page 34)
- Vocabulary: Investigating New Words (PE, page 848; UR 12, page 34)
- Collaborative Learning & Study and Research: Creating a Visual Explanation (PE, page 848)
- Language, Grammar, and Style: Editing to Clarify (PE, page 849; UR 12, page 35)
- Selection Check Test 4.12.7 (ATE, page 846; UR 12, page 37; TG)
- Selection Test 4.12.8 (UR 12, page 38; TG)
- Internet activities at [http://www.emcp.com](http://www.emcp.com)
- Free reading time

**SOUTH CAROLINA STATE STANDARDS**
click this box for details

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**READING STRATEGIES RESOURCE, PAGE 253**

**Reading Strategy:** Use Text Organization  
**Fix-Up Idea:** Reread  
**Standardized Test Practice:** Identify Relevant Details

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“The Aqualung” from *The Way Things Work*, page 844

Teacher’s Name ________________________________ Class __________________ Date __________________

**Teaching Options**

**Flexible Grouping Suggestions**
- Respond to the Selection (PE, page 846; UR 12, page 32)
- Investigate, Inquire, and Imagine (PE, page 847; UR 12, page 32)
- Collaborative Learning & Study and Research: Creating a Visual Explanation (PE, page 848)

**Homework Suggestions**
- Understanding Media: Coherence, Keys, Captions, and Labels (PE, page 847; UR 12, page 33)
- Writer’s Journal: Step-by-Step Explanation, Caption, or Request for Information (PE, page 848; UR 12, page 34)
- Vocabulary: Investigating New Words (PE, page 848; UR 12, page 34)
- Language, Grammar, and Style: Editing to Clarify (PE, page 849; UR 12, page 35)

**Strategies for Developing Readers**

**Tackle Complex Process**
- Read the selection aloud.
- Show a documentary on scuba diving that explains how the aqualung works.
- Invite a scuba diver to talk to the class about how his or her scuba gear works and about his or her scuba diving experiences.

**Additional Strategies for English Language Learners**
- Read Reader’s Resource and Reader’s Toolbox aloud (PE, page 844).
- Have students discuss what they know about scuba diving.
- Find out more about what old diving suits looked like by conducting research on the Internet or in the library.
- If students have little background knowledge of scuba diving, pair them with readers who know more about the subject. Have pairs answer the Critical Thinking questions (PE, page 844; UR 12, page 31).
- Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 847; UR 12, page 32).
- Have partners complete the grammar exercise (PE, page 849; UR 12, page 35).
- Use activities for Spanish speakers (SR, page 167).
Lesson Plan

“How to Chop an Onion in Four Easy Steps” from
The Old Farmer’s Almanac, page 850

Teacher’s Name __________________________ Class __________________ Date __________________

Reading Level: Easy

Difficulty Consideration: Directions do not include pictures

Ease Factors: Directions are in chronological order; familiar subject matter

Synopsis: Selection describes how to chop an onion.

Goals/Objectives:
• to understand the importance of following directions
• to define concrete language and identify examples of concrete language in an article
• to define chronological order and illustrate the chronological order of steps in a process
• to identify and write imperative sentences

Related Reading: “Salsa” (page 852)

Insights: Getting into Web Development (page 855)

Before Reading
Daily Oral Language (VLR I, page 97; UR 12, page 41)
Reader’s Toolbox: Concrete Language and Chronological Order (PE, page 850)
Reader’s Resource: Science Connection (PE, page 850)
About the Author: Ken Haedrich (PE, page 852)
Vocabulary from the Selection (ATE, page 851)
Vocabulary: Spelling: Suffixes (VR, page 141)
Reader’s Journal (PE, page 850; UR 12, page 42)
Reading Strategy: Set a Purpose (RSR)

During Reading
Graphic Organizer (PE, page 850; VLR I, page 97; UR 12, page 41)
Guided Reading Questions (PE, page 851)
Reading Strategy: Read to Learn (RSR)
Fix-Up Idea: Visualize (RSR)

After Reading
Reading Strategy: Review What You Learned (RSR)
Standardized Test Practice: Understand Sequence (RSR)
Respond to the Selection (PE, page 852; UR 12, page 42)
Investigate, Inquire, and Imagine (PE, page 853; UR 12, page 42)
Understanding Media: Concrete Language and Chronological Order (PE, page 853; UR 12, page 43)
Writer’s Journal: Instructions, Advertisement, or Stage Directions (PE, page 853; UR 12, page 43)
Study and Research: Analyzing a Recipe (PE, page 854; UR 12, page 44)
Collaborative Learning & Speaking and Listening: Writing Directions (PE, page 854; UR 12, page 44)
Language, Grammar, and Style: Writing Imperative Sentences (PE, page 854; UR 12, page 45)
Vocabulary: Researching Cooking Words (UR 12, page 46)
Related Reading: “Salsa” (PE, page 852)
Insights: Getting into Web Development (PE, page 855)
Insights Questions (ATE, page 855)
Selection Check Test 4.12.9 (ATE, page 852; UR 12, page 47; TG)
Selection Test 4.12.10 (UR 12, page 48; TG)
Internet activities at http://www.emcp.com
Free reading time

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Reading Strategies Resource, Page 257

South Carolina State Standards

Click this box for details
Lesson Plan

“How to Chop an Onion in Four Easy Steps” from The Old Farmer’s Almanac, page 850

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<td><strong>Additional Questions and Activities</strong></td>
</tr>
<tr>
<td>________ Dave Schaller and Susan Nagel (ATE, page 855)</td>
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<tr>
<td>________ Website Design (ATE, page 856)</td>
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<tr>
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<td>________ Respond to the Selection (PE, page 852; UR 12, page 42)</td>
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<tr>
<td>________ Investigate, Inquire, and Imagine (PE, page 853; UR 12, page 42)</td>
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<tr>
<td>________ Additional Questions and Activities: Dave Schaller and Susan Nagel (ATE, page 855)</td>
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<td>________ Additional Questions and Activities: Website Design (ATE, page 855)</td>
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<tr>
<td>________ Applied English &amp; Collaborative Learning: Writing Directions (PE, page 854; UR 12, page 44)</td>
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<tr>
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<tr>
<td>________ Understanding Media: Concrete Language and Chronological Order (PE, page 853; UR 12, page 43)</td>
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<td>________ Writer's Journal: Instructions, Advertisement, or Stage Directions (PE, page 854; UR 12, page 44)</td>
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<td>________ Language, Grammar, and Style: Writing Imperative Sentences (PE, page 854; UR 12, page 45)</td>
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<tr>
<th>Strategies for Developing Readers</th>
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<tbody>
<tr>
<td><strong>Tackle Directions That Do Not Include Pictures</strong></td>
</tr>
<tr>
<td>________ Have students create a Graphic Organizer that illustrates what happens in each step (PE, page 851).</td>
</tr>
<tr>
<td>________ Have students compare ideas they find on the Internet for chopping an onion to Haedrich’s ideas.</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 850).</td>
</tr>
<tr>
<td>________ Have students look at a copy of Bon Appetit or another food magazine for additional background information.</td>
</tr>
<tr>
<td>________ Have small groups complete the Investigate, Inquire, and Imagine questions before engaging in a whole-class discussion (PE, page 853; UR 12, page 42).</td>
</tr>
<tr>
<td>________ Share recipes from the ELL students’ native cultures (Reader's Journal, ATE, page 850).</td>
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</table>

for “Salsa”

_______ Bring in such ingredients for a salsa recipe as chili peppers and cilantro, or find pictures of the ingredients. You might also have students illustrate the recipe, drawing pictures of the ingredients needed in each step.

for Getting into Web Development

_______ Explore some of the websites discussed in the selection (PE, page 856).
Unit Twelve
Reading Between the Lines: Informational and Visual Media
Closing the Unit, pages 857–863

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
______ Out of the Dust by Karen Hesse (PE, page 857)
______ Book Club (PE, page 857; UR 12, page 51)

Other Books Students May Want to Read
______ The New Way Things Work by David Macaulay (PE, page 857)
______ The Old Farmer’s Almanac by Robert B. Thomas (PE, page 857)

Guided Writing
Informative Writing: Analyzing Cause and Effect

Assignment: Students create a multimedia presentation along with an explanation of a cause-and-effect relationship (PE, pages 858–862).

Before Writing
______ Analyzing Cause and Effect (PE, page 858)
______ Professional Model (PE, page 858)
______ Writing Rubric (VLR I, page 153; WR, page 188)
______ Prewriting (PE, page 859; WR, page 175)
______ Student Model—Graphic Organizer (PE, page 860; WR, page 177)
______ Graphic Organizer (VLR I, page 152; WR, page 176)

During Writing
______ Drafting (PE, page 860)
______ Student Model—Draft (WR, page 178)
______ Self- and Peer Evaluation (PE, page 861; WR, page 181)
______ Language, Grammar, and Style: Passive and Active Sentences (PE, page 860; WR, page 179)
______ Student Model—Revised (PE, page 862; WR, page 185)

After Writing
______ Revising and Proofreading (PE, page 862)
______ Publishing and Presenting (PE, page 862)
______ Reflecting (PE, page 859)
Unit Twelve

Reading Between the Lines: Informational and Visual Media
Closing the Unit, pages 857–863

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<td>Special Needs: Discussing Cause-and-Effect Relationships (ATE, page 858)</td>
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<td>Enrichment: Causes and Effects in Human Psychology (ATE, page 858)</td>
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Flexible Grouping Suggestions

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Unit Twelve Review

Review and Assessment

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Reflecting on Your Reading

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